

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **32K162**

School Name: **J.H.S. 162 THE WILLOUGHBY**

Principal: **AMANDA LAZERSON**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: I.S. 162- The Willoughby School School Number (DBN): 32K162
Grades Served: 6-7-8
School Address: 1390 Willoughby Ave. Brooklyn, NY 11237
Phone Number: (718)821-4860 Fax: (718)821-1738
School Contact Person: Amanda Lazerson Email Address: alazerson@schools.nyc.gov
Principal: Amanda Lazerson
UFT Chapter Leader: Thomas Sherman
Parents' Association President: Maria Schmelzer
SLT Chairperson: Francine Padula
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: CSD32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Ave. Brooklyn NY 11221
Superintendent's Email Address: LDruck@schools.nyc.gov
Phone Number: (718)574-1100 Fax: (718)574-1245

Borough Field Support Center (BFSC)

BFSC: Brooklyn North BFSC Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street Room 501 Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-225-5119 Fax: 718-935-4314

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Barbara DeMartino	*Principal or Designee	
Gail Simms	*UFT Chapter Leader or Designee	
Maria Schmelzer	*PA/PTA President or Designated Co-President	
Anna Bambina	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Francine Padula	Member/ Assistant Principal	
Annamma Joe	Member/ Teacher	
Donna Jones	Member/ Teacher	
Rosa Niola	Member/ Parent	
Maria Amaya	Member/Parent	
Juana Flores	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Concepcion Alvarado	Member/ Parent	
Marina Limon	Member/ Parent	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

I.S. 162 is a middle school located in the primarily low income area of Bushwick, Brooklyn. Down from a register of almost a thousand students ten years ago, IS 162 now serves about 480 sixth through eighth grade students. The area that surrounds the school is undergoing a change in demographics, seeing an influx of young, single artists and other professionals. This change, accompanied by the growth of charter schools in the area is responsible for our lower register. Our students are 88% Hispanic, 8% African American, with the remainder being Asian, Caucasian and other ethnicities.

It is the mission of I.S. 162 to establish an environment that will allow our students to become self-reliant and capable of developing and applying their skills and abilities to succeed in all areas of life. We strive to provide a safe and orderly atmosphere that will have a positive effect on students' learning. We endeavor to set challenging goals that will enable our students to reach for high academic achievements. Our school environment recognizes the unique characteristics of each individual, his or her needs, and the importance of providing the guidance and support to grow socially, emotionally and academically. The administration, staff and parents work together to implement a plan that will encompass all the ingredients necessary to successfully educate, and encourage our students to become productive citizens and lifelong learners.

I.S. 162 has improved from being a School in Need of Improvement and a Priority Focus School to a School in Good Standing. That improvement is due to its having a strong and stable administration and a faculty of seasoned, highly qualified teachers. One area where our school made the most growth is in Tenet 3. We have a very strong CCLS curriculum, which was developed to meet the needs of our students. In addition, our staff receives professional development that is tailored to its needs. Another area where we have seen growth is Tenet 6. We have built a strong community, which includes parents, teachers and students who all work together to support the social and emotional needs of our students. These practices have had a positive effect on our school's progress.

Key areas of focus for this school year are to continue our work in developing rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards for all students and to better modify them for identified subgroups in order to maximize teacher instructional practices and student learning outcomes. We are working to apply scaffolds for all subgroups with pre and post assessments to assure student progress. We are also working to strengthen the home school partnership by planning more parent meetings, Parent Learning Walks, expanding our Saturday ELL program to include English Language Instruction for parents and parent workshops to provide instruction on the systems used in school.

32K162 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	472	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	20	# SETSS	N/A	# Integrated Collaborative Teaching	22
Types and Number of Special Classes (2014-15)					
# Visual Arts	11	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.4%	% Attendance Rate			89.8%
% Free Lunch	79.1%	% Reduced Lunch			1.2%
% Limited English Proficient	16.8%	% Students with Disabilities			24.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			6.0%
% Hispanic or Latino	88.2%	% Asian or Native Hawaiian/Pacific Islander			2.5%
% White	2.7%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			7.09
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.0%	Mathematics Performance at levels 3 & 4			15.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			26.3%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

We have a high percentage of ELLs in our student population. Review of the School Quality Review report, Sec. 1.1 has identified the following:

Strength: Our ELA/ESL curriculum has been expanded to align to the Common Core Learning Standards and to include complex materials that stimulate higher order thinking, deeper conceptual understanding and knowledge around specific content.

Need: Our current ELA/ESL curriculum includes multiple pieces of Informational Text but must be revised to increase our students’ exposure to grade level literature.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will strategically utilize higher order thinking questions and discussion techniques in their classroom practice, thereby improving student learning outcomes as measured by an overall 5% growth in student proficiency in ELA, Math and Science, as evidenced on the 2016 NYS Tests.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Beginning in September 2015, all teacher teams and the department coordinators will include new CCLS aligned units to be incorporated into the existing curriculum.</p>	<p>All Students</p>	<p>SY 15-16</p>	<p>all teachers</p>
<p>The new ELA/ESL CCLS aligned curriculum will be implemented in all ELA/ESL classes beginning in September of 2015.</p>	<p>All Students</p>	<p>SY 15-16</p>	<p>ELA/ESL teachers</p>
<p>ELA/ESL teachers and administrators will assess effectiveness of the new ELA/ESL CCLS curriculum by reviewing student work, pre and post assessments and performance tasks for each unit.</p>	<p>All Students</p>	<p>SY 15-16</p>	<p>ELA/ESL teachers and Administrators</p>
<p>Lesson plans that include the literature that has been added to the CCLS units will be revised and modified by the individual teachers on an ongoing basis throughout the year. Teacher teams will meet to review these revisions and modify the curriculum.</p>	<p>All Students</p>	<p>SY 15-16</p>	<p>Academic Coach ELA/ESL teachers and Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Curriculum State Standards • Computer hardware and software • Per session for ESL teachers and Academic Coach 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By Feb. 2016, 50% of the this curriculum will be implemented as measured by monitoring activities including curriculum maps, student work, and administrative observations and data from

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Examination of the results of our School Environment Survey, relative to the Capacity Framework element and DTSDE tenets, has helped us to identify the following:

Strength: According to the School Environment Survey, a large majority of constituents indicated they feel the school is safe and conducive to learning.

Need: Our after school and morning programs have proven to meet the needs of our students and we must continue to provide these services.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students will participate in a comprehensive social, emotional education designed to promote an ability to make responsible, mature decisions that will promote engagement with learning, resulting in a 10% reduction in incident reports and suspensions.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>21st Century Grant Program</p> <ul style="list-style-type: none"> • Provide theater, dance, art, martial arts, percussion programs as well as parent workshops, teacher professional development and programs that provide teaching artists in our classrooms. • Provide AM counseling services and 1 to 1 peer mediation program. 	<p>All students and staff</p>	<p>SY 15-16</p>	<p>School supervisors, teachers, program supervisors and counselors</p>
<p>Western Queens Mental Health Center – to provide onsite screening and counseling.</p>	<p>All students</p>	<p>SY 15-16</p>	<p>School supervisors, teachers, program supervisors and counselors and clinicians</p>
<p>Sports and Arts Program – to provide after school academic supports and sports activities.</p>	<p>All students</p>	<p>SY 15-16</p>	<p>School supervisors, teachers, program supervisors and counselors and clinicians</p>
<p>Urban Advantage – to provide Science enrichment activities for students and professional development for teachers.</p>	<p>All students and staff</p>	<p>SY 15-16</p>	<p>School supervisors, teachers, program supervisors and counselors and clinicians and Urban Advantage Staff</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Infusion of all programs during and after the school day and Saturday sessions with participation by select teachers and program staff.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
<p>X</p>	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Participation by team members – agendas, attendance and minutes

Increased engagement at school – comparative analysis of suspension rates from 2014-2015

Reduction in demand for School Guidance Counselors as per records

School Survey

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Review of the School Quality Review report, Sec. 4.2 was noted as an area of improvement.

