



**P.S. 164 CAESAR RODNEY**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 164 CAESAR RODNEY**  
**ADDRESS: 4211 14 AVENUE**  
**TELEPHONE: 718-854-4100**  
**FAX: 718-853-9306**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 332000010164 **SCHOOL NAME:** P.S. 164 Caesar Rodney

**SCHOOL ADDRESS:** 4211 14 AVENUE, BROOKLYN, NY, 11219

**SCHOOL TELEPHONE:** 718-854-4100 **FAX:** 718-853-9306

**SCHOOL CONTACT PERSON:** Margaret Choy-Shan **EMAIL ADDRESS:** Mshan@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Margaret Choy-Shan

**PRINCIPAL:** Margaret Choy-Shan

**UFT CHAPTER LEADER:** Camille Ragazzo

**PARENTS' ASSOCIATION PRESIDENT:** Maria Chavez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 20 **CHILDREN FIRST NETWORK (CFN):** 409

**NETWORK LEADER:** NEAL OPROMALLA/Nilda Kraft

**SUPERINTENDENT:** KARINA COSTANTINO

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Margaret Choy-Shan	Principal	Electronic Signature Approved.
Danielle Bennett	Admin/CSA	Electronic Signature Approved.
Camille Ragazzo	UFT Chapter Leader	Electronic Signature Approved.
Arnette Allert	UFT Member	Electronic Signature Approved.
Melissa Jamieson	UFT Member	Electronic Signature Approved.
Teresa Delarosa	Parent	Electronic Signature Approved.
Sylvia Hajek	Parent	Electronic Signature Approved.
Marilou Santiago	Parent	Electronic Signature Approved.
Julia Rojas	Parent	Electronic Signature Approved.
Georgina Jimenez	Parent	Electronic Signature Approved.
maria chavez	PA/PTA President or Designated Co-President	Electronic Signature Approved.
hannah Krueger	UFT Member	Electronic Signature Approved.

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

Public School 164 is a Title I school-wide project school recognized as one of New York State's "High Performing/Gap Closing" public schools. We have received an "A" on the progress report for the last four school years.

P.S. 164 is located in a predominately Orthodox Jewish neighborhood surrounded by private schools which most of the neighborhood children attend. We have a diverse student population totaling about 515 students in Grades PreK-5. P.S. 164 embraces 13 Special Education classes including 4 self-contained classes, Integrated Co-Teaching classes on every grade, and 2 Micro- Integrated Co-teaching classes that service students on the Autistic Spectrum.

Our family room provides workshops for parents and adults on several topics including health, parenting, and curriculum. ESL classes are held on Monday and Wednesday mornings for adults. There are also weekly computer classes for parents. Parents receive monthly newsletters to keep them informed about upcoming school events and curriculum.

P.S. 164 offers several opportunities to participate in extra-curricular activities and celebratory events. The Soaring Committee meets on a regular basis to plan these activities throughout the year, including Opening Day and Closing Day ceremonies, Penny Harvest, and Box Top Raffles. The committee organizes activities for charitable events, commemorative events, and drug prevention and awareness. P.S. 164 also encourages students to join weekly "Lunch Clubs." These clubs are organized by teachers who volunteer their time during their lunch period. These clubs include the Chess Club, Peace Club, Dance Club, Math Club, Wellness Group and Green Team. The Chess Club members participate in friendly chess tournaments. The Peace Club members focus on anti-bullying and mediation and will eventually increase the awareness in the school about "Respect for All" articulated in Chancellor's Regulation A-824. The Dance Club members entertain parents and students at assemblies and concerts. The Math Club members enjoy enrichment activities and participate in math games. The Wellness Group members are responsible for spreading the importance of a healthy living and for delivering healthy fruits and vegetables to provide daily nutrition to all students. A Fresh fruits and vegetable grant has been received for the entire school building, including P.S. 77, the District 75 school located on the 4<sup>th</sup> floor of the building. The Green Team works to improve recycling habits, to share earth-friendly practices, and to spread information about "green living" with the school community.

The building of P.S. 164 is 102 years old. Over the last few years, the school environment has been enhanced with the funding from several grants. Some of the enhancements are as follows:

As a recipient of the Robin Hood Library Grant, the school library has been transformed into a state of the art library/media center which has become the "hub" of our school. Our new library has

increased the level of student engagement with literacy and has increased parent involvement within the school.

A multi-year RESO-A grant has been used to upgrade technology in the school. The computer lab has been fully upgraded with new Apple computers. The majority of classrooms in Grades K-5 have received Promethean interactive white boards, student response systems, and document cameras. This state of the art equipment will enable the students to be prepared for the future of technology.

