



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                      **09X163**

**School Name:**                              **P.S. 163 ARTHUR A. SCHOMBURG**

**Principal:**                                      **DILSIA MARTINEZ**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: SCEP 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: Arthur A. Schomburg ES School Number (DBN): 09X163  
Grades Served: Elementray  
School Address: 2075 Webster Avenue  
Phone Number: (718) 584-3045 Fax: (718) 584-3276  
School Contact Person: Dilsia Martinez Email Address: [Dmartinez20@schools.nyc.gov](mailto:Dmartinez20@schools.nyc.gov)  
Principal: Dilsia Martinez  
UFT Chapter Leader: Dominique Colon  
Parents' Association President: Jessica Rivera  
SLT Chairperson: Jacqueline Johnson  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Jessica Rivera  
Student Representative(s): N/A  
N/A

**District Information**

District: 09 Superintendent: Leticia Rosario Rodriguez  
Superintendent's Office Address: 1245 Washington Avenue Bronx, NY 10456  
Superintendent's Email Address: [LRosario2@schools.nyc.gov](mailto:LRosario2@schools.nyc.gov)  
Phone Number: (718) 579-7143 Fax: (718) 410-7017

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## 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 School Comprehensive Educational Plan (SCEP) 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)
Dilsia Martinez	*Principal or Designee	
Domique Colon	*UFT Chapter Leader or Designee	
Jessica Rivera	*PA/PTA President or Designated Co-President	
Jenny Perez	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Greicy Sacaza	Member/ Parent	
Samory Ali Sanbukar	Member/ Parent	
Tiffany Jiles	Member/ Parent	
Giselle Martin	Member/ Parent	
Jacqueline Johnson	Member/ Teacher	
Paul Woltmann	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

#### **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.

## **Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### **NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

### Our School Community

P.S. 163 is a seven year, Pre-K through Grade 5, elementary school, located in the South Bronx, in one of the poorest congressional districts in New York City (NYC). P.S. 163 is located in the Tremont Section of the Bronx and is part of Community School District 9.

The school's current enrollment is 572 students which is well over the building's capacity. Based on the 2013-2014 School Quality Snapshot, the school's pupil ethnic demographics is 66% Hispanic, 32% Black, 1 % Asian/Pacific Islander, and 1 % White. The Hispanic population is composed of either new immigrants or first generation Americans. Approximately 80% come from homes in which languages other than English is spoken. The most predominant language spoken by our students other than English is Spanish. Thirty-nine percent (39 %) of our students are English Language Learners (ELL). 20% of our student body are students with Special Needs. The great majority of our students are from low-income families and 97% of our students are eligible for free lunch. As a result, P.S. 163 is designated as a Title I school.

P.S. 163 is composed of a main building and 4 transportable units in the school yard. The main building houses 23 of the 31 classes. There are eight (8) classrooms located in 4 transportable units in the upper school yard. Specifically, we have: Four (4) full day Kindergarten classes, five (5) first grade classes, four (4) second grade classes, four (4) third grade classes, three (3) fourth grade classes, three (3) fifth grade classes and seven (7) self-contained special education classes, across grades K-5. Additionally, this school year, we added 1 full day Pre-Kindergarten class.

### Our Vision

P.S. 163 is a Caring Community of Collaborative Learners and Leaders.

### Our Mission Statement

P.S. 163 is committed to fostering independent thinkers with a love of learning who have the support to reach their full potential within a nurturing, respectful, and safe environment that encourages all learners to succeed in life.

Utilizing the highest quality teaching methods, tools, and materials our highly qualified educators provide instruction and motivation for students to perform their very best. At P.S. 163 the student body is served by 56 licensed professionals including one (1) principal, two (2) assistant principals, two (2) guidance counselors, and fifty-one (51) teachers, (including two Instructional Coaches.) Additional support personnel includes: fourteen (14) paraprofessionals, five (5) school aides, one (1) secretary, and two (2) family workers.

95.3% of our teachers are Highly Qualified. Ten (10) or 18% of our teachers are in their first year of service, (11) or 9% have less than 5 years' experience, (14) or 25% have 5-10 years of experience and (21) or 38% have more than 10 years' experience.

### School Strengths, Accomplishments and Challenges

**Strengths:**

While P.S. 163 has been identified as a Focus school for the 2014-2015 school year, by the New York State Education Department (NYSED), our current school accountability status for the 2013-2014 indicates that we are in good standing for having met the targeted Annual Measurable Objectives in 2013-2014.

A review of the 2013-2014 School Quality Snapshot and School Quality Guides demonstrates that in the areas of Student Progress P.S. 163 exceeded the target for Student Progress. Specifically, P.S. 163 demonstrated good improvement on the State English test for all students and excellent improvement on the State English test for the students performing at the lowest third. On the State Math test, the data for 2013-2014 reveals that our students made fair improvement on the exam, while the Lowest Performing Students achieved good progress.

#### **Accomplishments :**

During the past two school years, P.S. 163 has made significant progress with the English Language Learner (ELL) subgroup. In 2012-2013 and again in 2013-2014, P.S. 163 met both Annual Measurable Achievement Objectives (AMAO) 1 & 2. Using the AMAO Tool provided by the Department of English Language Learners and Student Support, we have determined that our rate last year for AMAO 1 was 74.86% which is 8.46% better than our state target of 66.4%. For AMAO 2, P.S. 163 achieved a 22.95% which is 8.65% greater than the state target of 14.30%. The 2013-2014 School Quality Guide cites that P.S. 163 is Meeting their Targets for ELL students.

P.S. 163 is proud to be 1 of 114 schools nationwide and 1 of 6 schools in New York City, that were awarded the Apple ConnectED grant. Apple ConnectED is part of a White House initiative that aims to support the school's educational goals with technology. "Through this grant every student at P.S. 163 will receive an iPad, allowing students to connect with topics and express themselves like never before. Every teacher and administrator will receive an iPad and a Macbook to help support and inspire their students. Additionally, every classroom will have Apple TV to help students immerse themselves in the educational content they discover and the work they create." (Apple 2014) We look forward to working with the Apple Education team that will be assigned in the near future to support our school with this initiative. When established the team will be working closely with school leaders to make sure that each school's technical and educational needs are considered and their strategies are executed successfully. In addition, a professional development specialist will also help ensure that teachers are prepared to integrate technology into their curriculum.

#### **Challenges:**

While according to the School Quality Guide, P.S. 163 met the target for Closing the Achievement Gap, our greatest challenge remains the below than average academic achievement of many of our students, as measured by results on the New York State standardized assessments in ELA and Math, resulting in a significant gap between the school's performance and that of city schools. Student performance on the state test in English reveal that 15% met State standards, while 30% of all students in New York City achieved the State standards. Similarly student performance on the State test in Math reveals that 18% of our students met the State standards, while New York City students achieved 39%.

#### **School Quality Review/ Growth with DTSDE Tenets :**

In February 2013 P.S. 163 underwent a joint review involving an Integrated Intervention Team (IIT) representing the NYSED and a reviewer from NYCDOE's Office of School Quality. The IIT's DTSDE report was received by P.S. 163 on May 14, 2014, 454 days after the review was conducted. NYC's Quality Review report was shared with the school in 2013. Both reports rated the school as Developing. Again in May of 2014, P.S. 163 underwent an Alternate Quality Review (AQR) for Focus Schools aligned to the DTSDE Tenets . The AQR revealed that P.S. 163 had demonstrated significant progress in the following areas that are aligned to the DTSDE Tenet(s):

- School leaders and faculty align curricula to Common Core Learning Standards that effectively builds coherence and engages a variety of learners that result in improved access to curricula, cognitive engagement and academic performances. (QR 1.1/DTSDE 3.2)

→ The school's instructional team is guided by the citywide expectations and has established a school wide initiative, "Code RED" to focus on developing a coherent and Rigorous Curriculum, increase Engagement through Questioning and Discussions, and Differentiated Instruction based on Assessment of Student Learning. They meet regularly to also integrate the depth of knowledge into the curriculum and align units of study to the Common Core Learning Standards (CCLS). As a result of the coaches and first grade teachers cross referencing the CCLS with the selected curriculum, it was determined that curricular enhancements were needed to a unit on money for first grade. The team added lessons and used additional resources with the first grade unit on money to ensure the instructional shifts were incorporated and students were given opportunity to demonstrate and discuss coin combinations. A lesson was observed in the first grade during the visit where students were working in four tiered groups-guided or independently to discuss and demonstrate how to use multiple coins interchangeably to represent a value and solve word problems. The lesson concluded with students writing independently in math journals on counting coins and representing \$0.56 two ways with different coins. As a result of the school's planning efforts, teachers are positioned to expose students, to a curriculum that teaches critical thinking skills and concrete content knowledge through meaningful units of study.

→ The school has established a writing advisory committee comprised of twelve volunteer members which meets weekly to support the implementation of new units of writing aligned to Teacher's College. Through the analysis of student work and also identifying teachers' understanding of writing units, professional development has been customized to support a school wide goal to elevate rigor and consistency in pedagogical understanding and practice. Following a teacher survey, it was determined that teachers needed support and guidance in not only the delivery in instruction for formulating an opinion, but also on the crafting of an opinion. As a result, the consultant worked with teachers to strengthen their opinion writing craft and delivery. The consultant was further available for one-on-one consultation with teachers. A consultant also works with teacher teams comprised of teachers for general education, students of special education and English language learners to create writing units and foster the shared understanding. The school shared a tool teachers are using in grades 3-5 to scaffold instruction for English learners compiled by the Los Angeles County Office of Education which provides questions and sentence writing frames which are cross-organized according to the different levels of depth of knowledge and English fluency levels. These structures support student access to instruction that engages a diversity of learners.

- The principal makes decisions to align key resources in ways that promote the achievement of school goals and support professional collaboration to strengthen instructional capacity and ensure meaningful student work products. (QR 1.3/DTSDE 2.3)

→ The principal maximizes budget allocations to support the school's instructional goals. Examples include assigning an English as a second language teacher to push in and co teach for 50-100% of the day thereby giving targeted support to English language learners; stocking classrooms with multiple technological resources including SMARTboards, laptops and document cameras giving students and staff opportunity to enhance and promote student learning through varied and interactive sources; and also through the establishment of the Instructional Leadership Team (ILT ) which is comprised of the principal, two assistant principals, coaches, individual education plan teacher and technology liaison to address school wide instructional initiatives. In addition, a consultant supports the writing advisory committee efforts providing targeted professional development to individual staff and groups. This allocation of resources provides structures and academic supports required across grades to improve academic achievement and close the achievement gap as demonstrated by meaningful work products.

→ The principal organizes the school so that teachers have multiple opportunities to meet formally and informally as grade teams throughout the week with the support of a math or literacy coach and administration. In addition, they have scheduled time for professional development or additional teacher meetings, such as the data study group and the aforementioned writing advisory team. During the observed fifth grade teacher team meeting, the teachers worked collaboratively with the coach to review examples of student opinion writing to assess impact of lessons and inform instructional decisions. This example and the structures established at the school allow opportunities for teachers to focus on looking at student work to determine strengths and areas of need relating to key standards and the development of learning tasks that appropriately measure student outcomes aligned to the CCLS. As a result, teachers and teacher teams

are embedding key skills revealed from student data within lessons and learning tasks to meet the needs of all learners and ensuring that students are given the opportunity to engage in challenging academic tasks.

- The school has established a culture for learning with multiple structures for collaboration amongst staff, ongoing communication to families and supports instructional implementation to enhance student achievement. (QR 3.4/DTSDE 5.3)

→ The Danielson Framework for Teaching is used to analyze learning outcomes and give teachers feedback. Through this yearlong evaluation process plus participating in a citywide pilot last year, targeted professional learning has been designed to support school wide and individual teacher progress. For example, information collected from the observations to date has informed the design of May and June study groups for staff to not only participate in but also facilitate. An area of focus for one study group is giving feedback and conferring with students, which further supports the overall efforts of working together, to improve student achievement and teacher effectiveness.