In SY 13-14, we had strong teacher teams who were able to meet regularly. Because of the newly restructured school day, which required professional development and parent engagement time, adequate time was not provided in the school day for collaborative teacher teams.

Need: To strengthen and facilitate collaborative teacher teams.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will engage in collaborative teacher team work, examining best practices that promote vertical and horizontal alignment across departments as evidenced by the development of Common Core Aligned documents/protocols.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teams of teachers will meet on a weekly basis to engage in data analysis and vertical planning.	All staff	SY 15-16	Administrators and teachers
Professional development calendar will be designed to meet the needs of teachers.	All staff	SY 15-16	Administrators and teachers
Teachers will engage in consistent analysis of teacher practice and student work.	All staff	SY 15-16	Administrators and teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Assistant Principal Professional development provided by 21 st Century Grant Educational literature Adjustment of schedule per the UFT contract professional development time											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By November 2015, structured, professional collaboration by teacher teams using an inquiry approach will be in place as measured by agendas, attendance sheets and meeting minutes.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Review of the SQR Sec. 3.4 and the Learning Environment Survey has helped us to identify the following:

Strength: Our school leaders have a strong system to track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

Need: To establish a culture for learning that communicates high expectations to the staff and to supply the supports to achieve those expectations.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers rated as ‘Developing’ in Domain 3 based on Advance 2014-15 data, will be provided with targeted support to assist them in acquiring effective practices, as evidenced in June 2016 by a 20% improvement in the percentage of ‘Effective’ ratings.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
A Professional Development committee of administrators and teachers will be established to articulate pertinent topics and needs of school community.	All teachers	SY 15-16	All administrators and staff members
Clear expectations will be communicated to staff via the School Handbook.	All teachers	SY 15-16	All administrators
Teachers will develop professional goals using student data, classroom environment and instruction as reflection tools and create an action plan to meet their goals.	All teachers	SY 15-16	All administrators and teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Century 21 Grant, CITE, Breaking the Cycle, Urban Arts											
Principal, Assistant Principal, UFT Contract PD allotted time.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By Feb. 2016, 85% of teachers will have participated in professional development, peer inter-visitations and Teacher Team collaboration. Accountability of high expectations will be furnished in lesson plans and student growth.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Review of the Chancellor’s Capacity framework to Build Strong Family and Community Ties and the Chancellor’s Pillars in Practice #3, has helped us to identify the following:

Strengths: Our school has shown growth in the area of parent engagement as shown by attendance at parent workshops, parent teacher conferences and Parent Association meetings.

Need: We see a continued need for expansion of opportunities for parents to understand and be involved in their child’s education.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 20% monthly increase in school sponsored events to strengthen family ties and promote a welcoming school culture.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Establish a Saturday program that allows parents and students to attend reading and math enrichment classes, book clubs and computer classes together.</p>	<p>All parents and guardians</p>	<p>SY 15-16</p>	<p>Administrators, teachers</p>
<p>Work with the Parent Coordinator and community organizations to conduct evening informational sessions to assist parents with social, family, health and legal issues.</p>	<p>All parents and guardians</p>	<p>SY 15-16</p>	<p>Parent Coordinator, administrators and staff members</p>
<p>Establish collaboration with local elementary schools, high schools and colleges to support the school community's effort to ensure our students are college and career ready.</p>	<p>All students, parents and guardians</p>	<p>SY 15-16</p>	<p>Parent Coordinator, administrators and staff members</p>
<p>Continue to schedule Parent Learning walks to enhance and support parents' efforts to better understand their child's school/learning experiences.</p>	<p>All parents and guardians</p>	<p>SY 15-16</p>	<p>Administrators, Parent Coordinator and teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Parent Coordinator</p> <p>Teachers Parent Outreach/Family Engagement time as per the UFT contract</p> <p>Title III Saturday Program</p> <p>Principal and Assistant Principals</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By Feb. 2016, there will be a 20% increase in the number of Parent activities as measured by Parent activities conducted in the same time frame in the previous school year.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ELA scores in bottom third of school	Common Core Reading and Writing strategies	Small Group	During the school day
Mathematics	Math scores in bottom third of school	Common Core Math practices	Small Group	During the school day
Science	Science MOSL of Sept. 2015	Interpreting graphs and charts	Small Group	During the school day
Social Studies	Social Studies MOSL of Sept. 2015	DBQ and interactive technology	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Teacher/Guidance recommendation • Students with attendance issues • Over Age students 	Bullying Prevention Program Century 21 AM Program Social and Emotional Skills	Individual or small group	During the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The Principal and the HR director work together to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to attract high-quality highly qualified teachers to our school include:</p> <ul style="list-style-type: none"> • Frequent communication with our Network HR Director when vacancies occur • We have established a partnership with a local college to support the grooming of student teachers in our search for HQT candidates. • We interview HQT candidates from the Open Market Hiring System and the Absent Teacher Reserve(ATR) Pool. • We have established a rigorous interview protocol that includes demonstration lessons, interviews, and review of the New York State certification/licensing.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • PD sessions are attended by teachers and administrators and turn-keyed to the staff. • 80 minute PD blocks each week for teachers and paraprofessionals. • PD team meets regularly with the administration to discuss and plan professional development for staff based on staff needs. • Teachers are provided with curriculum maps, instructional resources and professional learning opportunities. • Individualized PD plans are created for teachers, based on their needs, to ensure improvement.

- Coaching and mentoring are available for teachers who require additional support.
- We maintain a teacher resource center and professional library to promote promising and effective practices.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers and Administrators examine data, trends from assessments, and classroom observations to select instructional materials and Measures of Student Learning.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	443,711.00	Unknown at this time	Unknown at this time
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,664.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,895,393.00		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community. I.S. 162, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep

parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. I.S. 162 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing an email protocol, online gradebook and using School Messenger to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

I.S. 162, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each quarter during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: _	DBN: <u>32k162</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____ ELLs are held to the same high expectations outlined in the NYS Common Core Learning Standards(CCLS) for regular monolingual students. However, ELLs need more time and remediation. Our Title III Supplemental Program targets the needs of ELLs so that they can improve in their content area classes. The goals of the program are to develop English literacy and Math skills in order to prepare ELLs to meet and exceed the rigorous expectations of the CCLS, and to succeed on the ELA, NYSESLAT, and Math state assessments. Our Newcomer Program meets the needs of 12-15 Newcomers and SIFE, grades 6-8. We will be using a computerized program (ESL ReadingSmart). It is aligned to the ESL Learning Standards and uses multi-genre, multi-cultural selections to develop reading skills. The certified ESL teacher will choose the texts according to the interests of the class. A preliminary assessment will be given to determine the placement level of each student. This engaging reading program allows each student to have an individualized learning path. The program monitors the students' progress and moves them up to higher levels based on ongoing assessments. There are multimedia vocabulary and comprehension games for additional reinforcement. This program will meet 4 times a week for 1/2 hour for 10 weeks. The program will start in December and will be held on Saturday mornings.