Our auditorium has been renovated with the help of local politicians, including Simcha Felder, David Greenfield, Marty Golden, and Marty Markowitz. The stage has been extended, lighting and sound have been upgraded, and seating is in the process of being replaced. This new auditorium has given the school community a place to enjoy school functions and a place to feel proud of its students.

Our newest upgrade to the school is a school garden provided by the Share Our Strength Organization and Weight Watchers. The garden will be maintained by students and provide hands on opportunities for students to participate in planting, harvesting, cooking, researching, drawing and more in a natural setting. The garden is expected to enrich our students and the community with environmental education.

Overall, P.S. 164 prides itself on its diverse community. Walking through the halls, one may not distinguish the difference between sub-populations in the school. Students work together to be the best people they can be. Teachers are responsible for all students in the school regardless if they are special ed, general ed, or English Language learners. All students are expected to succeed and each child is entitled to an exceptional education at P.S. 164.

□

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot.** Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 164 Caesar Rodney								
<b>District:</b>	20	<b>DBN #:</b>	20K164	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input checked="" type="checkbox"/> Pre-K	<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	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	52	51	49		95.4	94.9	TBD		
Kindergarten	68	86	73						
Grade 1	68	62	86	<b>Student Stability - % of Enrollment:</b>					
Grade 2	59	59	56	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	72	63	62		95	91.48	TBD		
Grade 4	82	64	65						
Grade 5	82	83	68	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		86.6	86.6	95.5		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	1	TBD		
Grade 12	0	0	0						
Ungraded	3	2	5	<b>Recent Immigrants - Total Number:</b>					
Total	486	470	464	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					8	8	12		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	44	41	46	Principal Suspensions	0	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	67	60	55	Superintendent Suspensions	0	0	TBD		
Number all others	12	9	14						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	12	10	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	105	88	103	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	11	12	50	Number of Teachers	58	58	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	16	TBD
				Number of Educational Paraprofessionals	5	5	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	96.6	TBD
				% more than 2 years teaching in this school	79.3	79.3	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	72.4	75.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	76	81	TBD
American Indian or Alaska Native	0.4	0.6	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.6	82.4	TBD
Black or African American	1.6	1.5	1.3				
Hispanic or Latino	60.3	60.2	59.9				
Asian or Native Hawaiian/Other Pacific Isl.	19.6	21.3	23.1				
White	18.1	16	14.4				
Multi-racial							
<b>Male</b>	49.4	48.7	48.3				
<b>Female</b>	50.6	51.3	51.7				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	108	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	14.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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Data Source	Performance Trends	Accomplishments	Aids	Challenges
<b>2009-2010 LES</b> (Learning Environment Survey)	<p>PS 164 has high levels of parent, teacher, and student satisfaction in all four areas: including academic expectations, communication, engagement, and safety and respect compared to all elementary schools</p> <p>In the area of student engagement our score increased by 0.3</p> <p>98% of the teachers at PS 164 took the survey. This percentage is significantly higher than the citywide percentage of 76%</p> <p>100% of the parents took the survey this year. This year's city percentage was 49% compared to our 100%</p>	<p>PS 164 encourages students to do their best by developing rigorous and meaningful academic goals</p> <p>PS 164 is committed to engaging in an active and vibrant partnership with families to promote student learning</p> <p>PS 164 ensures that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning</p>	<p>Small class size allows for differentiation, grouping, and one-to-one instruction</p> <p>Professional learning communities that meet weekly to collaboratively plan on each grade level</p> <p>Effective bilingual parent coordinator who has developed a good rapport with the parents</p> <p>Parents as Art Partners afterschool program continues to increase parent</p>	<p>Lack of time for administration and staff to engage in collaborative discussions about students and curriculum</p> <p>Learning Environment Surveys were sent to several teachers on leave. This may explain our 2% decrease in participation</p>