→ A culture of high expectations and college and career readiness has been established through ongoing communication to parents, families and staff with progress reports to parents, monthly newsletters, monthly school calendar and workshops for parents. A purposefully planned and paced series of workshops and field trips for parents fosters a strong home school partnership and enhances student learning opportunities. In addition, the class specific newsletters and the progress reports provide parents with an awareness of what students are learning in school and how they are performing. A school wide Dropbox also allows for sharing resources and school wide communication and collaboration with staff, thereby a supporting collaboration of all constituents working together on school goals.

#### **School-wide Focus:**

When Chancellor Carmen Farina, asked all NYC schools to reflect upon and refine their instructional practices and to Integrate policy into an established, clearly articulated instructional focus for the 2014-2015 school year, the P.S. 163 community worked collaboratively to identify our school-wide focus. As a school community, we identified: Meeting the Social Emotional Needs of Students for Academic Success as our school-wide focus.

This focus will also help us ensure knowledge of students and their work, and use this knowledge as the starting point for planning but will also help us further develop a culture of collaborative professional learning that enables school and individual development.

To that end, in 2014-2015 P.S. 163 partnered with *The Ackerman Institute for the Family* to implement a comprehensive social-emotional learning curriculum, *Competent Kids, Caring Communities* (CKCC), at our school.

The CKCC curriculum aims to promote student success in learning and life by developing 5 key social emotional competencies which researchers and psychologists maintain allow us to modulate emotions, solve social problems creatively to be successful and responsible members of a community.

CKCC's 5 R's are:

- Reflective Abilities
- Regulation of Self
- Respect for Others
- Relationship Skills
- Responsibility-Taking

**09X163 School Information Sheet**

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	571	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	96.9%	% Attendance Rate		93.2%	
% Free Lunch	97.3%	% Reduced Lunch		1.7%	
% Limited English Proficient	39.2%	% Students with Disabilities		20.0%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American		32.1%	
% Hispanic or Latino	65.7%	% Asian or Native Hawaiian/Pacific Islander		1.2%	
% White	0.5%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.16	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.2%	% Teaching Out of Certification (2013-14)		3.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.12	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	15.2%	Mathematics Performance at levels 3 & 4		17.9%	
Science Performance at levels 3 & 4 (4th Grade)	67.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
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		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
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	NO	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
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				
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	N/A	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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p><b><u>Reflection:</u></b></p> <p>In the 2013-2014 AQR, the school demonstrated growth in the following statements of practice: 3.2 and 3.4. The AQR noted that the school was now Proficient in “ensur[ing] engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to the Common Core Learning Standards and/or content standards.”</p> <p><b><u>Strengths:</u></b></p> <ul style="list-style-type: none"> <li>According to the 2013-2014 AQR, the school works to align its curriculum to the CCLS. The school is now implementing a CCLS-aligned curriculum for ELA and Mathematics. One of the most significant changes since the 2012-2013 NYSED review is the adoption of Go Math, a CCLS-aligned curriculum. ( QR 1.1/DTSDE 3.2)</li> <li>The AQR cites that school leaders and teachers supplement the curriculum when there is a deficiency in the resources being used. The AQR review team noted how last year on the first grade, the coaches and teachers noticed that the curriculum needed to be enhanced to include money, and as a result, the team added lessons and used additional resources to ensure the instructional shifts were incorporated. (QR 1.1/DTSDE 3.4)</li> </ul>		

- The school exceeded the SCEP goal for Tenet 3 in 2013-2014: “Improve measures of student performance and/or growth as measured by the NYS ELA and/or Mathematics for all students by 5%.” P.S. 163 exceeded the goal demonstrating a 5.68% increase in ELA and an increase of 8.68 % in Math for the 2013-2014 school year. Similarly P.S. 163 exceeded the established goals for student growth in both ELA and Math for the 2013-2014 school year.

**Weaknesses:**

- The 2012-2013 NYSED review cited a limited scaffolding of content, materials, tasks, and teacher and peer supports to optimize learning when students are working on new or difficult tasks. The review also noted that there was little evidence of the use of pacing calendars to guide instruction. (DTSDE 3.3) Again in 2013-2014 the AQR team identified this area as in need of improvement. (QR 1.2)

The 2012-2013 NYSED review noted that while most staff members engage in data analysis through the use of school-wide assessments, only some teachers scaffold instruction and group students for instruction based on data. Additionally, differentiated instruction was inconsistent for diverse learners. (DTSDE 3.5) Again in 2013-2014 the AQR team identified this area as in need of improvement. (QR 2.2)

**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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, improve measures of student performance and/or growth as measured by the NYS ELA and/or Mathematics exams for all students by 5%. Student performance and growth will be achieved through coherent CCLS aligned curriculum unit plans and lessons that promote higher-order thinking skills.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Partner with the Ackerman Institute for the Family to implement the Competent Kids, Caring Communities (CKCC) curriculum during the 2014-2015 school year.</p> <ul style="list-style-type: none"> <li>• Competent Kids, Caring Communities is a curriculum developed by the Ackerman Institute for the Family. The purpose of CKCC is to support children’s academic and social success, in other words, to develop</li> </ul>	<p>All students and parents</p>	<p>August 2015-June 2016</p>	<p>Principal, Assistant Principals, Teachers, Paraprofessionals, Guidance Counselors, School Aides, Parents, Consultant from Ackerman Institute for the Family</p>

“competent kids,” by enhancing their social and emotional skills and building a strong family-school partnership.

- CKCC was developed as universal preventative program. We are implementing their curriculum in all classrooms every Monday for one 50 minute period, and are infusing strategies learned throughout the day.

- The parent letters and homework assignments are also available in Spanish, which makes the program more effective for English Language Learners. Problem solving strategies in the curriculum are particularly beneficial to our SwD population, some of which have Behavior Intervention Plans and/or a classification of Emotionally Disturbed.

- The program enables all learners to express their feelings and needs in a respectful and appropriate manner.

- All school leaders, teachers, paraprofessionals and school aides participated in PD on CKCC in September 2014. Additional and ongoing training has been provided to our CKCC Team, which includes one lead teacher per grade level, cluster teachers, guidance counselors, school leaders, the Parent Coordinator and school aides. Two of these specialized trainings have taken place at the

<p>headquarters of the Ackerman Institute for the Family with Program Directors.</p> <ul style="list-style-type: none"> <li>• A consultant from CKCC visits the school on a monthly basis to coach teachers and the CKCC on the successful implementation of the curriculum. The consultant also visit classrooms and conducts demo lessons.</li> <li>• CKCC has also been instrumental in transforming our approach with parent engagement. In September 2014, after several meetings with the CKCC consultant and CKCC team, we put together a special “Family Night” even for the September Parent-Teacher Conference. Utilizing strategies from CKCC to draw parents in, such as having students write invitations and bring them home, we had strong turnout. Teachers developed a special schedule of interactive family activities specific to their class for both parents and students to participate in. Exit surveys showed that parents enjoyed the event and found it beneficial.</li> </ul>			
<p>2. The Response to Intervention (RTI) Team is a standing committee that comes together at the request of a teacher and/or parent to make recommendations to better support a specific student. These supports may be focused on improving academic performance, or might be focused on</p>	<p>Students identified at risk by teachers and/or parents.</p>	<p>September 2015 – June 2016</p>	<p>School leaders, teachers, IEP teacher, guidance counselors, SAT, SIT</p>

behavior and social-emotional well-being. Behavior supports may include a daily checklist, small group instruction, and at-risk counseling.			
3. Work with Special Education School Improvement Specialist assigned by the RSE-TASC on improving student behavior in special education classroom, grades K-2. Providing in class support, coaching and professional development on the following:  <ul style="list-style-type: none"> <li>• Developing quality IEPs aligned to CCLS based on student strengths and needs.</li> <li>• Accelerating student learning and achievement by improving teacher plans and instruction designed to address all skill levels in the special education classroom.</li> <li>• Creating a positive classroom climate through effective use of assessment and progress monitoring.</li> </ul>	Special Education Teachers, SWD in grades K-2	September 2015-June 2016	SEIS from RSE-TASC, Principal, Assistant Principals, IEP Teacher

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Services provided by Consultant from The Ackerman Institute for the Family; Per Session for Supervisor and Teachers involved in After-school, Saturday, and Parent Engagement Programs; Per Session for Planning Time for Teachers and School Leaders involved in facilitating PD; Program changes and coverages for teachers involved in Professional Development Committee; Per Diem coverage for teachers participating in Study Groups and Intervisitations to other classrooms or school sites; professional texts for and resources for participants in workshops and study groups, instructional resources for students in After-school and Saturday programs such books, software, copier and paper, existing teacher laptops, existing SMART boards .											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E

	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>
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**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.

At the end of January 2016, we will review OORS data and compare it with last school year’s data from the same time period to determine if we are making progress this area.

**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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p><b><u>Reflection:</u></b></p> <p>The 2012-2013 NYSED Review rated statements of practice 4.5 Effective, while all others were rated as Developing. The school received an overall rating of Developing for this tenet. The 2013-2014 AQR noted that the school had accomplished a great deal at increasing collaboration among teachers. They cited the establishment of a Writing Advisory Committee (WAC) comprised of 12 voluntary teachers across the grades to discuss and evaluate the implementation of the new CCLS aligned curriculum (Units of Study for Opinion, Information, and Narrative Writing written by Lucy Calkins.)</p> <p><b><u>Strengths :</u></b></p> <ul style="list-style-type: none"> <li>Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. (DTSDE 4.5)</li> </ul> <p><b><u>Needs :</u></b></p> <p>Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. (DTSDE 4.4/AQR 1.2 )</p>		

**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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, improve pedagogical practice in the use of data, higher order questioning and actionable feedback to students resulting in 20% increase school-wide in teacher effectiveness as measured by the Danielson Framework for Teaching- Competency 1e: Designing Coherent Instruction.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Engage in curriculum mapping to ensure alignment to Common Core Learning Standards (CCLS) and the identification of</p>	<p>Principal, coaches, teachers</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, Instructional Support Peers, Teacher Teams</p>

possible learning outcomes for each unit of study.			
1. Provide coaching support to improve quality of teacher plans to include how materials, tasks, grouping, and/or work products will be differentiated for varied needs of students.	Principal, coaches, teachers	September 2015- June 2016	Principal, Assistant Principals, Instructional Support Peers, Teacher Teams
1. Use other Professional Learning Time on Tuesday afternoons to engage in the collaborative review of student work in vertical teams, two times per month, aimed and improving the quality of teacher feedback to students in the area of writing. The remainder of the sessions devoted to working in grade level teams to improve teacher planning and preparation.	Principal, coaches, teachers	September 2015- June 2016	Principal, Assistant Principals, Instructional Support Peers, Teacher Teams
1. Provide in-class support for teachers focused on Elevating the Level of Discussion and Learning through Higher Order Questioning by understanding Webb's Depths of Knowledge, DOK questions stems, and discussion techniques that promote students posing their own questions. Teachers engaged in this study group will collaborate to learn how higher order questions improve students' thinking and overall performance.	Principal, coaches, teachers	September 2015- June 2016	Principal, Assistant Principals, Instructional Support Peers, Teacher Teams

**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.

Professional Services provided by Consultant from The Ackerman Institute for the Family; Per Session for Supervisor and Teachers involved in After-school, Saturday, and Parent Engagement Programs; Per Session for Planning Time for Teachers and School Leaders involved in facilitating PD; Program changes and coverages for teachers involved in

Professional Development Committee; Per Diem coverage for teachers participating in Study Groups and Intervisitations to other classrooms or school sites; professional texts for and resources for participants in workshops and study groups, instructional resources for students in After-school and Saturday programs such books, software, copier and paper, existing teacher laptops, existing SMART boards .

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

In February 2016, school leaders will review data derived from the NYC Teacher Evaluation System, Advance, that demonstrates an improvement in competency 1e: Designing Coherent Instruction.