The Saturday Academy Program is designed to meet the needs of 30 ELLs (Regular ELLs, SIFE and Longterm ELLs). The focus of the reading and writing will be on informational texts. The ESL portion is divided into two classes - Beginners & SIFE and Long-term ELLs. Each section meets for 1 1/2 hours. Beginners and SIFE use the Longman's Keys to Learning. This is an interdisciplinary program for Beginners that comes with a CD of all texts, a workbook, and many supplemental materials i.e. graphic organizers. The Long-term ELLs use Longman's Shining Star Series Level A. This series is also interdisciplinary with informational texts, CD of all texts, a workbook, and many supplemental materials. A licensed ESL teacher will execute the program.

The Math portion of the Saturday Academy Program is provided by a certified Bilingual teacher, who is also certified in Math. This portion of the program meets for 1 1/2 hours. The classes change classrooms to alternate between ESL and Math classes. The Math teacher uses Longman's Mathematics for ELLs. This textbook covers 6th thru 8th grade Math topics. The material is presented in explicit and ELL-friendly format. There are also many word problems for practice.

Teachers in both sections (ESL/Math) will use scaffolds to meet the needs of their ELLs. Classes meet on Saturdays for seventeen (14) three-hour sessions, 8:30 AM to 12:30 PM. Classes start will start in December and end in May.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____ Professional development for the four (4) Title III teachers as well as for six (6) other content area teachers responsible for delivery of instruction to ELLs (ELA, Math, Social Studies, Science, and two Special Ed) will be provided by the Instructional Coach. The goal of this

Part C: Professional Development

training will be to learn "best practices" that will meet the needs of ELLs - newcomers to advanced. A series of five (5) one-hour sessions will be provided. The topics to be covered are: Using Data to Plan Instruction for ELLs; Scaffolding Strategies for ELLs; Questioning Strategies for ELLs; QTEL Strategies for ELLs; Academic Language for ELLs. The training will be conducted weekly for five (5) consecutive weeks, on Mondays, after-school, 2:30 PM to 3:30 PM. Teachers will be able to receive hourly credits towards their required 7 1/2 hours/10 hours (Special Ed).

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____ The Title III Program provides an Adult ESL Class for parents of ELLs that wish to learn English. We encourage ELL parents to learn English at the same time their children attend the Saturday Academy for ELLs. This is part of our parent outreach effort. We try to engage parents who attend our classes in other school activities, such as PTA meetings and ELL Parent workshops. We educate parents who attend these classes on how the educational system works, how they can affect the future of their children by encouraging them to finish school and pursue a college degree. ESL classes are held on Saturday, 8:30 AM to 12:30 PM, for 14 sessions, December thru May. The goal of the program is to provide the English necessary to meet the immediate needs of parents and to improve their ability to understand and use English. This is a thematic curriculum that targets a variety of topics of daily life, i.e. daily routines, school and education, transportation, health, the workplace, telephone skills, shopping, government and law, and immigration. Grammar and mathematics skills are also included. The activities include vocabulary development, dialogues, reading, writing, and real-life Math application. A certified ESL teacher will teach this class. Parents are invited by letters written in English and in the home languages. Letters are followed by phone calls to parents in the home language. Parents will also be invited to attend a monthly ELL Parent Meeting. The topics for these meetings will be educational and informational. Parents will learn about the process of learning a second language and what they can do to help their child at home. They will learn about the State assessments and their importance in the education of their children. They will be exposed to information regarding community resources available to them and their children. Presentations by outside resources, i.e. Bushwick/Ridgewood CBO and PTA- sponsored presentations .

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services	NA	_____

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>NA</u>	_____
Educational Software (Object Code 199)	<u>NA</u>	_____
Travel	<u>NA</u>	_____
Other	<u>NA</u>	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 32	Borough Brooklyn	School Number 162
School Name The Willoughby School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Amanda Lazerson	Assistant Principal Francine Padula
Coach Elise Margolin	Coach type here
ENL (English as a New Language)/Bilingual Teacher Jillian Goodwin	School Counselor Robert Channing
Teacher/Subject Area type here	Parent Maria Schmelzer
Teacher/Subject Area type here	Parent Coordinator Vanessa Hernandez
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Lilian Druck	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	480	Total number of ELLs	100	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	45	ELL Students with Disabilities	37
SIFE	16	Developing ELLs (ELLs receiving service 4-6 years)	21	Long-Term (ELLs receiving service 7 or more years)	33

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	45	11	7	21	2	10	33	1	16		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 7

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL				
	ELL	EP	ELL	EP																			
SELECT ONE																					0	0	
SELECT ONE																						0	0
SELECT ONE																						0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL			
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP		
SELECT ONE											0	0
SELECT ONE											0	0
SELECT ONE											0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							41	37	27					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							13	9	13					0
Emerging (Low Intermediate)							1	2	7					0
Transitioning (High Intermediate)							4	2	3					0
Expanding (Advanced)							11	18	13					0
Commanding (Proficient)							0	5	4					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							13	7	8					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	75	58	9	1	0
7	79	56	16	0	0
8	59	72	17	2	0
NYSAA			1		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	72		64		12		1		0
7	72		60		19		1		0
8	71		66		11		3		0
NYSAA					3				0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Data gathered through standardized exams, interim assessments, conferencing and other informal assessments demonstrates a need for ELL's on the area of reading and vocabulary comprehension. ELL students struggle expressing their ideas both orally and in writing. Students tend to answer literal questions and struggle to expand on questions that require critical thinking skills. Using this data the ELA/ESL department has developed a curriculum using a balanced literacy approach to address these needs. Forty five percent of our ELL population is long term ELL's. To accommodate their needs with language acquisition they are placed in our early morning literacy program. Individual plans are created and implemented for all ELL's to ensure that students are on task and have mastered the targeted skill before proceeding to the next skill. In addition to their individual learning plans, the thirty six percent of our ELL students who are also classified as students with disabilities all stay in our after school program school four days a week to receive additional support in reading and mathematics. The assessment tools used to assess the early literacy skills of our ELLs are: the NYSITELL and the Spanish LAB; oral, reading, and writing informal assessments conducted by the ESL teachers; Periodic Assessments; and Achieve The NYSITELL provides a baseline assessment of the English literacy skills ELLs bring into the program. The Spanish LAB data is indicative of the literacy skills in L1 (the home language). Research tells us that ELLs who have a high level of literacy in L1 are more likely to advance quicker in English language acquisition because knowledge of literacy skills transfers into the acquisition of English. The informal assessments in speaking, reading, and writing provide authentic data on the early literacy and performance abilities of the ELLs in English. Achieve 3000 conducts a preliminary assessment in order to differentiate the levels of the texts in the program. All this data helps us identify the authentic language needs of ELLs and those who will need added support in developing English literacy skills. These ELLs are targeted for our supplemental ELL programs. This data also helps teachers who service ELLs to identify ELLs who will need differentiated instruction. Our current population of ELLs, for example, is comprised of 42% Entering, 15% Emerging, 10% Transitioning and 42% are Expanding. This data translates into the fact that most of our ELL population this year is able to read and write to a considerable extent. Entering level ELLs are also interspersed within the classes. Therefore, all teachers who service ELLs will need to plan for activities that will advance the English acquisition of the Emerging and Transitioning and Expanding ELLs, as well as meet the basic needs of the Entering ELLs. In the face of implementing the new Common Core Standards, teachers of ELLs need to have high expectations for ELLs and provide lesson and materials of a rigorous nature. However,

teachers of ELLs need to also provide the necessary scaffolds and ESL strategies that will support the ELLs in to meeting those expectations. Entering level ELLs will need differentiated instruction and will need to be targeted for the Title III and SIFE Grant before-school and Saturday programs.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The first year ELLs taking NYSITELL score between Entering and Emerging. The data patterns across proficiency levels on the NYESLAT reveals that 42% of all ELLs scored at the Entering Level, 15.75% of all ELLs scored at the Emerging level, and 10.5% of all ELLs scored at the Transitioning level and 42% scored at the Expanding level and 10% scored at the Commanding level. This data tells us that the ELLs fall into the Levels on the NYESLAT and NYSITEL. In the 6th grade 4% scored at Entering level, .3% scored at the Emerging level, and 1.2% scored at Transitioning level, 3.3% scored at the Expanding level, and .6 scored at Commanding level. In the 7th grade 2.1% scored at Entering level, .6% scored at the Emerging level, and .6% scored at Transitioning level, 5.4% scored at the Expanding level, and 1.8 scored at Commanding level. In the 8th grade 4.2% scored at Entering level, 2.1% scored at the Emerging level, and 1.05% scored at Transitioning level, 4.55% scored at the Expanding level, and 1.05 scored at Commanding level. This data also tells us that the majority of our ELLs will need rigorous activities that will build reading, writing, and higher-order thinking stamina. A focus on academic language development as well as listening and speaking skills will provide much needed practice for all. Teachers of ELLs should strive to create lessons that are interactive in nature, and that provide opportunities for using all four language skills.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Patterns across the NYSESLAT modalities affect instructional decisions at I.S. 162. Overall our students performed higher in speaking and listening than reading and writing. This has guided I.S. 162 to focus more time on developing strategies to support reading and writing skills. The "workshop model" lends itself to all 4 modalities but teachers develop small group interventions to improve reading and writing skills. As a team we evaluate AMAO reports. Our school has made some gains but not as substantial as we would like. Many of our ELLs are SIFE and have IEPs, this makes second language acquisition challenging.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

This is the first year we have given the ELL periodic assessment. We have not received the results yet. The Free Standing ENL Program - The NYSESLAT and NYSITELL data indicate that on all grade levels, the majority of ENLs scored were split between the Entering and Expanding Levels. Due to a large influx of newcomers with limited English skills, the largest proportion is at the Entering level. It appears gains are made at all levels, however the ENLs seem to stall at the Expanding level. This means that more focus needs to be placed on moving ENLs in the Reading and Writing skill areas. Thus far, comparing the NYSESLAT to the ELA test scores has shown a compatible score between both exams. The ENL Common Core aligned curriculum, along with dual licensed teachers, will better address the needs of the ENL students across all content areas. The ENL Thematic Curriculum has been successful in engaging ENLs' interest and participation. The program fosters connections between the learning and "real life" experiences. Differentiating instruction within a thematic unit is made easier because there is an "essential question" that overrides all the learning. ENL teachers can assign a variety of leveled texts and tasks that meet the reading levels of the ENLs and reflects the "essential question". This learning environment promotes deeper meaning and the development of higher order thinking skills. Topics are thought-provoking and also build on background knowledge. ENL teachers use cooperative learning activities that allow for the more advanced learners to affect the learning of the less advanced learners (Vygotsky's Theory of Proximal Development). Focus on academic language development is vital. Attention should be paid to the use academic language learned in speaking and writing in the ENL classroom. Attention to the identification of specific student goals, tracking progress, and providing timely feedback will help the ENLs take ownership of their learning and teach them how to evaluate themselves. The ENL teachers need to employ the Common Core Standards and the ENL Standards in order to prepare our ELLs to succeed in the content areas and on the State assessments.

Periodic assessments serve to identify the strengths and weaknesses of ELLs. The school leadership and the teachers use the results of these assessments to identify the goals for the ELL programs and to track the progress of ELLs. The results of these assessments are also used to design the targeted remediation programs, i.e. Title III and SIFE Grant Programs. The periodic assessments are helping the school learn about the needs of ELLs and how they learn best. It also highlights the particular skill areas that need work. The school has learned that ELLs need more time and they also need more support. We target the ELLs who need that support for the Extended Day Program and for the Title III and SIFE Grant after-school programs.

ELLs will have the choice to take the Math test in their home language, but only 5 ELLs chose this. Most of our ELLs choose to take the state assessments in English. The native languages are used in the form of supports: bilingual dictionaries and picture dictionaries in the languages reflected in the ENL classrooms are provided, a "buddy" that speaks the language of a new entrant, and technology supports i.e. the Smart Board and Google Translator.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
- I.S. 162 uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework in numerous ways. Teachers plan interventions based on specific modifications for ELLs who have IEPs. Teachers also collaborate to discuss strategies for teaching ELLs and best practices that work in their classrooms. Teachers work closely with alternate placement paraprofessionals to ensure that all students are receiving appropriate instruction. Based on the data of state assessments and formative classroom assessments, teachers gather resources in the primary languages of the students. Students are assessed monthly by subject teachers and data is shared across the content areas. Further strategies are considered at this time in order to meet the needs of all ELL students. This cycle repeats itself monthly, in teacher inquiry meetings.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- Second language development is considered in all instructional decisions made at I.S. 162. ESL instruction is delivered by dual certified ENL teachers who make daily adaptations and modifications to their lesson plans. Instruction takes place in an integrated co-teaching setting as well as stand alone ENL classroom instruction. The teachers confer frequently with students to track their second language progress. The students are also strongly encouraged to attend our Saturday program to reinforce content learned. When developing our units, scaffolds are added so that all ELLs can have access to the lesson. Parents/Guardians are notified within 10 days of students' arrival of the results of the NYSITELL through an Entitlement or Non-Entitlement letter. Home language translations are provided. The Coordinator for ENL manages the distribution of the entitlement letters. Copies are maintained in the Compliance Binder. The Parent Survey and Program Selection, as per CR Part 154, is filled out and collected by the Coordinator for ENL on the day of registration. The original copy is placed in the student's cumulative file. A copy is placed in the Compliance Binder.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- We evaluate the success of our programs for ELLs using several data points. We collect data from the NYS ELA exam, NYSESLAT, reports from Achieve 3000, and periodic assessments. As we examine this data we look for patterns of growth and gains.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When a new student enters into IS 162, the parent is given the Home Language Identification Survey (HLIS) as part of their registration packet. At that time, a licensed English speaking pedagogue trained in the intake process assists the parent in filling out the form. Translators are provided when necessary for Spanish speaking families. After the parent fills out the HLIS, an interview is conducted by a trained pedagogue. Based on the results of the HLIS and the interview, the home language is entered into ATS by the pupil accounting secretary. If a language other than English is indicated as the home language the NYSITELL is administered within the first 10 school days by a fully trained pedagogue and used as an initial assessment. This assessment is used to determine eligibility for ELL services. After administering the NYSITELL the test is scanned and scores are generated by ATS. These results are documented and kept on file at the school with the test papers being sent to the scan center. For any students whose home language has been identified as Spanish the SLAB is administered if necessary. For any students requiring ELL services, parent orientation and placement is done within the first ten school days of enrollment. In order to ensure that all of the appropriate new admits are tested the RLER is generated through ATS. This report identifies any new admit eligible for NYSITELL administration.

- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Upon entering and within ten days, the NYSITELL and Spanish Lab (for Spanish speaking students) is administered. Student work is analyzed and scored using a Common Core rubric. Based on the CCLS for ELA, we are able to identify SIFE students. A basic SIFE questionnaire that asks about social and academic history is given to each student when they first enter the school. Using this information and testing results, we can identify the student correctly.

- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

LPT:

Amanda Lazerson, Principal

Francine Padula, AP, Special Education

Wanda Baez, Certified teacher

Maria Schmelzer, parent

Vanessa Hernandez, Parent Coordinator and Spanish translator (If other translation is required, an outside agency is contacted prior to meeting)

Accept or reject LPT recommendation: 15-20 days

ESL Service placement must begin 10 days upon registration.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
To ensure that all entitlement letters (non-entitlement, continued entitlement and entitlement) are distributed, a licensed pedagogue first reviews the current NYSITELL data to identify students that have scored proficient. All non-entitlement letters are generated and backpacked home with the students. Copies are kept on file at the school. Letters are generated for all students who have not tested out according to the NYSITELL exam and are back packed home with the child. For any new admits into the school who receive the Lab-R and are identified as needing services are given the entitlement letter along with a phone call home to the parents/guardians to inform them of the child's placement.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
uring the parent workshop, the parents are informed of their right to appeal the ELL status.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
If a student is identified as eligible to receive ELL services as determined by the NYSITELL, an invitation to the Parent Orientation meeting is sent home to the parents or guardians of these students. This Parent Orientation meeting is conducted by a fully trained licensed ESL teacher, Ms. Goodwin or Ms. Staudt. Interpreters are made available during this meeting. During the orientation parents are instructed to sign in, take a parent orientation agenda, a parent survey/program selection form and a parent brochure. All of these documents are given to the parents in their native language. During the meeting, the Assistant Principal welcomes parents and provides an explanation of the purpose of the meeting. Information regarding the number of minutes of service required under CR 154 for students at the beginning, intermediate, and advanced level of proficiency is provided. Parents are also told that if their child continues to be eligible for services the following school year based on the results of the NYSITELL exam, they will receive a Continuation of Services upon receipt of the test scores. Parents are informed that research shows ELL students who stay in one continuous program perform better academically that those who switch between programs. An explanation of federal funding under Title III and the availability of supplemental services. After all of the information is provided to the parents, the parents are given the opportunity to view the Parent Orientation video in their native language. After the video presentation, parents fill out the parent selection forms, trained ESL are made available to make sure that all forms are filled out correctly and are collected. Identification and placement are conducted within the first ten school days.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
To ensure that Parent Survey and Program selection forms are returned we make every attempt to reach out to those parents who have not returned the form. We do this through backpacked flyers, phone calls and registered letters if necessary. Outreach and makeup sessions are conducted by trained ESL pedagogues to ensure accurate completion and collection of the forms. During these makeup sessions all areas as indicated in question 2 are addressed. Ongoing parent orientation meetings are conducted as needed whenever new admits are identified as ELL students using the HLIS and parent interview.
To ensure that all entitlement letters (non-entitlement, continued entitlement and entitlement) are distributed, a licensed pedagogue first reviews the current NYSITELL data to identify students that have scored proficient. All non-entitlement letters are generated and backpacked home with the students. Copies are kept on file at the school. Letters are generated for all students who have not tested out according to the NYSITELL exam and are back packed home with the child. For any new admits into the school who receive the Lab-R and are identified as needing services are given the entitlement letter along with a phone call home to the parents/guardians to inform them of the child's placement.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
To monitor the timely return of the Parent Survey and Program Selection forms our ESL coordinator keeps record of when each form is returned. If for are not returned the ESL coordinator and parent coordinator make phone calls to get the parent into the building.
9. Describe how your school ensures that placement parent notification letters are distributed.
All letters are hand delivered to the students by the ESL coordinator.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documents are reviewed at the beginning of each school year. The ESL coordinator gathers all forms from the student files in the main office, makes copies and places them in the current school years ESL binder located in the ESL Coordinator's office. Documentation can be accessed by Ms. Lazerson, Principal, Ms. Padula, Assistant Principal, Ms. Margolin, ESL Coordinator and Ms. Jones, IEP teacher.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
To ensure that all ELL students receive the NYSITELL annually, the Assistant Principal prints out the RLER report from ATS to verify which students are eligible to take the NYSITELL exam. The assistant principal creates a testing schedule with the ESL coordinator to ensure that every eligible ELL student is administered all four components of the NYSESLAT. A checklist is created and maintained to make sure that all are tested in all four components. Pedagogues: Wanda Baez, Jillian Goodwin, Nicole Staudt.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
To ensure that all entitlement letters (non-entitlement, continued entitlement and entitlement) are distributed, a licensed pedagogue first reviews the current NYSITELL data to identify students that have scored proficient. All non-entitlement letters are generated and backpacked home with the students. Copies are kept on file at the school. Letters are generated for all students who have not tested out according to the NYSITELL exam and are back packed home with the child. For any new admits into the school who receive the Lab-R and are identified as needing services are given the entitlement letter along with a phone call home to the parents/guardians to inform them of the child's placement.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The program model offered at IS 162 is aligned with parent requests. A certified bilingual teacher conducts all parent/students interviews. Our parent coordinator is who bilingual (English/Spanish) is also available for translations when necessary. Based on parent surveys, parents have always selected 100% free standing ESL, therefore the need for a bilingual program has not presented itself.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
The organizational models used to deliver ENL instruction are departmentalized and emphasize a balanced literacy approach. ELL students are serviced in ENL. There are two certified ESL teachers who provide these services. We have three ENL classes, one on each grade level. Students are grouped based upon their NYSELA test data. All of these classes are taught by fully certified dually licensed ELA/ESL pedagogues. All ENL classes differentiate and scaffold instruction based upon individual student need. An integrated/stand alone model of instruction in ENL is implemented for our special education classes. Heterogeneous grouping facilitates the push in/pull out model of instruction. Currently all classes in grades 6-8 have ELL students receiving mandated services.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

To ensure that the mandated number of instructional minutes is provided according to the students proficiency levels in our ENL program, for the 3 departmentalized ENL classes the students receive a minimum of 8 periods (1 period = 45 minutes) of ELA/ENL instruction provided by a licensed ESL pedagogue. In addition they also receive 4 periods of ENL instruction during a computer based literacy program, Achieve 3000, provided by a licensed ESL pedagogue. All of our special education ELL students who receive service through the push in/pull out model receives 5 periods of explicit ENL instruction a week. Our 6th and 7th grade special education students receive additional support in reading and writing through a computer based literacy program Achieve 3000, 2 periods a week. Bilingual materials such as glossaries, dictionaries and text are made available to students. Bilingual literature is part of the classroom library so that ELL students have access to text in the native language. These materials are embedded in daily ELA/ENL instruction.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Teachers at IS 162 have positive attitudes toward having ELL students in their classes as evidenced by the time they dedicate to the planning for these students and integrating ESL methodologies in their classroom instruction. Together with the ELA teachers, all three ESL teachers meet during subject conferences, once a week. Additionally all two ESL teachers meet with the Assistant Principal overseeing ESL monthly. Effective ESL methodology and strategies are infused in content area instruction to enable ELL students to access prior knowledge, learn content material and communicate ideas. Visual aides, leveled books, culturally diverse materials and graphic organizers are used to infuse ESL strategies into content areas. Technology aides, such as the SMART board were added to classrooms to aid in instruction.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

To endure that ELL's are appropriately evaluated in native language we have trained pedagogues to provide translation services when needed. If we do not have someone to translate we arrange to have translation services provide the necessary language. Students assessments given throughout the school year are created by the teachers and translated into different languages with the help of staff members. :

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We administer the ELL periodic assessment twice a year. During specific times of the school year teachers administer teacher created benchmark assessments to track progress in all four modalities. Achieve 3000 assesses students as they work, monitoring their levels at all times. Teachers are able to check progress. Each unit in the content areas include both formative and summative assessments. All four modalities are included in these assessments. These are scored according to CCLS aligned rubrics.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

SIFE students are offered and encouraged to participate in extended day

activities which include academic classes and clubs. AIS services also provide SIFE students with additional support to increase literacy and mathematics. These services are implemented during the school day. Guidance Counselors are used as an intervention tool and serve as a connection between home and school.