**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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<b>Reflection:</b>		
<p>The 2012-2013 NYSED Review rated statements of practice 4.5 Effective, while all others were rated as Developing. The school received an overall rating of Developing for this tenet. The 2013-2014 AQR noted that the school had accomplished a great deal at increasing collaboration among teachers. They cited the establishment of a Writing Advisory Committee (WAC) comprised of 12 voluntary teachers across the grades to discuss and evaluate the implementation of the new CCLS aligned curriculum (Units of Study for Opinion, Information, and Narrative Writing written by Lucy Calkins.)</p>		
<b>Strengths :</b>		
<ul style="list-style-type: none"> <li>Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. (DTSDE 4.5)</li> </ul>		
<b>Needs :</b>		
<p>Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. (DTSDE 4.4/AQR 1.2 )</p>		

**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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, improve pedagogical practice in the use of data, higher order questioning and actionable feedback to students resulting in 20% increase school-wide in teacher effectiveness as measured by the Danielson Framework for Teaching- Competency 1e: Designing Coherent Instruction.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1- Engage in curriculum mapping to ensure alignment to Common Core Learning Standards (CCLS) and the identification of possible learning outcomes for each unit of study.</p>	<p>Principal, coaches, teachers</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, Instructional Support Peers, Teacher Teams</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Services provided by Consultant from The Ackerman Institute for the Family; Per Session for Supervisor and Teachers involved in After-school, Saturday, and Parent Engagement Programs; Per Session for Planning Time for Teachers and School Leaders involved in facilitating PD; Program changes and coverages for teachers involved in Professional Development Committee; Per Diem coverage for teachers participating in Study Groups and Intervisitations to other classrooms or school sites; professional texts for and resources for participants in workshops and study groups, instructional resources for students in After-school and Saturday programs such books, software, copier and paper, existing teacher laptops, existing SMART boards .											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.											
In February 2016, school leaders will review data derived from the NYC Teacher Evaluation System, Advance, that demonstrates an improvement in competency 1e: Designing Coherent Instruction											
<b>Part 5b.</b> In <b>February 2016</b> , 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	+
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p><b>Reflection:</b></p> <p>The 2012-2013 NYSED Review rated statement of practice 2.2 Ineffective, while statements of practice 2.3 and 2.4 were rated as Developing. Statement of practice 2.4 was rated as Effective. The school received an overall rating of Developing for this tenet. The 2013-2014 AQR noted that the school had accomplished a great deal at increasing collaboration among teachers. They cited the establishment of a Writing Advisory Committee (WAC) comprised of 12 voluntary teachers across the grades to discuss and evaluate the implementation of the new CCLS aligned curriculum (Units of Study for Opinion, Information, and Narrative Writing written by Lucy Calkins).</p> <p>Strengths:</p> <p>In 2013, the school received a rating of Effective for the following statement of practice: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. (DTSDE/2.4)</p> <p><b>Needs :</b></p>		

In 2013, the NYSED reviewers identified the following statement of practice as Ineffective: “Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).” (DTSDE 2.2)

In 2013, the school received a rating of Developing for the following statement of practice: The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data; feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement. (DTSDE 2.4)

Feedback from the reviewers cited that while school leaders were using the Danielson Framework for formal and informal observations, which took place regularly they concluded that the feedback provided by the school leaders did not accurately target individual teachers’ needs. Additionally, teachers reported to the reviewers that the professional development they receive does not include follow-up that addressed their individual needs. (DTSDE 2.5)

## **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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of all eligible teachers will show growth in one or more of the school’s areas of focus for teacher effectiveness competencies: 3b, 3c, 3d as measured by the Danielson Framework for Teaching. Teacher growth will be supported by effective feedback and data informed professional development .

## **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. School leaders worked collaboratively with all staff to examine school data and core values to develop a shared vision and mission for the school.</p> <p><b>Core Values</b></p> <ul style="list-style-type: none"> <li>• We believe that all children can achieve and have the right to be successful and productive members of our community.</li> <li>• We believe that we all learn uniquely. We acknowledge those different learning styles and pledge to</li> </ul>	<p>Principal, Assistant Principals, Teachers</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, Coaches and Teachers</p>

find the right strategies and tools to assist the children in our charge achieve.

- We believe that learning takes place best in a positive caring community that demonstrates mutual respect and focuses on children first.

- We believe that we are lifelong learners and as such are committed to work as collaborative community of learners and leaders. Each one of us is a learner and each one of us has the potential to lead.

- We believe that parents are our partners in this mission.

After examining our beliefs and reimagining the type of school we wanted to be, the work of rewriting the vision and mission statements was turned over to the School Leadership Team (SLT).

The SLT which includes equal representation of our staff and families wrote and adopted the following vision and mission statements.

**Our Vision**

P.S. 163 is a Caring Community of Collaborative Learners and Leaders.

**Our Mission Statement**

P.S. 163 is committed to fostering independent thinkers with a love of learning who have the support to reach their full potential within a nurturing,

<p>respectful, and safe environment that encourages all learners to succeed in life.</p> <p>These statements not only represent the collective work of the entire P.S. 163 community, but are embody many elements of the NYCDOE Capacity Framework, including the belief and trust that we can collaborative improve outcomes for our students.</p>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Services provided by Consultant from The Ackerman Institute for the Family; Per Session for Supervisor and Teachers involved in After-school, Saturday, and Parent Engagement Programs; Per Session for Planning Time for Teachers and School Leaders involved in facilitating PD; Program changes and coverages for teachers involved in Professional Development Committee; Per Diem coverage for teachers participating in Study Groups and Intervisitations to other classrooms or school sites; professional texts for and resources for participants in workshops and study groups, instructional resources for students in After-school and Saturday programs such books, software, copier and paper, existing teacher laptops, existing SMART boards .											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
In February 2016, School Leaders will evaluate the effectiveness of teacher practice by discussing and citing evidence of improvements in teaching practice with an emphasis on competencies: 3b, 3c and 3d. Additionally, we will use an Exit Survey following each cycle of professional development to determine if we are meeting the needs of the teachers through planned professional learning opportunities.
<b>Part 5b.</b> In <b>February 2016</b> , 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p><b>Reflection:</b></p> <p>The 2012-2013 NYSED Review rated 6.2 and 6.4 Effective, while 6.3 and 6.5 were Developing. The school received an overall rating of Developing for this tenet. The 2013-2014 AQR noted growth in both 6.3 and 6.5, saying that the school was Proficient in “establish[ing] a culture of learning that communicates high expectations to staff, students, and families, and provide[s] supports to achieve those expectations.” (QR 3.4)</p> <p>Strengths:</p> <p>At P.S. 163 we believe the education of a child requires the participation of the entire school community. Key to this endeavor is the involvement and input of the families who decide to make P.S. 163 a part of their child’s growth as a student and as a person. We believe this can be achieved through ongoing and developing dialogue between all members of the school community. An indicator of the connectedness between the home and school community is provided in the number of school families that voluntarily participate in school meetings and conferences scheduled throughout the year. (DTSDE 6.2)</p> <p>Needs:</p> <p>We believe that greater participation can provide all members of the P.S. 163 learning community with an insight as to the degree families are receiving the opportunity to participate in the overall operation of our school and therefore this</p>		

opportunity will inspire them to demonstrate their willingness to provide input through participation throughout all aspects of their child's learning experience at P.S. 163.

Continue to share data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on students learning and success. (DTSDE 6.5)

### **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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, improve and sustain healthy partnerships with families that are linked to student's needs and academic achievement which will result in a 5% increase in the number of Parents attending workshops and conferences during the 2014-2015 school year.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>1. Our Parent Coordinator is a full time employee devoted to developing and reinforcing the Home/School connection. Available to support families from 8:00 a.m. to 4:00 p.m. daily. Services provided include: Parent intake forms to record visits to request information, teacher meetings, and/or to address concerns regarding their child’s school experience. Work with the PTA leadership to plan, organize,</p>	<p>students, parents, caregivers</p>	<p>September 2014- June 2015</p>	<p>Parent Coordinator</p>

and coordinate school community activities. In addition, the Parent Coordinator provides print resources such as Common Core Curriculum Guides, Homework and Test Strategies, Bullying and Cyber Bullying Guides.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Services provided by Consultant from The Ackerman Institute for the Family; Per Session for Supervisor and Teachers involved in Community and Parent Engagement Programs; Per Session for Planning Time for Teachers and School Leaders involved in facilitating PD, Open Houses or Orientations; Program changes and coverages for teachers involved in PD, Open Houses or Orientations; Per Diem coverage for teachers participating in PD, Open Houses or Orientations; professional texts for and resources for participants in workshops and study groups, instructional resources for such books, software, copier and paper, existing teacher laptops, existing SMART boards .											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Mid-point benchmark measurements as of February 1 <sup>st</sup> , 2016 will include an analysis of workshop and conference attendance sheets will indicate an increase in the rate of 5%.
<b>Part 5b.</b> In <b>February 2016</b> , 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 at 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students scoring at Performance Level 1 on F & P Assessment or NYS ELA exam.			
<b>Mathematics</b>	Students scoring at Performance Level 1 on F & P Assessment or NYS ELA exam.			
<b>Science</b>	Students scoring at Performance Level 1 on Chapter Exams.			
<b>Social Studies</b>	Students scoring at Performance Level 1 on Chapter Exams.			
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>				

## 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.		
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.

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

### 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/information, early intervention services, etc.).
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**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.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated<sup>2</sup>. **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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	661,062.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	240,099.00		
Title III, Part A	Federal	21,640.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,886,048.00		

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: 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 SCEP 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.

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**Parent Involvement Policy (PIP) Template**

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 in the school. **[School name]**, 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. **[School name]** 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 and distributing a school newsletter or web publication designed 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) Template**

**[School name]** , 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 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 semester 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 1<sup>st</sup> 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 will 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 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: <u>PS 163 Arthur A. Schomburg</u>	DBN: <u>09X163</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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>120</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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>4</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>0</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: \_

### Rationale / Background:

We have met AMAO 1 & 2 for the past two school years. Using the AMAO Tool 7.30, we have determined that our rate last year for AMAO 1 was 74.86% (66.4% state target) and for AMAO 2 was 22.95% (14.30% state target). Our success last year was in part due to the targeted supplementary programs we ran with Title III funding and other sources: Standard English Academy for SIFE Students, the Saturday ELL Arts program, and the After School program. We look forward to adapting to the needs of this year's ELL population and seeing our students continue to succeed.

### Rationale for Intermediate and Advanced Student Program (Extended Saturday ELLA Program) :

Further analysis of the AMAO Tool data revealed that the vast majority of students scoring proficient in terms of scale score but struggling with one or more modality were having trouble in listening and/or speaking, and were meeting the criteria for proficiency in reading and writing. With this in mind, our Direct Instruction for Intermediate and Advanced students will have a particular focus on Speaking and Listening. To accomplish this, we will extend the run of the Saturday ELL Arts program, which typically runs from January->May. This program has instruction in all four modalities, but is particularly rich in opportunities for Listening and Speaking. Adding sessions in December, May, and June will provide additional support for our students.

Every session will have at least one read-aloud of a text related to the topic being studied. After the read-aloud, teachers will facilitate effective questioning and discussion among students, utilizing the "signpost" questions identified in Notice and Note by Kylee Beers and Robert Probst. Our teachers have had professional development during the normal school day on this text and our students on grades 2-5 have already been exposed to the signposts. This use of a familiar framework will enable all students to participate in the discussion and improve their Listening and Speaking skills.

In the sessions that take place before the beginning of the DELLSS-sponsored program, the read-aloud books will be texts recommended for student social-emotional learning from the Competent Kids, Caring Communities curriculum. This curriculum is being implemented during the normal school day, but there is a long supplementary list of suggested read-alouds that teachers do not have time to utilize during the normal school day. To bring in the arts focus, the teacher will guide the students in completing a mini-art project that ties in with one read-alouds or the CKCC characters. The mini-art project could be a visual art project, a short reader's theatre performance of a script written by the students, a puppet show, or something else at the discretion of the teacher. The project will be shared by students with the other classes on the last session before the start of the DELLSS part of the program.