ELL students in the US for less than three years are assessed in their English and Native language proficiency. When, they first arrive, they are tested with the Lab-R and at the end of the academic year, the NYSITELL. Teachers use these scores to guide instruction. Once in the classroom, teachers make observation and assessment a daily practice in the areas of speaking, listening,

reading and writing. They assess literacy using various assessment tools including Performance Assessments, Achieve 3000, running

records and interim assessments. Based on assessment, students receive explicit instruction to develop their speaking, listening, reading and writing proficiency. Some of these strategies include but are not limited to, using clear and predictable talk, repeat

and rephrase, simplify vocabulary and reduce the use of idioms, using vocabulary in context and modeling language patterns by

expanding on student utterances.

ELL students in the US for four to six years receive instruction using various linguistic and scaffolding strategies. Some of these strategies include group discussions and writing from personal experience. Teachers work together to assess student instructional

needs using formal and informal assessment including ongoing observations, conferences, Performance Assessments, Achieve 3000,

running records, periodic assessments and NYSITELL data. Literacy and language needs by modality are determined.

Teachers

meet during common planning to discuss specific instructional needs. Literacy is developed in individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries and dictionaries. ELL students in the US for more than six years receive instruction to build academic language with respect to their literacy needs.

Teachers meet to discuss and plan to help guide instruction of the long term ELL's. These instructional strategies include but are not limited to using literary elements and genres in discussions, using content-related vocabulary in discussions, reading and writing and summarizing literature and content-area texts using a variety of comprehension strategies.

All students who achieve proficiency on the NYSITELL receive testing accommodations for an additional 2 years.

Former ELLs are serviced by a licensed ENL teacher in an integrated content area classroom.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The LPT examines the student's progress (report card grades, pre, mid and post assessments, Achieve 3000, EdPerformance) and work in all content areas every marking period and compares it to the documents submitted for Re-Identification. If the student's progress is questionable, the SBST will be consulted to determine if the student has a disability that may impede his learning. The principal, Ms. Lazerson, will consider the findings and determine if the student's ELL status remains the same or gets changed. The parent is notified in their language of choice. If the student's status has to be changed, all information is sent to the superintendent to review and determine the final decision. Within 10 days, the superintendent will notify the parent/guardian in their language of choice, of the decision. If the child's status is not going being changed from ELL, no other actions are taken. If the status is changed, the principal will create a new program and place the student accordingly. All documents will be maintained in the student's folder in the ESL Coordinator's office.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

To meet the diverse needs of ELL-SWD within the least restrictive environment we provide all mandated services with a push in model. A fully licensed ESL teacher pushes into content area classrooms to provide the needed support for the students. Teachers are using a common core aligned curriculum for ELA and for mathematics. Both of these curriculums provide additional instructional supports and accommodations for ELL's and SWD's. Each of these curriculums have an emphasis on vocabulary development as well as writing across the contents. To meet the diverse needs of ELL-SWD within the least restrictive environment we provide all mandated services with a push in model. A fully licensed ESL teacher pushes into content area classrooms to provide the needed support for the students. Teachers are using a common core aligned curriculum for ELA and for mathematics. Both of these curriculums provide additional instructional supports and accommodations for ELL's and SWD's. Each of these curriculums have an emphasis on vocabulary development as well as writing across the contents. Achieve 3000 is used. The program assesses students as they read and take the online tests offered throughout the units. The student and teacher can easily determine growth by printing a report. Students are able to log in at home and continue with the program. A monthly report outlining each class' use is generated from Achieve 3000 and sent to Ms. Padula, AP, who reviews it and discusses it with the appropriate teachers. Students also receive instruction in the Technology lab. SWD's IEP is reviewed by the IEP teacher, Ms. Jones, Mr. Viglietta, a SE teacher and the assistant principal, Ms. Padula. Mr. Viglietta creates a spreadsheet listing all IEP mandates for the students. Mr. Viglietta enters this information in the STARS program.

A bilingual program is not available in this school therefore if the parent requests to have their child remain at IS 162, a bilingual alternate placement para will be provided for the student. If the parent prefers a full bilingual program, we refer them to IS 349.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ALL ELL-SWD's receive instruction through a push in or pull out model. A certified pedagogue pushes in/pulls out to work with the students to provide all necessary language instruction. The ESL providers works closely with the IEP teacher to ensure that they are working toward the students IEP goals within the least restrictive environment.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