In the sessions that take place after the end of the DELLSS-sponsored program, the read-alouds will be books on the art form that was covered with the teaching artist(s). The teacher will guide the students in preparing for a performance for parents at the end of the program. The performance will showcase the linguistic and artistic skills that the students have acquired on Saturdays.

### Rationale for Beginner Student Program (After School Language Lab) :

A look at the data for our first and second year newcomers revealed that this subgroup is struggling with making AMAO 1 in grades 1-5. We will provide targeted intervention to Beginner ELLs who are new arrivals, as well as students who came in 2013-2014 and did not make AMAO 1. To provide this support, we will run an After School Language Lab, utilizing the 26 licenses of Imagine Learning English the school already possesses to support students, renewing and adding licenses as student need

## Part B: Direct Instruction Supplemental Program Information

demands. Imagine Learning English assesses students and uses that data to provide students with targeted instruction on their level.

In order to ensure that students also have a chance to move and talk, the teacher will also incorporate songs and exercises from other ELL resources, such as Moving Smart and Genki English. The teacher of this program will also be responsible for generating reports about student needs from Imagine Learning and sharing the data with the relevant classroom / TBE/ ESL teachers.

- Subgroups and Grade Levels of Students to be Served:

Extension of Saturday ELL Arts Program - Intermediate and Advanced Students, Grades 2-5

After School Language Lab - Beginner ELL Students, Grades 1-5

- Schedule and Duration:

Extension of Saturday ELL Arts Program: 4 hours on 8 Saturdays (9 a.m. - 1 p.m.) - 12/5, 12/12, 12/19, 5/16, 5/30, 6/6, 6/13, 6/19

After School Language Lab: 2 hours on 47 days (Wednesdays and Thursdays, 2:40 p.m. - 4:40 p.m.) - 12/3, 12/4, 12/10, 12/11, 12/17, 12/18, 1/7, 1/8, 1/14, 1/15, 1/21, 1/22, 1/28, 1/29, 2/4, 2/5, 2/11, 2/12, 2/25, 2/26, 3/4, 3/5, 3/18, 3/19, 3/25, 3/26, 4/15, 4/16, 4/22, 4/23, 4/29, 4/30, 5/6, 5/7, 5/13, 5/14, 5/20, 5/21, 5/27, 5/28, 6/3, 6/10, 6/11, 6/17, 6/18, 6/24, 6/25

Language of Instruction:

Extension of Saturday ELL Arts Program: English, with targeted support to students in Spanish

After School Language Lab: English, with targeted support in Arabic, French, and Spanish via Imagine Learning English.

- Number and Types of Certified Teachers:

Extension of Saturday ELL Arts Program: 4 Teachers - Ms. Osorio, ESL Teacher; Ms. Bodden, bilingual teacher; Ms. Herrera, bilingual teacher; Ms. Solano, bilingual teacher

After School Language Lab - 1 Teacher - Ms. Solano, bilingual teacher

- Types of Materials:

Extension of Saturday ELL Arts Program: Already On Hand - CKCC Curriculum; To Purchase - Read-aloud books for discussion including It's Hard to Be a Verb by Julia Cook, I'm So Embarrassed by Robert Munsch, The Big Test by Julie Dannesberg, and Get Organized Without Losing It by Janet S. Fox;

After School Language Lab: Already On Hand - Computer Lab, Genki English, and Moving Smart; To Renew/Purchase - Imagine Learning English Licenses - \$150/seat annually;

- Supervision:

All program dates for the After School Language Lab and the Extension of the Saturday ELLA Program will require a supervisor. There will be no other program present in the building for the Saturday ELLA Program. The After School Language Lab will be the only program in the building, except for the days that the Parent Support Group and/or ELL PD runs. All of the programs mentioned are Title III Programs. The supervisor will also be the facilitator of the ELL PD.

## 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

### Part C: Professional Development

Begin description here: \_

Rationale:

PD on interpreting and using ESL data. We already do some of this during the Monday PD Block, but there is much more to cover. Experienced ESL/bilingual teachers would benefit from extra PD sessions to examine AMAO Tool data and student work. Teachers that consistently use the NYSESLAT and other data sources to inform student groupings and instruction have had very good results on the NYSESLAT. Other staff who work full time with ELLs are still working out the fundamentals of ESL data and a full-fledged PD series - we have two new ESL teachers, as well as four general education co-teachers in self-contained ESL classes that would benefit. Cluster teachers serving these classes could also benefit. In order to ensure that there is adequate follow-up, the PD groups will meet both in the fall and in the spring.

- Teachers to Receive Training:

As this PD would take place outside of the normal school day, participation would be based on teacher responses. This is a list of teachers who have the greatest need.

Advanced PD: Ms. Acosta, bilingual teacher; Ms. Bodden, bilingual teacher; Ms. Solano, bilingual teacher; Ms. Escobar, ESL teacher; Ms. Haughton, ESL Teacher;

Fundamentals PD: Ms. Eagens, classroom teacher; Ms. Taylor, ESL teacher; Ms. Falcon, classroom teacher; Ms. Herrera, classroom teacher; Ms. Lyness, classroom teacher; Ms. Komins, ESL teacher; Ms. Cabral, ESL teacher;

- Schedule and Duration:

Advanced PD - 4 sessions - 2 hours on Thursdays (2:40 p.m. - 4:40 p.m.) - 12/11, 12/18, 3/19, 3/26

Fundamentals PD - 5 sessions - 2 hours on Wednesdays (2:40 p.m. - 4:40 p.m.) - 12/3, 12/10, 12/17, 3/18, 3/25

- Topics to be covered:

- Using data from the AMAO Tool

- Creating Instructional Groupings and Learning Objectives based and NYSESLAT data and other sources

- Using Data to Generate Language Objectives (Fundamentals group)

- Data and the SIOP Model (Advanced group)

- Supervisor:

All program dates for the PD program coincide with the After School Language Lab. As stated in the Direct Instruction section, a supervisor is needed as the only programs present in the building are Title III programs. The supervisor will also be the facilitator of the PD program.

### 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: \_

Rationale:

ELL parents struggle with many different challenges. Some of them are recent immigrants and are just

## Part D: Parental Engagement Activities

adjusting to life in the United States. Others may have been here for several years, but are still learning English and may have difficulty finding out information or accessing services that their family is in need of. Our school is 99% Title I, so our ELL parents are also heads of Economically Disadvantaged households, which have still more issues to contend with.

This past spring, Ms. Acosta, one of our bilingual teachers, completed her Master's in Social Work. She has experience leading support groups for both adolescents and adults. Ms. Acosta has expressed interest in leading support groups for parents of our ELLs.

### Schedule and Duration:

We are planning to run two support groups, each consisting of ten two-hour weekly sessions. The first support group will be exclusively with Spanish-speaking parents. Ms. Acosta is fluent in Spanish and is very familiar with the different Latin American cultures in our school's population. After this ten session group has run its course, a second support group will be held. The second group will be conducted in English with parents from the many different other language groups that make up our community, such as Bengali, French, Fulani, Soninke, Wolof, and Mandinka. This group will run after the Spanish-speaking support group has finished its ten weeks so that Ms. Acosta's preparation with this second group can focus on making the content culturally and linguistically accessible. This will also allow time to identify community members who can help with interpretation.

Dates for Group 1 (All Wednesdays): 12/3, 12/10, 12/17, 1/7, 1/14, 1/21, 1/28, 2/4, 2/11, 2/25

Dates for Group 2 (All Wednesdays): 3/4, 3/11, 3/18, 3/25, 4/1, 4/15, 4/22, 4/29, 5/6, 5/13

All Sessions are Two Hours in Length, 2:40 p.m. to 4:40 p.m.

### Topics to be Covered:

Support groups would provide parents with a safe and confidential environment where parents could express their concerns, and also equip parents with a better understanding of child development and how to support their child academically.

In addition to these supports, Ms. Acosta is looking to leverage PS 163's new partnership with Competent Kids, Caring Communities (CKCC), an offshoot of the Ackerman Institute for the Family. CKCC provides schools with training and CCLS-aligned curriculum for supporting children's academic and social success by enhancing their social and emotional skills and building a strong family-school partnership. Ms. Acosta has been trained by CKCC and is implementing their curriculum in the classroom. She is looking forward to strengthening the family-school partnership by incorporating some of the vocabulary, strategies, and activities into her support group sessions.

### Name of Provider:

Leidy Acosta, bilingual teacher

### How Parents Will Be Notified of These Activities:

Parents will be invited to participate through flyers backpacked home in early November. Flyers will be in English, Spanish, Bengali, and French. English and Spanish flyers will be created in-house, while Bengali and French flyers will be translated with help from the Translation and Interpretation Unit.

### Materials:

Cookies and juice will be provided for parents and children at the meetings. The budget is \$250.

### Supervisor:

All program dates for the Parent Support Group coincide with the After School Language Lab. As stated in the Direct Instruction section, a supervisor is needed as the only programs present in the building are Title III programs. The supervisor will facilitate the ELL PD.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	=====	=====

**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 <b>09</b>	Borough <b>Bronx</b>	School Number <b>163</b>
School Name <b>Arthur A. Schomburg</b>		

### 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 <b>Dilsia Martinez</b>	Assistant Principal <b>Karen Bolles</b>
Coach <b>Jacqueline Johnson</b>	Coach <b>n/a</b>
ENL (English as a New Language)/Bilingual Teacher <b>Melissa Reyes (Solano)</b>	School Counselor <b>Melissa Ortiz Barros</b>
Teacher/Subject Area <b>Colma Bodden (Bilingual)</b>	Parent <b>Maria David</b>
Teacher/Subject Area <b>Leidy Acosta (Bilingual)</b>	Parent Coordinator <b>Betty Stewart</b>
Related-Service Provider	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Leticia Rosario-Rodriguez</b>	Other (Name and Title) <b>Nichole Haugton (ESL)</b>

### 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	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>3</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>550</b>	Total number of ELLs	<b>238</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
<b>Transitional Bilingual Education</b>	1	1	1	1	1									0
<b>Dual Language</b>	0	0	0	0	0									0
<b>Total</b>	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					
<b>All ELLs</b>	232	<b>Newcomers</b> (ELLs receiving service 0-3 years)	169	<b>ELL Students with Disabilities</b>	23
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	9	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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	
<b>TBE</b>	81	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	88	0	17	9	0	4	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

## 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 _____	16	24	17	14	11									0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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: _____
--	---

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	9	8	8	11	24	28								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	2			1								0
Haitian														0
French	1				1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other MB/SQ	7	9	13	13	9	4								0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	12	5	3	5	10	4								0
<b>Emerging</b> (Low Intermediate)	6	5	4	4	7	3								0
<b>Transitioning</b> (High Intermediate)	4	7	6	1	5	0								0
<b>Expanding</b> (Advanced)	12	20	14	17	13	9								0
<b>Commanding</b> (Proficient)	5	5	16	11	9	16								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	5	1								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	0	5	3	11	9	18								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	24	7	5		0
5	12	12	5		0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	22		13		1				0
5	14		10		8		2		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	6		7		13		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:**

- 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.  
 ELL early literacy assessments include LAB-R / Spanish LAB performance, Fountas and Pinnell (English for all K-5 students and Spanish for K-4 TBE students), and the NYS ELA performance (3-5), NYS Math performance (3-5) and NYS Science performance (4th) provide additional data points.  
  
 When analyzing school testing performance, the F&P reading levels were not reflected in the students' NYS ELA scores. For example, while many ELL students on grades 3-5 scored a Level 2, 3, or 4 on the Spring F&P assessment, ELA results showed that only a small percentage of our ELLs were Level 2 with just a few ELLs scored at Level 3 or 4 on the ELA. In previous years, item analysis has indicated that our ELLs are significantly weaker in Writing than in Reading. However, with the move to the Common Core, text complexity has increased. The item analysis from the ELA indicates that ELLs struggled in both the Reading and Writing from Sources domains, and that in fact more students were below city average in Reading than in Writing from Sources. For example, looking at the 3rd grade Spring 2015 results for the ELLs now in the self-contained 4th grade class, we see that 14 of 25 students tested were Level 1, 6 students were Level 2 on the ELA with only 5 of 25 scoring at Level 3. A similar trend can be seen in the self-contained 5th grade class.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 With the redesign of the NYSESLAT, the speaking section is now much more challenging. The rubrics now award fewer points to grammatically incorrect but intelligible answers, and the new Response to Graphic Information was rigorous. According to the data a great number of our students are now at the Expanding and Commanding levels as measured by the revised NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 We are creating an excel template, which shows how far away students are from reaching the next level(s) of proficiency and gives us needs analysis by modality for all levels but with a particular focus on Expanding and Commanding students. Teachers will look at this data on a class level to inform their instructional decisions. For example, a teacher with many students who are struggling in Speaking can incorporate more Turn and Talk activities in whole class and small group instruction.

The Class Data Summary Sheets, documents created by the administration for teachers to aggregate the most important student data in one place, have an AMAO column that gives classroom and ESL teachers information about the progress of their students. The column indicates which students moved up a proficiency level on the NYSESLAT and if students with “one data point” (i.e. the LAB-R) moved to Transition or Expanding or did not grow. NYSED has not provided us with a new AMAO formula for students who did not move up a proficiency level on the NYSESLAT and we cannot evaluate the progress of those students for AMAO. Working with Aileen Colon, a consultant from the Fordham Regional Bilingual and ESL Resource Network (RBE-RN), we have identified ELL students on the 4th grade who have not made growth on the NYSESLAT for two years now. The fourth grade co-teachers of the self-contained ESL classroom and the teacher of the TBE classroom are working in conjunction with Ms. Colon and the Literacy Coach from Generation Ready to conduct inquiry and improve instruction for this targeted group of students.

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?

One will note that the TBE classes have a higher number of Entering and Emerging level students and more Level 1/2 students according to Fountas and Pinnell Reading Assessment. This is due to several factors. Spanish-speaking families of newcomer students typically opt to place their children in TBE rather than ESL. The same is true of Spanish-speaking families of children with minimal English entering Kindergarten. In the Kindergarten bilingual class, 10 of the 16 entitled students scored at the Entering Level while the remaining 6 are distributed equally among Emerging, Transitioning, and Expanding. That is not the case with the self-contained Kindergarten ESL class. Of the 15 entitled students 8 scored at the Expanding level. With exception of the bilingual classes our ELL students in ESL classes mostly perform at the Expanding or Commanding levels. One will note that the fourth and fifth grade ESL classes show a blend of these traits with a number of Entering and Emerging due to an influx of newcomers in those grades.

The Fountas and Pinnell in Spanish, the native language, allows us to track the growth of students in reading. This is particularly useful for new admits and students who are still emergent readers in English. It is critical for us to know if a newcomer has literacy skills in their native language that can be transferred. We need to know the starting point. The Spanish reading levels are also helpful as they provide growth data for reading. This is particularly important when a student is an emergent reader in English and may be stuck at a low level in English. The student needs to continue to read at a developmentally appropriate level in Spanish, for enjoyment and to improve their literacy skills.

b. The reading level results of the Fountas and Pinnell assessments are used to form guided reading groups, give report card grades, identify students for Academic Intervention, and identify students for the After School Program. The F&P individual summary sheets, which outline student strengths and needs based on the testing, can be used to inform guided reading instruction. A combination of teacher observations and low reading level scores may lead to a student being identified for RTI. Additionally, if a student is low in Spanish in addition to English and does not show growth on the Spanish F&P over a period of time, this may trigger the RTI process. In addition, teachers and students are using the reading levels to create individual reading goals for all students.

c. As stated in previous sections, we have noted the following:

- Success on the F&P is not a strong indicator for success on the ELA
- Writing was considered to be the dominant concern for both the ELA and NYSESLAT in previous years.
- Students need to work on challenging texts in Reading to prepare for the Common Core ELA
- Teachers need to pay more attention to Oral Language development given the results of the new NYSESLAT
- The Spanish F&P scores and growth, in combination with the English F&P scores, can provide useful data when attempting to discern whether a struggling ELL may need more help with language acquisition in general and should be considered for RTI, or just needs more time and some extra support.

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*.]

There are many data points which are used to guide instruction for the ELLs within RTI. Under RTI, we track multiple data points over and extended period of time. Fountas and Pinnell assessment data is very important to this process. In Reading Workshop, teachers use this data for the entire class to group students according to their reading level and assessed needs. This acts as a screening for all students. The strengths and needs identified through the assessment of each student enable teachers to improve and adjust instruction. In this way, it becomes clear if students are responding to in-class interventions. ESL classrooms have an additional resource in the form of the team teaching relationship between the general education teacher and the ESL teacher. The ESL teacher is able to analyze the data from a different lens and help the general education teacher adjust their instruction to meet the needs of

their ELLs. The ESL teacher makes sure that the intervention is appropriate, and when students are not succeeding despite intervention, the ESL teacher, in conjunction with the general education teacher, can determine whether to continue to try additional interventions or to submit an RTI Referral Form to the administration to convene the RTI Committee to look at the student's case. The bilingual classes also have an additional resource when looking at data; the data for the Fountas and Pinnell in the native language of Spanish, can be examined as well, and compared to progress on the F&P English.

At our school, we are working in conjunction with Aileen Colon of the Fordham to develop the 4th grade ESL classrooms with hopes that it will serve as a Lab Site for other ELL teachers to visit.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
The bulk of our ELLs are in either self-contained ESL classrooms or Bilingual classrooms with a certified ESL or Bilingual pedagogue that is an expert on second language development. These teachers incorporate Language Objectives and Vocabulary into their lesson plans. ELL teachers have the current NYSESLAT/LAB-R data, including Needs Analysis, for all of their students. In addition to informing instruction on a daily basis, this data will be used during the Inquiry process later this school year.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
There are many different metrics for evaluating the success of our programs. Chief among them are the ELA and Math scores. During this transition period to the new and rigorous Common Core exams, we are far from making AMAO 3. The scores for the ELA and Math our general education students were low, and our ELLs' scores were even lower. We must do better. As a Focus school the past several years, we have sought to improve instruction in Writing. As noted in Item 1, Writing has historically been our weakness. However, we can see from this year's ELA results that Reading is now a concern as well, and the NYSESLAT results show that Speaking has emerged as a need. There is much work to do.

Going forward, there are still many reasons to be optimistic. While last year's test results cannot be considered a success when viewed in terms of proficiency, in terms of growth, we are doing well compared to our peers. The School Progress Report for 2014-2015 issued by the NYC DOE gave PS 163 an "A" for student progress. Among other data points, it noted that PS 163 has made its greatest gains with former ELLs.

## Part IV: ELL Identification Process

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

1. 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.

The pedagogue primarily responsible for the HLIS is a certified ESL teacher, Johanna Escobar. In her absence, Principal Martinez, a former bilingual teacher reviews the documents. If a child is a new admit to NYC DOE public schools, Ms. Gladys Garcia, the person responsible accounting, contacts Ms. Escobar and asks her to report to the office. We ask the parent to complete the Home Language Identification Survey. A licensed pedagogue is available to speak with the parent/guardian and conduct the informal oral interview and the formal initial assessment. In the event the family does not speak English, we have licensed pedagogues who are able to assist in Spanish, French, and certain African dialects. We also utilize the NYCDOE Translation and Interpretation Unit. However, it has been our experience that families who do not speak English or Spanish bring family/friends to assist with communication between the school and family. The Home Language Identification Survey is given to the parent/guardian during registration, completed on site, and returned to the licensed pedagogue before the parent leaves the school. The pedagogue present conducts the oral interview and is available to assist the parents/guardians if they have questions about the HLIS. If the parent/guardian indicates that "no other language is spoken at home," then the student is enrolled in an English monolingual class. When a language other than English is indicated on the HLIS and confirmed by during the informal interview, the parent is then provided information about the three Program Options (TBE, ESL, or Dual Language), typically through a Parent Orientation (see Item

#2). The child is placed in the program indicated by the parent.

One of our certified ESL teachers (Ms. Cooper or Ms. Escobar ) is always available for LAB-R screening. The ESL teacher meets with the student one-on-one and administers the LAB-R. The ESL teacher gets the LAB-R student response grid, the examiner's guide, and the relevant grade band materials (the illustration booklet and a picture book for K-1, and student booklet for 2-5). The teacher introduces himself/herself and works to establish rapport with the student. The teacher explains to the student about what will happen during the assessment period to establish a wholesome and safe testing environment. Then the teacher administers the LAB-R. He/she returns the student to class and scores the LAB-R. The teacher compares the score with the guidelines in the 2015-2016 LAB-R Memo. If the student is entitled per the LAB-R score and has a home language of Spanish, then a Spanish speaking ESL teacher will also administer the Spanish LAB. If the student is entitled to services, the Parent Choice Letter is used to determine placement (see Item #2). The teacher scores the grid; depending on the student's scores, the teacher notifies Principal Martinez as to whether the student needs to be moved to a monolingual class or remain in the ESL or Bilingual class (ESL or TBE placement is based on the Parent Choice Letter). On direction from Principal Martinez, Ms. Garcia makes phone calls home to inform parents/guardians in the event that the LAB-R results require a change in placement and or program. In the event there is no change, then the child remains in the program as selected by the parent on the Parent Choice Letter.

The Home Language Identification Survey and informal interview is done at enrollment. Parent Orientation & Video, Program Selection, LAB-R/LAB testing and scoring are all done within 10 days of the student's admission date. The ELPC screen in ATS indicating program selection is completed within 20 days.

2. 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).

Most of our parent communication is done in person when the parent comes to register a student. Peak enrollment times allow for immediate information to be shared with the parent in the form of Parent Orientation. We recognize that it is difficult for parents/guardians to return for Parent Orientation to make an informed program selection, so we take proactive measures to get the paperwork completed as students are registered.

During peak registration times, parents are invited to attend a Parent Orientation Meeting so that they may view the Parent Orientation Video from the NYC DOE that explains the three parent options for English Language Learners available throughout the City of New York. Parents sign-in, the agenda is posted, and the parents watch a video (either in their native language if available, English, or a language that a family member/friend can understand to assist the parent with making an informed decision). Parent Orientations are done in groups during peak enrollment times (September) or individually during off peak times (new admits throughout the year) and are facilitated by one of the Bilingual or ESL licensed pedagogues. Upon completion of the Parent Orientation Meeting, the parents are given a Program Selection Form to indicate their program preference. Parent Option Letters are collected before the parent/guardian leaves the school. It is rare that a parent does not return to Parent Option Letter before leaving.

While we do not have a Dual Language program, we do inform parents who inquire about Dual Language about the schools within our District that offer Dual Language. However, our experience has been that parents prefer the proximity of our school as their family/community support base is more convenient to access at PS 163 than the Dual Language program locations. Our Parent Coordinator, Betty Stewart, attends all Parent Orientations. She is well known in the community and is highly visible. She also helps to ensure that parents/guardians stay for Parent Orientations because families need to have access to information that will help them make informed decisions about their child's education. Our PTA also takes proactive steps to reach out and set up a welcoming atmosphere for parents to gather for the Parent Orientation and Video.

3. 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).

Students newly enrolled at the school who have an IEP also fill out the Home Language Survey. If the parent reports a Language other than English the parents are informed of the process for identifying potential ELLs. The members of the Language Proficiency Team which include the ESL certified teachers Ms. Escobar, Ms. Haughton or Ms. Perez as well as the IEP Teacher, Ms. Searbook, meet to review the evidence of the student's English language development. A recommendation is made by the team to either test with NYSITELL or not. When the team recommends that student not take the NYSITELL the Principal then reviews the information and it is sent to the Superintendent or her District 9 designee, Jennifer Anglada, for review. The parent is notified within 3 days of the decision using the Interpretation Unit. If it is determined that the students should take the NYSITELL the identification process continues as with all students.