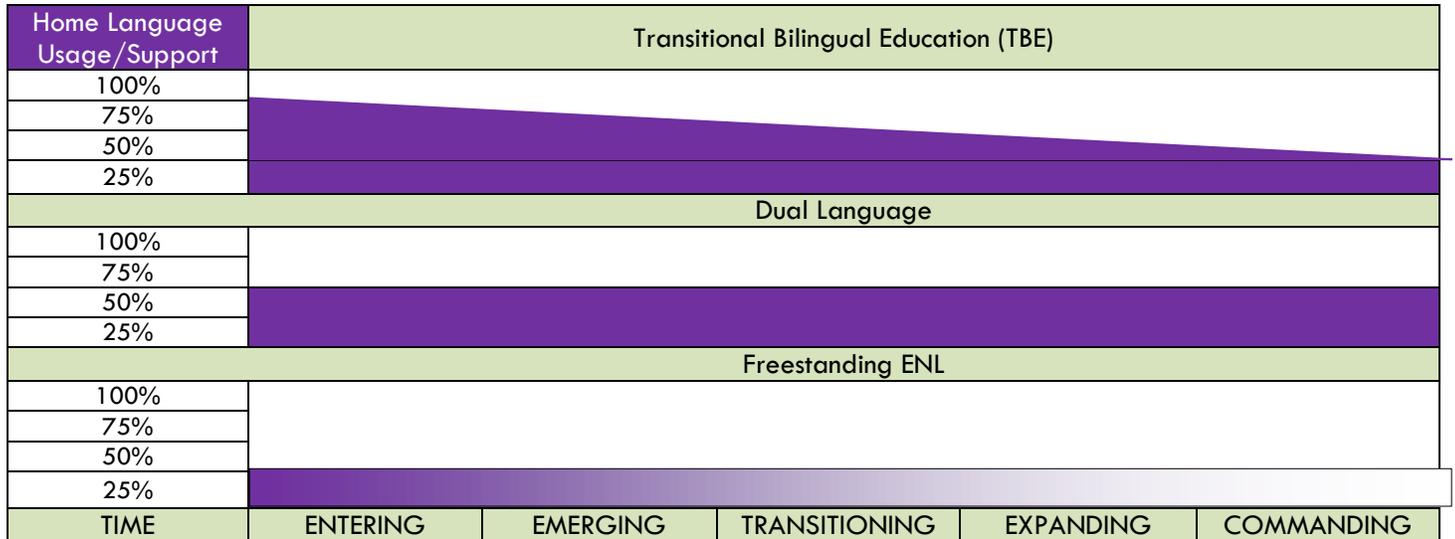


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All ESL students receive Achieve 3000, a computer based literacy program two times a week. SIFE students are offered and encouraged to participate in extended day activities which include academic classes and clubs. AIS services also provide SIFE students with additional support to increase literacy and mathematics. These services are implemented during the school day. Guidance Counselors are used as an intervention tool and serve as a connection between home and school. ELL students in the US for less than three years are assessed in their English and Native language proficiency. When they first arrive, they are tested with the NYSITELL and the. ENL teachers use these scores to guide instruction. Once in the classroom, teachers make observation and assessment a daily practice in the areas of speaking, listening, reading and writing. They assess literacy using various assessment tools including interim assessments. Based on assessment, students receive explicit instruction to develop their speaking, listening, reading and writing proficiency. Some of these strategies include but are not limited to, using clear and predictable talk, repeat and rephrase, simplify vocabulary and reduce the use of idioms, using vocabulary in context and modeling language patterns by expanding on student utterances.
- ELL students in the US for four to six years receive instruction using various linguistic and scaffolding strategies. Some of these strategies include group discussions and writing from personal experience. Teachers work together to assess student instructional needs using formal and informal assessment including ongoing observations, conferences, DRA, periodic assessments and NYSITELL data. Literacy and language needs by modality are determined. Teachers meet during common planning to discuss specific instructional needs. Literacy is developed in individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries and dictionaries.
- ELL students in the US for more than six years receive instruction to build academic language with respect to their literacy needs. Teachers meet to discuss and plan to help guide instruction of the long term ELL's. These instructional strategies include but are not limited to using literary elements and genres in discussions, using content-related vocabulary in discussions, reading and writing and summarizing literature and content-area texts using a variety of comprehension strategies. All subject teachers working and co planning with licensed ENL teachers provide scaffolds needed for students to access the material. ENL students are now placed in integrated ENL classes in all subject areas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In September an analysis of the NYSITELL scores is conducted to determine whether instructional strategies in place for ELL students resulted in student progress. Ongoing informal assessments are conducted by ESL and classroom teachers (including formative and summative assessments in ELA, Math, Social Studies and Science) throughout the school year to track student progress. Data is reviewed on a weekly basis during team teacher meetings.
12. What new programs or improvements will be considered for the upcoming school year?
- Through our 21st Century program, Story Studio will be implemented in the ESL classes. Achieve 3000 will also be used.
13. What programs/services for ELLs will be discontinued and why?
- Currently all ESL programs are in place.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL Students are afforded equal access to all school programs. All ELL students receive the same cluster classes as all other students in the school. These classes include art, health, and computers. Based upon the information on their student lunch forms they may also receive Supplemental Educational Services (SES) through an outside provider. ELL students are also invited to participate in various enrichment programs. These programs provide ELL's with the opportunity to develop language speaking skills in a social setting and to explore other talents and interests. These include basketball, soccer, baseball, mouse squad, national junior honors society and recycling club. The 21st Century grant provides afterschool activities: Hip Hop/Step Dance, Theater, Latin Dance, Martial Arts and PUMP (Peers Unite and Motivate Peers). Curricular programs provided by 21st Century: Story Studio, High School, Colleg and Career Readiness. Ridgewood Bushwick Senior Citizens Council provides: Too Good for Violence (pro-social behavior and skills) and Too Good for Drugs (develops personal and intrapersonal skills, self-esteem), and SPORT Prevention Plus Wellness (promotes health through short-term counseling sessions). Western Queens Consultation Services is school-based and provides child and parent counseling on site here. Sports and Arts after school program will also be providing after school instruction solely to ENL students. ENL students may also join the other activities sponsored by Sports and Arts. (Homework help, Flag Football, softball and basketball)
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- A variety of instructional resources are utilized during the school day. Ipads, bilingual dictionaries and glossaries are used to support native language instruction. Multicultural literature representative of the various cultures are used inside the classroom. Manipulatives and visual aids are used to scaffold instruction for ELL's. Every classroom is equipped with an interactive white board to aid in instruction. Social Studies and science have textbooks in both Spanish and English for ENL students only. All subject areas

may use graphic organizers, thinking maps, teacher made materials: scaffolds, annotated text, visuals aids and bilingual glossaries are provided. Novels for ELA are also provided in Spanish when needed for Entering level students.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered in our ESL program through independent reading. Students may chose books from the school library and their classroom libraries to read in their native language. Our students have the opportunity in social settings such as lunch and physical education to speak in their native language. Additional support is given through the use of buddy learning partners as well as our paraprofessional who speak many of the same native languages as or ELL students.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Services support and resources correspond to ELL's ages and grade levels. Classroom libraries are age and grade appropriated and leveled by literacy needs. Content pacing calendars and units correspond to other grade wide pacing calendars and units based on our Magnet theme and CCLS. Teachers scaffold instruction to promote academic language use.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

To assist newly enrolled ELL students before the beginning of the school year, we hold an orientation day. During this day, parents and students are invited to the school to meet the teachers and administration. Students take a tour of the building and learn about the programs we offer. During the summer months we offer a two week Magnet camp to all of our incoming sixth graders. Students who enroll in the camp are provided with the opportunity to meet other incoming sixth graders as well as develop their language skills in a social and more relaxed academic setting.

19. What language electives are offered to ELLs?

Currently, there are no language electives.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Contractual staff development hours and days (Mondays 2:30 - 3:50) are utilized to provide all staff with the necessary ELL professional development. These workshops include but are not limited to Charlotte Danielson's "Framework for Teaching", Norman Webb's "Depth of Knowledge", and the Common Core Learning Standards. Often, teachers are sent to various professional development workshops offered by the Office of English Language Learners, which include Common Core Learning Standards in the Mathematics Classroom, and teaching ELL students with disabilities. These staff members then turn key to the rest of the staff .

Professional Learning Calendar

Date	Topic
9/8	1. Framework for Great Schools
	• Exploring the Framework for Great Schools
	2. School Safety
	3. Instructional Expectations
	4. Teacher Handbook
9/21	Framework for Great School
	• Looking at Current Practice Toward a Shared Understanding
9/28	SE SIS – Examining IEP 's
10/5	Writing Instructional Objectives
10/19	DOK and Hess Matrix
10/26	DOK and Hess Matrix
11/2	Danielson 3b Questioning and Discussion Techniques
11/3	1. Growth vs. Fixed Mindset
	2. Culturally Relevance – Level 1 students
	3. Cycles of Learning (framework)
	• Applying DOK and 3b into the lesson plan 1e
11/9	Differentiation of questions – creating multiple entry points through questioning techniques
11/16	Respect for All/DASA
11/23	Lesson Planning – Integrating DOK, IO's, HOTS into the lesson plan (mini lesson, learning activity and closing)
11/30	Lesson Plan Evaluation – Assessing the effectiveness of strategically utilizing higher order thinking questions and discussion techniques in their classroom practice
12/7	Professional Collaboration through Inter-Visitation (PL handbook)
12/14	Cycles of Inter-Visitations – 3b lens
12/21	Cycles of Inter-Visitations – 3b lens