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.

Family Workers, Ms. Correa and Ms. Garcia and Guidance Counselor, Ms. Ortiz, ensure that notices in the parents' preferred language are sent home with students once entitlement or non-entitlement in the program is determined. Copies of all letters are kept on file at the school in the main office.

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).

Parents are informed of their right to appeal during Parent Orientation meetings conducted by a certified ESL teacher (Ms. Escobar, Ms. Haughton or Ms. Perez) and/or via letters in the parent's preferred that are maintained on file in the main office.

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.

Parent Orientation Meetings are conducted as early as May and June for September enrollees and repeatedly during the Fall as necessary. These Parent Orientation Meetings are conducted either by a School Administrator or by certified ESL or bilingual teachers. We rely primarily on Ms. Escobar, Ms. Haughton and Ms. Perez. Parents are informed of these orientation meetings with a flyer (in the parent's preferred language) that is sent home upon enrollment. Family Workers, Ms. Correa and Ms. Garcia, follow up telephones (and if necessary guidance counsleors) to ensure parent participation. Staff utilize the services of the Translation and Interpretation Unit when necessary. All documents are maintained on file in the main office.

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.

It is rare that a parent does not return to Program Selection and Parent Survey at the end of the Parent Orientation before leaving. In the event the parent/guardian does not want to make a selection or needs clarification about the program options available to their child(ren), follow telephone calls are made by Family Workers, Ms. Correa and Ms. Garcia, ESL teachers, Ms. Escobar, Ms. Haughton and Ms. Perez, and if necessary the Guidance Counselor, Ms. Ortiz. All documents are maintained on file in the main office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The school school administrators, Ms. Martinez and Ms. Bolles, regularly monitor compliance by printing our ATS reports such as the ELPC screen to ensure all Parent Survey and Program selections forms have been completed, returned and entered into the system. All files are maintained in the main office.

9. Describe how your school ensures that placement parent notification letters are distributed.

Letters addressed to the parents are distributed to students the parent's preferred language. When letters requiring feedback from parent are not returned to the school in a timely manner, follow up letters are mailed home by the Family Workers, Ms. Correa and Ms. Garcia. Copies of these letters are maintained on file in the main office.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation including HLIS, non-entitlement, entitlement, program selection and program placement letters, in the parent's preferred language are maintained on file in the main office by the school secretary and Family Workers.

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.

A review of ATS reports to determine NYSESLAT eligible students is completed at the start of the school year. This report is reprinted monthly and monitored closely by the Test Coordinator, AP Bolles, to ensure that the NYSESLAT is administered to all eligible students in the spring.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

On a weekly basis, the Family Worker, provides the school administrators, Ms. Martinez and Ms. Bolles, ATS reports ( such as the RLCB) of all newly admitted students requiring the administration of NYSITELL. Once test is administered by the ESL teachers, Ms. Haughton, Ms. Escobar and/or Ms. Perez the school administrators ensure that notification letters in the parent's preferred language are distributed or mailed home when necessary. All documentation is maintain on file in the main office.

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).

Program models are aligned with Parent Option letters. Upon reviewing our Parent Surveys and Program Selection forms, the trend has been that Spanish dominant families select the Transitional Bilingual Program. Families with students who speak more English or have more English social language select the ESL program. Only one parent in the past seven years has requested to visit a Dual Language Program. She was directed to PS 218; however, once she realized that the student would be further from the immediate community, she opted for the ESL program and remained at PS 163. We've observed that parents utilize neighbors and family supports within close proximity of the school and prefer to remain "close to home."Students who request a dual language or transitional bilingual program will be assisted in contacting [EllProgramTransfers@schools.nyc.gov](mailto:EllProgramTransfers@schools.nyc.gov). We maintain a record of parents

who requested bilingual programs. If there are 15 or more students with the same home language in one grade or two contiguous grades, we will open a bilingual program.

## 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.

We have a self-contained ESL class on each grade Kindergarten through grade 5. In Kindergarten, 2<sup>nd</sup> and 5<sup>th</sup> grade, the classroom teachers (Ms. DaSilva, Ms. Awani, and Ms. Osorio, 5) are dually certified (ESL certified and Common Branches). These teachers provide ENL instruction as well as Integrated Instruction in ENL in Literacy (Reading and Writing,) Math, Science and Social Studies.

In grades 1, 3 & 4 we have two teachers in each classroom. One is Common Branch certified while the other is ESL certified. The pairs of Common Branch teachers and certified ESL teachers use common planning times, schedule additional times to communicate/plan, and utilize e-mail to share content and curriculum language objectives to ensure effective ENL planning, delivery of grade-level Common Core curriculum, and delivery of language-level instruction by the ESL push-in teacher in small groups (tactile and interactive methods are used for engagement and learning experiences). Together with the Common Branch teacher they provide Integrated ENL in Math, Science and Social Studies.
  - b. TBE program. *If applicable.*

We have a TBE (Spanish) class on K-2 in every grade. There is also a 3-4 bridge Spanish TBE class. In the bridge class, the third grade ELLs are all levels, but the fourth graders are new arrivals. The classes are heterogeneous with the exception of the fourth graders in the 3/4 bilingual class, whom are all beginners. Teachers meet with students in small groups throughout the day for differentiated instruction. Bilingual teachers teach Literacy (Reading and Writing) in the Home Language (Spanish\_ a minimum of 3X per week. They also teach as Social Studies in the Home Language (Spanish). Math is taught in English.
  - c. DL program. *If applicable.*

Not Applicable
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)?

The school follows the revised Part 154 guidelines to ensure that ENL, ELA and HLT are provided to each student based on their assessed proficiency level. For Entering and Emerging students we provide 180 minutes of ENL and 180 minutes of Integrated ENL/through the content areas of Literacy (Reading and Writing,) Math and Social Studies. For Transitioning and Expanding students we provided 90 minutes of ENL and 90 minutes of Integrated ENL/through the content areas of Math and Social Studies. F-ELLs and students that have tested at the Commanding level are provided 90 minutes of ENL and 90 minutes of Integrated ENL/through the content areas of Literacy, Math and Science.
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.

Reading Workshop – The reading mini-lesson is a teacher-developed curriculum with the Common Core Exemplar Texts at the heart, in Spanish for TBE and English for ESL. The mini-lesson follows the Workshop Model format. Teachers can make the text more accessible by activating prior knowledge as appropriate, building background knowledge, incorporating explicit noticing of vocabulary, including a language objective in their lessons, using concrete visual supports, creating adapted text versions, and exposing students to other versions of the text (graphic novel/movie clip/reader's theatre/etc.). SMART Boards, document cameras, and laptops can be used to display and annotate text, as well as show visuals related to the text. Teachers can ensure that students are making use of these supports by incorporating frequent pair, small group, and class discussion, in line with Danielson 3b. As appropriate, ESL teachers can also make use of native language supports (see Item #15), particularly in the 5th grade ESL class where there are more newcomers. Guided Reading instruction is also a critical part of Reading Workshop. Teachers meet with two

different reading groups every day. Groupings are determined by the F&P assessments administered three times a year, and modified according to teacher observation and informal assessment. Writing is also an important part of Reading Workshop as evidence of their reading and comprehending of text. Students must submit 30 book responses (book reports) over the course of the school year. Every day, Reading is a special 60 minute block to ensure that students have plenty of time to read independently and teachers have adequate time to meet with two groups.

Writing Workshop – PS 163 is returning to Lucy Calkins for Writing curriculum this year. The current edition is Common Core aligned and has a greater emphasis on nonfiction. Teachers can use many of the same strategies they did for Reading, though it should be noted that the modeling done by the teacher in Writing is especially critical. Students work independently subsequent to the minilesson. The teacher confers with students about their writing. The TBE classes cover the same material, but instruction is in Spanish.

Math – Math is taught in English in all classes. In response to a plunge in math scores the past two years, math is a 90 minute block every day for all grades. We have adopted Go Math as our curriculum. Go Math is aligned to the Common Core, unlike our old Everyday Math-based curriculum. ELL students will benefit from instruction that includes extensive modeling, work with manipulatives, explicit noticing and use of vocabulary, frequent oral language activities, visual supports, activation of prior knowledge, and visual supports. The kits come with manipulatives which are incorporated into instruction. The website for Go Math offers animated models illustrating many of the concepts, providing visual supports. All units also have a video that goes along with it that talks about the concepts in real life, activating prior knowledge and building background with visual supports. There are also premade SMART Board versions of each lesson, offering students an additional opportunity for student volunteers to engage in kinesthetic/tactile activities. Every unit has a preassessment called Show What You Know, which helps teachers to create groupings for the unit and assigns each student to an RTI Tier for further support. There are additional materials to support small group instruction for Tier II and Tier III for each specific lesson. This is great for SIFE students in particular who may come in without many prerequisite skills; these resources ensure that instruction being given to small groups still relates to the concepts of the unit, but are appropriate to the needs of students needing low-level work.

Science and Social Studies - Science is taught to all classes in English. Social Studies is in Spanish to the TBE classes. The NYC Scope and Sequence is used to plan, prepare, and deliver Science and Social Studies instruction. The cluster teachers at PS 163 teach Science in English to most classes K-5. Science teachers are meeting bi-monthly to discuss highly effective teaching strategies that will address our students needs and learning modalities. Meetings discuss the use of hands-on experiences, exploration, interactive technology, use of vocabulary in context, an accessible Science word wall in every classroom, visual supports next to the Science vocabulary, use of scaffolding and differentiation, and the use of Scientific expressive language in the areas of listening, speaking, reading, and writing. Social Studies is taught in Spanish in the Spanish TBE classes. It is taught in English in the ESL classes. Teachers utilize many of the strategies already outline for other subject areas to teach Social Studies.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Students in the Grade 3/4 TBE classes are evaluated with el Exam de Lectura en Espanol each spring. As part of the interim assessment at the school level TBE teachers also evaluate student independent reading levels in Spanish using the F & P in Spanish. Additionally, screening and progress monitoring is conducted the bilingual and ESL providers during weekly 1:1 and small group conferencing sessions
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Bilingual and ESL teachers conduct frequent progress monitoring of students in all four modalities of English acquisition throughout the school year. These informal formative assessments include interviews with students and their families as well as 1:1 conferencing in Reading, Writing and Mathematics. The Bilingual/ESL team is currently working on developing a Progress Report for Parents that will be sent home to families in between Report Card period summing up student progress towards language goals.
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
  - a. There is only 1 SIFE student at our school. He a newly admitted student in Grade 5. The 5<sup>th</sup> grade classroom teacher works 1:1 with him daily to ensure that his needs are being met. Additionally, the ESL teacher assigns him to work the Imagine Learning Digital Program to help him acquire English.
  - b. Language instructional approaches and methods to make content comprehensible to enrich language development for students who have been in the NYC Public School System for 0-3 years include: total physical response, concrete visual supports and repetition (including repeated experiences), making the most of the student's "Silent Period" (whereby visual and

audio delivery is maximized as students absorb and internally process, ponder, and contemplate what they are seeing and hearing), connecting visuals with writing, multiple exposure to small group instruction/work, scaffolding, differentiation, use of cognates, role play, creating authentic speaking experiences, class buddy system (for learning, discussing, and writing), explicit instruction, explicit modeling, think alouds, use of literacy website supports (e.g. Starfall, Raz Kids), small groups for reteaching of concepts, language and content objectives/prompts, and the use of leveled text with picture support. Teachers will conference with students and use student data and observations to tailor instruction.

c. Students with 4 to 6 years of service will still benefit from many of the strategies outlined for students with three years or less, as long as it is developmentally appropriate. Students will also benefit from hands-on activities and project-based learning. At PS 163, most students with 4 to 6 years of service are invited to After School, and to the After School program as well. For more information on these programs, see Item #13.

d. There are currently no longer term ELLs at our school.

e. We are offering former ELLs targeted support by inviting them to the Saturday ELL Arts Program. Additionally, FELLs are placed with ELL counterparts in self-contained ESL classrooms where they continue to receive the language support they need.