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Through the CITE program, professional development will be offered in cycles, focusing on Questioning and Discussion, DOK and Cultural Awareness. Intervisitation among teachers to share and improve best practices will be arranged as needed. ENL teachers receive on going professional development for Achieve 3000. A licensed ENL teacher has been trained in CSR,(Collaborative Strategic Reading) and has turn keyed this information to other ENL teachers as well as the entire staff.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our school assists incoming ELL students in the transition from elementary to middle school by opening our doors for an open house/orientation. Our school also invites elementary students to participate in a summer Magnet program. In order to support the ELL student's transition from middle school to high school, the guidance department offers High School open houses, interschool visitations, information meetings, and small group counseling. Our guidance coulselors receive outside traing throughout the school year in order to assist ELL's as they transition. The guidance counselor has received training in the following: 1. The High School Application Process 2. Available high schools that focus on the ENL students 3. Respect for All (Anti-bullying).
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

New teachers are provided the mandated 7.5 hours of professional ELL development through our network support staff. The staff participates in outside professional development opportunities which are shared with the staff during weekly/monthly meetings. The ESL coordinator also conducts lunch and learns that specifically concentrate on training teachers to effectively differentiate for ESL students. Sign in sheets and agendas are kept to maintain records. All staff participates in Schoolnet learning opportunities, an online professional development website. Teachers go online to view professional development tutorials. After each tutorial they must answer questions about what was viewed and try something from the video in their classroom. After they must follow up online commenting on how the

professional development worked. The principal and assistant principals can view what each staff member has viewed and what they are currently working on. The staff was given a survey in September focussing on professional development needs. Survey results were used to form the professional development calendar for the year. The principal keeps track of PD agendas and attendance sheets of attendees.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Content area teachers will conduct meetings during weekly parent outreach. Translation services are provided by the parent coordinator when needed. If other languages other than Spanish is needed, outside translators are hired. At this time the following is discussed: student goals, current language development progress based on formative and summative assessments, and next steps to increase student achievement.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The parent coordinator of IS 162 conducts weekly parent workshops that target the needs of all students. These workshops include but are not limited to, the high school application process, ARIS Parent Link, CCLS, Special Education services, ELL services. Translation is available at every meeting. We conduct monthly Parent Teacher Association meetings. Notices and letters are translated to keep parents informed of school events and educational programs. A monthly PTA/PAC meeting is held. The Coordinator for the ESL Department collaborates with the PTA and the Parent Coordinator to plan these meetings. A general invitation is put out to all parents. Notices go out to parents in English and the Home Language. The Coordinator for the ESL Department and the Parent Coordinator call ELL parents to remind them a couple of days prior to the meetings. Parent meetings are also provided for parents of ELLs throughout the year. These meetings address the needs of ELLs and how their families can support their learning at home. ELL parent orientation meetings are held for parents of ELLs who attend the Title III and SIFE Grant Programs. Ongoing workshops throughout the year for parents of ELLs serve as educational resources for parents of ELLs to learn how to work with their ELLs at home. There are also meetings for ELL parents to introduce the ELA, NYSESLAT and Math assessments. Thus far, parent activities have included: Dads bring your child to work day, Dia de las Muertas, and student of the month breakfast.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The parent coordinator, working with CAMBA, 21st Century, Make the Road and the NY Puerto Rican Institute, arranges workshops to meet the needs of the parents. Workshops have included Breast Cancer Awareness, Health and Housing issues.
5. How do you evaluate the needs of the parents? Parent needs are determined through surveys, personal requests, PTA, SLT, meetings, phone calls and e-mails. The School Environment Survey, The Parent Survey, and other interest surveys created by the office of the Parent Coordinator are used to identify parents' needs and interests. The Parent Coordinator, interfaces with parents, arranges workshops, translates during meetings and is a member of pupil personnel committee.

6. How do your parental involvement activities address the needs of the parents? All activities are directed to meet the needs of the parents. Computer workshops enable parents to stay connected with their child's progress through ARIS. As well, our parents can obtain all school information through our school's website. Translation services are available at all activities through IS 204 staff members. The Parent Survey, and other interest surveys created by the office of the Parent Coordinator are used to identify parents' needs and interests. The Parent Coordinator, interfaces with parents, arranges workshops, translates during meetings and is a member of pupil personnel committee.

We also keep our parents informed by:

Telephone Messages

Back packed notices

Monthly Calendar

Monthly newsletter

PTA

SLT meetings

Telephone Message System

School Sign

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

We are not able to access page 20 of the LAP document. Ours ends at page 19. Here is the page 20 information. See below.

Part C: Providing Language Assistance Services:

Magaly Ortiz, Wanda Baez, Haydee Valentin, Denise Urrutia, Joanne Medina, Nancy Silva, Herberto Arvelo, Anna Bambina, Edison Alvarez, Marisol Letriz, Romina Keper, Ann Alvarez

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Amanda Lazerson	Principal		1/1/01
Francine Padula	Assistant Principal		1/1/01
Vanessa Hernandez	Parent Coordinator		1/1/01
Jillian Goodwin	ENL/Bilingual Teacher		1/1/01
Maria Schmelzer	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Elise Margolin	Coach		1/1/01
	Coach		1/1/01
Robert Channing	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **32K162**

School Name: **I.S. 162 The Willoughby School**

Superintendent: **Lillian Druck**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We utilize the following data sources:

- Home Language Information Survey
- ATS RPOB report (language/geographical)
- Parent Surveys and questionnaires solicited by PTA and Parent Coordinator
- Interviews and conversations in person or over the phone with parents

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

- Spanish language represents more than 90% of all home languages at I.S. 162
- Low-incidence language translations are needed for only one family (Arabic)

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

- All school letters and notices are translated by the Parent Coordinator.
- Low-incidence language translations are done through the use of technology resources to provide timely translations.
- Letters to parents of ELLs are available on the DOE website in many languages.
- I.S. 162's Safety Plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative services solely due to language barriers.
- I.S. 162 will obtain from the Translation & Interpretation Unit a translation in languages other than English of the signage and forms required according to the Chancellor's Regulations A-663 and provide such forms in accordance with these regulations.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

- Parent Teacher Conferences to be held in November 2015 and February 2016
- Curriculum Night to be held in Sept. 2015 and May 2016
- Parent Association meetings held monthly throughout the school year.
- Attendance Teacher and Guidance Counselor calls to parents as needed throughout the school year.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

- During regular school days, oral interpretations services are provided by the Parent Coordinator and by certified teachers.
- Oral translations of low-incidence languages are provided through the DOE Translation & Interpretation Unit's over-the-phone translation services.
- During Parent/Teacher conferences, oral translations for parents are provided by out of classroom bilingual staff and by over-the-phone interpretation services of the DOE's Translation & Interpretation

Unit.

- The Parent Coordinator works with teachers, deans, and guidance counselors to provide oral interpretation for parent communication.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

-I.S. 162 will provide all parents with written notification of their rights regarding translation and interpretation services in the appropriate language, with instructions on how to obtain such services.
- I.S. 162 will post in a conspicuous location at the primary school entrance, in DOE covered languages indicating the room where a copy of such written notification can be obtained.
- I.S. 162's Safety Plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative services solely due to language barriers.
Since the vast majority of translation needs will be for the Spanish language, our school will provide them via in house school staff

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

A guide for staff members on how to use translation services will be included in the School Handbook which is distributed to all staff upon opening of school in September.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school provides a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language or who requires language assistance. A link is provided on the school website for parents to access. A sign in each of the converted languages is posted in the main lobby. The school safety plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will use a variety of methods to gather feedback from the parents:

1. Parent survey
2. SLT meetings
3. PTA meetings
4. Parent workshops
5. Tuesday afternoon parent engagement time