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.

We currently do not have any re-identified ELLs at PS 163. However, our Administrators, Ms. Martinez and Ms. Bolles, and our ESL teachers, Ms. Escobar, Ms. Haughton and Ms. Perez will implement the following protocol should the need arise:

-If we believe a student who misidentified as ELL or non-ELL we will request a the identification process be implemented again within 45 days of enrollment.

-A review of all pertinent documents will be completed within 10 school calendar days of receipt of written notice from parent/guardian or teacher.

-When necessary the school may administer the NYSITELL as part of the re-identification process.

-Part of the review includes speaking with the parent (in parent's preferred language) using the Translation and Interpretation Unit, consulting with qualified personnel, School Assessment Team members.

-Principal makes final determination and notifies the parent in the parent's preferred language.

-All relevant documents will be kept on file in the student's cumulative folder and in the main office file.

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?

At our school we utilize a variety of strategies and support materials to reach our ELLs including Imagine Learning. Imagine Learning is a language and literacy program that features interactive activities, videos and games to provide differentiated instruction. The program also provides strategic first language support in 15 languages to facilitate and enhance ELL learning. As the students become more proficient in English, the language support gradually reduces. Imagine Learning focuses on language development including building basic vocabulary, academic language, grammar and listening comprehension.

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?

Additionally, our school uses ST Math an instructional software is designed to help all students reach math proficiency through self-paced, language-independent, mastery-based objectives. It is closely aligned to state and Common Core State Standards for Mathematics and integrates with core instruction. ST Math games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills.

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.

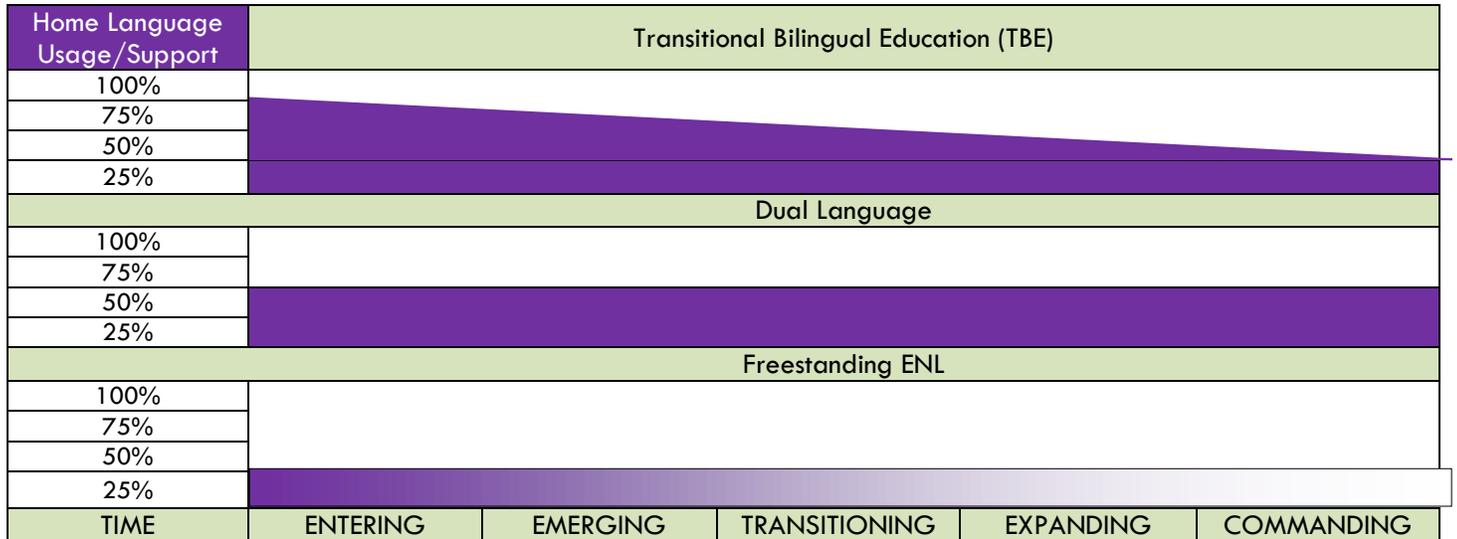


\*Note “other approved services” does not apply to New York City at this time.

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.
- Saturday ELLA Academy – Grades 2-5, Transitioning and Expanding and ELLs – Instruction in English.
- This program is sponsored by the Office of English Language Learners in partnership with The Center for Arts Education. It offers an English Language and Literacy through the Arts program (ELLA) to further English language and literacy learning for selected students at PS 163. The program provides challenging experiences in music, dance, theater, and visual arts. Classroom teachers are paired with teaching artists and will collaborate in the planning and delivery of instruction. The daily instructional schedule will include two 90 minute sessions: ESL/Literacy through the Arts Residency and ESL/Literacy session. Both sessions will be implemented under the leadership of the classroom teacher.
- SETSS – Students with SETSS on their IEP work with Ms. Cocolicchio, a certified Special Education teacher. Math and ELA. Instruction is in English, though Ms. Cocolicchio also speaks Spanish.
- Academic Intervention/RTI – Ms. Cocolicchio. Students identified at Risk by the RTI are provided with intervention in reading and mathematics.
- Differentiated Intervention in Science and Social Studies are provided by the classroom teacher using the Harcourt Program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As described previously students are making clear growth in ELA according to the Fountas and Pinnell Assessments and the School Progress Report for 2014-2015. The School Progress Report also notes that growth is similarly strong for Math. However, we still have much work to do in terms of helping our ELLs, as well as general education students, reach Proficiency on the new Common Core NYS ELA and Math, as few students have met that standard at this point.
12. What new programs or improvements will be considered for the upcoming school year?
- Continue offering ELLA program to students in grades 2-5 that combines language literacy with arts instruction. Children have the opportunity to expand their knowledge of language and content while focusing on the different genres of the arts.
13. What programs/services for ELLs will be discontinued and why?
- N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. ESL, TBE, and 12:1:1 classes have access to the same cluster classes (Science, ST Math, PE, Music, Art) as the other classes. ELLs are also invited to the same additional programs that non-ELLs have access to, such as After School. In fact, our ELLs are identified at a higher rate for these programs than non-ELLs, and ELLs have access to special programs such as the Saturday ELLA Program, which is popular with students and not open to non-ELLs (save former ELLs who recently tested out).
- The After School Program provides academic support to at-risk students. Students were primarily identified by F&P reading level. Most ELLs are eligible for the program and have been invited to participate. Certified ESL teachers Ms. DaSilva and Ms. Osorio, as well as certified bilingual teacher Ms. Bodden, are among the six pedagogues teaching.
- The Saturday ELL Arts (ELLA) program is in its fourth year at PS 163. This program is sponsored by the NYC DOE Office of English Language Learners. This exciting program pairs a teacher with a visiting teaching artist. In previous years, teaching artists included an actress, a dancer, and a visual artist. There were also special performances by a Flamenco troupe and a professional mime.
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.
- All ELL students have the same access to learning as do non-ELL students. Each ESL/TBE class uses SMART Boards, document cameras, listening centers, and laptops, as well as access to digital recorders, digital cameras, poster makers, and color copies for visual support.
- The new Go Math curriculum provides premade SMART Board files for every lesson, along with videos, animations, and online interactive toolkits at the ThinkCentral, the Go Math website. Teachers, as well as coaches and administrators, are sharing this information with teachers on the other grades.
- For math, PS 163 is also using Spatial-Temporal Math (ST Math) from MIND Research Institute on Grades 3-5 through a grant. Classes visit the computer lab twice a week to use the website, which uses interactive games and animated characters to

help improve students' understanding of key math concepts and better problem-solving skills. ESL and TBE classes participate in the program just like their peers. One of the unique features of the program is its reliance on symbolic representation – letters and words are hardly every used – which makes it accessible to all ELLs.

ESL and TBE classrooms use several sites to support literacy. All K-3 classrooms have access to Award Reading Online, an online site that contains audio versions of the Award Reading guided reading books, as well as activities for all of the books. ESL/TBE classrooms frequently make use of the website Starfall to introduce the alphabet and letter sounds to students. Raz-Kids is used by ESL/TBE classrooms on grades 3-5. Raz-Kids gives students access to dozens of texts on their level, and has audio for all books; a great support for ELLs who do not have anyone at home who can read to them in English. Students can also take quizzes on the books they have read, and progress is easy for teachers to track. The website recently was updated to add a Spanish section.

For Science and Social Studies, teachers have access to Discovery Education Streaming, which offers videos that can be used to supplement instruction. These videos can also be used to build background for topics being covered in other subjects.

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

Typically ELLs are divided into small groups throughout the subject areas so that ESL and TBE teachers are able to differentiate, support, infuse ESL strategies, and provide real-world connections and activities using small group instruction throughout ELA, NLA, math, and social studies. TBE teachers provide NLA in Spanish to strengthen and support the development of the Spanish language throughout the four domains and have Spanish leveled text available to support Spanish instruction.

In the ESL classes, the teacher typically does not address the whole class in a language other than English. Oral native language support is delivered in a targeted one-to-one basis in the ESL classes. The use of romance language cognates and Native Language Support is made available in ESL classes in order to provide clarity of vocabulary and concepts. On K-4, Spanish-speaking parents of newcomer students typically opt to put their child in TBE, reducing the need for first language support in the lower grade self-contained ESL classes. Teachers may make translated materials and dictionaries available as needed. Bilingual glossaries produced by NYSED for Social Studies, Math, and Science are made available for support on 3-5 and to accustom the students to these resources prior to the state test. A small selection of books in the first language may also be included in the class library, particularly in the upper grades.

In the instance where a language other than Spanish is needed for clarity, the children who understand that particular language are able to assist by providing peer support within the small group. The ESL teacher is able to check for understanding, adjust the lesson as needed, and proceed with the lesson while making observation notes. ESL teachers frequently speak with each other, share best practices, and go to other staff members/parents who may be able to assist with native language (other than English and Spanish) vocabulary support (e.g. French, Twi, Creole).

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

The academic instruction offered to ELLs in the After School program is determined by a review of the data. We consider English language proficiency levels as well as performance in Reading and Writing. Entering and Emerging ELLs are invited to a program that focuses on language development using Imagine Learning. While students who at Transitioning, Expanding and Commanding levels are part of the Writing Academy.

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).

All incoming Kindergarteners receive a Welcome Packet that outlines "What to Expect" as students and their families prepare for Kindergarten. The Welcome Packet also identifies activities students and families can do to prepare for a smooth transition in September. We also work in collaboration with Head Start to provide a school tour during the month of June so that our incoming Head Start children have the opportunity to walk through the school, meet teachers, and ask questions. New students that come during the school year are typically assigned a buddy, ideally of the same language background, who can help them navigate the classroom and the school. Many teachers set up meetings with parents of new admits soon after the student arrives in order to get to know the student and parent better and be able to offer assistance.

19. What language electives are offered to ELLs?

Not Applicable.

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)?

**Not applicable.**

## 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.)  
At PS 163, every grade meets once a week during a common prep for professional development. Typically, the session is facilitated by one of the Instructional Leads in attendance are all of the grade level teachers, including the ESL teacher assigned to the grade. This gives us a chance to examine student work and related rubrics, share effective teaching practices, and review data.  
  
There are numerous opportunities for professional development outside as well. Last year, ESL and Bilingual teachers attended PD sessions offered by the NYC Office of English Language Learners with Tony Stead on Reading and Writing Nonfiction for ELLs under Common Core. Teachers all enjoyed this PD. ELL teachers also attended a series of workshops by Dr. Ivana Soto on Oral Language Development & Shadowing, hosted by the Fordham Regional Bilingual and ESL Resource Network (RBE-RN). Teachers have also attended sessions on RTI for ELLs last year and this year. Four ELL teachers attended the NYSABE annual conference on Long Island last Spring. The school secretary, Wendy Pimentel, maintains PD records that identify the respective teachers, dates, times, locations, and the titles of each PD session attended.  
  
Our PD Calendar for the 2015-2016 includes 3 cycles:  
September-November: General Response Protocol, School Safety, STARs Classroom, the RTI Process, Child Abuse Report and Prevention, Chancellor's Regulations, Respect for All, Conflict of Interests, Health and EPI-Pen Training, NYS Testing Program etc. During Cycle II (December-May all staff are invited to select 2 professional development opportunities and study groups focused on improving Questioning and Discussion and Differentiation of Instruction and Assessment. The final Cycle (June) offers staff the opportunities to review data and assist with program planning for the coming school year.  
  
In addition, the school is committed to participating in Professional Opportunity Offerings available through Fordham University's RBERN Office for example: "Writing Effective Language Objectives for ELLs of All Proficiency Levels," District 9's Teacher Rounds Initiative, the New Teacher Center, as well as multiple offerings of the Bronx Field Support Center. Some of the Offerings from the Bronx Field Office include: Fresh Off the Press! Navigating and Implementing the NYCDOE's Enhanced Science Scope and Sequence, "Said is Dead": Effective Vocabulary Instruction that Works, The Acquisition and Development of Academic Language through Mathematics: Meeting the Needs of All Learners, Including ELLs, Problem Solved! Rich Math Tasks that Promote High Levels of Student Thinking, Individual and Cultural Identity: Exploring Culture and Community in the Primary Grades, and Chatty Cathy Makes a Comeback: Why Students Must Engage in Academic Conversations and How to Do It!
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?  
At our school, we are working in conjunction with Aileen Colon of the Fordham to develop the 3rd grade ESL and Bilingual classrooms as Lab Sites for other ELL teachers to visit. Recently, Ms. Colon conducted two demo lessons on the Picture-Word Inductive Model for the Lab Site teachers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
As our ELL students get ready to transition from elementary to middle school, our guidance counselor (Melissa Ortiz), parent coordinator (Betty Stewart), fifth grade teachers, Assistant Principal (Karen Bolles) and Principal (Dilsia Martinez) communicate regularly via workshops, school/family activities, and parent letters to inform families about middle school options, varied specialty schools, as well as the enrollment process. Home communication pertaining to middle school is sent out to parents throughout the year as the students visit schools, make choices, and finally transition from the elementary setting to middle school. In the event that assistance is needed to complete forms, the guidance counselor, a native Spanish speaker, is also on hand to assist ESL and bilingual families.  
  
4. Currently under development: Training for new teachers will cover a range of high impact teaching strategies that can be useful in any elementary school classroom, but are particularly useful when working with ELL students. Several sessions also familiarize teachers with technology available for instruction in the school.
  1. SMART Board I – Basic Usage – Writing and Navigation
  2. SMART Board II – Intermediate Usage – Pictures, Tables, and Interactive Elements
  3. Read Alouds and the SMART Board – Scanning, Using the Document Camera, Kindle for PC, Highlighting and Annotating
  4. Literacy Websites for the Classroom and Home – Award Reading, Raz-Kids, Starfall
  5. Music, Chants, and TPR to Teach Vocabulary
  6. Classroom Discussions – Accountable Talk, Sentence Frames, & Danielson 3b
  7. Developing Oral Language – Pair Work and Small Group Projects
  8. Shared Writing

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.

Currently under development: Training for new teachers will cover a range of high impact teaching strategies that can be useful in any elementary school classroom, but are particularly useful when working with ELL students. Several sessions also familiarize teachers with technology available for instruction in the school.

1. SMART Board I – Basic Usage – Writing and Navigation
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5. Music, Chants, and TPR to Teach Vocabulary
6. Classroom Discussions – Accountable Talk, Sentence Frames, & Danielson 3b
7. Developing Oral Language – Pair Work and Small Group Projects
8. Shared Writing

All PD records are maintained in the main office by Secretary, Ms. Pimentel.

### 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?

Parents of ELL students enjoy being asked to participate in school activities and celebrations. As a school receiving Focus funds, PS 163 has increased the number of activities relating to academic readiness. For instance, this past September, we hosted Family Fall Fun Fest on a Saturday. Parents participated in workshops facilitated by teachers to learn about how to help their children succeed in reading and math. Teachers were paired together for these workshops so that in every group, there was at least one staff member who could present in Spanish so that we could reach as many parents as possible. Ms. Betty Stewart, the Parent Coordinator, secured the participation of eleven community organizations to present workshops and staff information booths. Ms. Betty always makes sure to arrange that visiting organizations have at least one staff member who is conversant in Spanish. The event concluded with a barbeque hosted by Principal Martinez, who always makes sure to address parents in both Spanish and English. In addition to this event, there are a series of nutritional workshops offered with a bilingual presenter, and workshops at the Tremont Branch of the NYPL. Last school year, the PTA sent a dozen parents to the NYSABE conference out on Long Island. About five members, along with Ms. Betty, attended the citywide Annual ELL Parent Conference at the Javits Center.

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.

Response #2 (No field available above)

Parents are informed of Orientation Meetings via a flyer that is provided to each parent during enrollment. At the Orientation Meetings parents are provided with a clear description of each program model and view the DOE's video. Each parent is provided a copy of the Parent Survey and Program Selection Form where they can indicate their program choice. Most parents complete the form on-site following the meeting. But if a parents wants to think about it further they are advised that the form must be returned to the school within 5 days. The school maintains all records and forms related to ELL Program selection including letters, flyers, anecdotal records confirming phone calls etc. in the main office file.

Response #3

One of our bilingual teachers is also certified as a Social Worker, Ms. Acosta. She has developed a Parent Support Group and network to provide the parents of ELLs and new immigrants opportunities to mutually support one another while learning about resources, strategies and organizations to improve their parenting practices.

The Parent Coordinator supports the efforts of Ms. Acosta by seeking persons within the community who are willing to provide interpretation services in community languages such as Sonieke.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? CBOs are often involved in activities for our families. These include NYC Fire Department, NYC Office of Emergency Management, Dial-A-Teacher, NYC Public Library – Tremont Branch, Health First, EMT – NYC Office of Recruitment and Diversity, Legal Shield – Identifying Theft Protection, Urbane Academics – Tutoring Services, Jewish Board – Family Social Services, Neighborhood Association NAICCA, Seedco – Strong Fathers, Strong Families. The PTA has an ongoing relationship with two organizations. Cornell University Cooperative Extension in NYC is running a series of nutrition workshops this year, in both Spanish and English. The PTA has also partnered with the Tremont Branch of the NYPL to do a series of visits to the Technology Lab at the Library. For the past six years, PS 163 has hosted performances during the school day of the theatre troupe Arts for All. The program has been very popular.

The Parent Coordinator actively seeks CBOs to provide information and workshops for our parents. Each organization usually provides a bilingual person or offers information provided in the parent's preferred languages.

5. How do you evaluate the needs of the parents?  
Parents share their opinions following workshops and activities. They also complete the annual School Survey. We will develop parent surveys to capture feedback in writing in the parents preferred language this school year.
6. How do your parental involvement activities address the needs of the parents?

Workshop themes are based on parent concerns, informal parent feedback, School Leadership Team meetings, parent surveys, anticipated family needs, and DOE information that needs to be disseminated to our families. Workshops are led by various members of the school and community e.g. Parent Coordinator, PTA President, Principal Martinez, the coaches, guidance counselors, and guest speakers from the community. Workshops have provided families with information about grade-level curriculum, Common

Core State Standards, homework guidelines, DOE initiatives, parenting skills, how to assist their child(ren) in school, report card information, and where to find resources within the community.

The parent coordinator is visible and routinely converses with families about their needs or concerns. Ms. Betty is approachable and is constantly talking with parents individually, in small groups, workshops, school events, during arrival, and during dismissal. It is evident that she wants to help our families. Ms. Betty makes it her business to be outside during arrival and dismissal and makes herself available to meet with parents as they walk-in to ask questions or discuss situations/concerns. The PTA President, Ms. David is also visible and works with Ms. Betty to reach out to parents to create fundraising activities for the benefit of our children at PS 163.

In addition to translation in Spanish provided by administrators, teachers, office staff, and school aides, we do provide support to families in other languages. Translators for Parent Teacher Conferences have been hired to communicate with families who speak Soninke (or understand a dialect similar to Soninke). Staff members in the school have also been identified and are ready to assist with parent communication as French, Twi, and Creole translators are needed or anticipated. It has been our experience that Soninke, French, Twi, and Creole translators are seldom used/requested when provided for the families who speak the above languages as parents/guardians prefer to have a family member or trusted neighbor discuss private issues concerning their children.

#### **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.

Paste response here:

School Name: Arthur A. Schomburg ES

School DBN: 09X163

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)
Dilsia Martinez	Principal		
Karen Bolles	Assistant Principal		
Betty Stewart	Parent Coordinator		
Colma Bodden	ENL/Bilingual Teacher		
Maria David	Parent		
Clara Perez	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Melissa Ortiz	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Nichole Haughton	Other <u>ENL Teacher</u>		
Leidy Acosta	Other <u>Bilingual Teacher</u>		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **09X163** School Name: **Arthur A. Schomburg**  
Superintendent: **Leticia Rosario**

### 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](http://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

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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.

To assess language preferences of the parent community at PS 163 we cull information from a variety of sources such as Part III of the HLIS, ATS reports (RPOB, RELC among others ) as well as the Student Emergency Cards. The data is gathered reviewed and shared with staff to ensure that we are communicating with families in their preferred language.

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.

Based on the review of the RAPL and other data sources the preferred languages for both written and oral communication are:  
English, Spanish, Soninke, Arabic, Bengali, and Hausa

## Part B: Creating a Communications Calendar

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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.)

The school communicates in a variety of ways with the school community. In the fall we provide each family with a copy of the Student/Parent Handbook, the NYC Discipline Code, as well as a variety of Welcome Notices for the school. Additionally, the school sends out periodic notices and flyers in various languages.

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.

We host a variety of events for parents/guardians throughout the year. Formal meetings include: Family Night (September), Parent Teacher Conferences (November, March and May). In addition, to events planned during Parental Engagement Time the school offers a wide variety of workshops for our families. Further still, our Family Workers, Guidance Counselors, and Teachers conduct informal interactions with families as needed throughout the year.

## Part C: Providing Language Assistance Services

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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.

Translation of English/Spanish documents are done in-house by school staff. We will seek the assistance of the Translation & Interpretation Unit for other languages.

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.

The school relies greatly on the Translation and Interpretation Services provided by the DOE. All staff know that they can access over-the-phone interpretation services by calling (718) 752-7373, Monday through Friday. We also realize that some of the languages spoken by families in our school are often not one of the 10 common languages translated by the DOE however, if we have found that contacting the Office of Translation and Interpretation Services in advance allows us the opportunity to seek interpretation of languages such as Sonineke.

## Part D: Training Staff on Policies and Procedures

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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.)

The staff is informed of the DOE's Translation and Interpretation Unit early in the school. Reminders in the form of emails or memos are shared with staff throughout the year. Copies of the Translation and Interpretation Unit cards are provided to each staff member and are posted throughout the school and can easily be referenced from many of our offices.

## Part E: Providing Notice of Language Assistance Services

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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

A welcome poster in the 10 common languages is posted at the entrance of the school. Parents receive a copy of the Parents' Bill of Rights as well as a copy of the Parents' Guide to Language Access. The Language ID Guide is on display at the security desk as well as the main office.

## Part F: Monitoring and Quality Control

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

The administration reviewed all mandates (CR A-663) regarding Language Access for families and assigned a Language Access Coordinator to assist in this area. The LAC participated in an online training to better equip her understanding of the mandates. Together the administration and LAC ensure that pertinent information regarding language rights is shared with the school community including all staff and parents. Multi-lingual posters and other support materials are visibly displayed across the school to ensure access to the Translation and Interpretation Unit. Additionally, we ensure to access important notices and documents in the language of preference by the parents at PS 163.