			<p>involvement and art instruction</p> <p>Our new Library Media Center is open to parents to parents daily</p> <p>Family literacy afterschool involves entire families who are new to the country in fun, academic activities</p> <p>Newsletters are distributed to families monthly on each grade level to share current curriculum and events</p>	
Data Source 2009-2010 Progress Report	<p>Performance Trends PS 164 students consistently make progress on standardized tests</p> <p>High needs students made exemplary gains</p> <p>ELA According to the data reported on the progress report, PS 164's score for the percentage of students at proficiency for English Language Arts (All tested students) for 2010 was 57.7%, which is an 18.9% decrease from 2009. When the data is compared to our peer horizon, we scored in the 52<sup>nd</sup> percentile</p>	<p>Accomplishments PS 164's overall score on the progress report is an 85.9, giving us an A and scoring within the top 25% of the city</p> <p>ELA Accomplishments 56% of our LEP students in grade 3 scored a level 3 or above on the ELA, which is a 3% increase from 2009</p> <p>27% of our LEP students in grade 5 scored a level 3 or above on the ELA, which was a 26% increase from 2009</p>	<p>Aids</p> <p>Participation with the Learning Environment Survey</p> <p>Strong professional development provided</p> <p>Strong AIS program in place during school, during the extended day, and during after school hours</p> <p>Collaboration amongst staff and active learning</p>	<p>Challenges</p> <p>ELL students are required to take the State assessments after only one year in the country</p> <p>PS 164's large Special Education student population strives to make yearly progress. Yet, it is a challenge to meet proficiency level when they are not on grade level</p> <p>This year, New York State changed the cut scores for both Math and ELA making it more challenging for students to reach proficiency</p>

	<p>Math</p> <p>According to the data reported on the progress report, PS 164's score for the percentage of students at proficiency for Math (all tested students) for 2010 71.8%, a decrease of 21.5% from 2009. When the data is compared to our peer horizon, we scored in the 54<sup>th</sup> percentile</p>	<p>According to the data reported on the progress report, PS 164's median growth percentile was 78, which is 87.8% higher than that of our peer horizon and 79.2% higher than our city horizon</p> <p>Math Accomplishments</p> <p>According to the data reported on the progress report, PS 164's median growth percentile was 78 which is 82.5% higher than that of our peer horizon and 74.2% higher than our city horizon</p>	<p>communities in place</p>	
<p>Data Source</p> <p>Formal and Informal Observations and Professional Conversations</p>	<p>Performance Trends</p> <p>Teachers plan collaboratively and generate a meaningful curriculum</p> <p>Teachers set class and individual goals with data collected from conferencing, formal assessments, and informal assessments</p>	<p>Accomplishments</p> <p>Professional development has been provided to support school goals</p> <p>Teachers effectively modify and adapt curriculum to meet the needs of the diverse learners in their classes</p>	<p>Aids</p> <p>Open communication between administration and teachers</p> <p>Thorough pre and post observation discussions</p> <p>Individualized feedback is</p>	<p>Challenges</p> <p>Meeting the needs of the ESL students in the general education classroom, especially beginner ESL students</p>

		<p>Classrooms and resource room are equipped with an abundance of materials and resources to support the existing curriculum and units of study</p> <p>An increased level of professional discussion amongst the school community including professional book clubs</p>	<p>given to teachers to improve teaching practices after formal and informal observations</p>	
Data Source	Performance Trends	Accomplishments	Aids	Challenges
Data Inquiry Study 2009-2010	<p>95% of the staff participated in inquiry. Grades K through 5 as well as support staff conducted an inquiry study that helped targeted students deepen comprehension by engaging them in focused small group instruction in order to advance reading levels as measured by DRA and Fountas and Pinnell</p>	<p>Each inquiry team shared the good teaching practices found in their inquiry study with the staff</p> <p>The average increase in reading level for our targeted students was 3.7 based on Fountas and Pinnell reading levels</p>	<p>Collaboration amongst the members of the core inquiry team</p> <p>Collaboration amongst the members of all the inquiry teams</p> <p>Members of the core inquiry team conducting professional development sessions to educate staff on assessment tools for inquiry studies</p> <p>Support of our literacy</p>	<p>Lack of engaging reading materials</p> <p>Technical difficulties using Scantron and Acuity instructional resources online</p>

			consultant to strengthen small group instruction	
Data Source	Performance Trends	Accomplishments	Aids	Challenges
School-wide Teacher Needs Assessment	<p>Diverse professional needs for teachers of different grade levels and for teachers of varying experience levels</p> <p>Teachers are goal setting, but the work needs to be discussed, sharpened, and consistent across grades</p>	Teachers agree that professional development is effective, meaningful, and consistent	<p>Collaboration amongst the staff</p> <p>Exceptional professional development offered by PS 164 including training on the Independent Investigation Method (IIM), America's Choice, Maureen Morriss, Carl Anderson, Math in the City, Howie Gissinger, and Tony Stead</p>	<p>Time for professional development and planning</p> <p>Instructional support for teachers with ELL newcomers</p> <p>Significant budget cuts have limited the amount of professional development from contracted vendors</p>

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<p><input type="checkbox"/> By June 2011, 100% of classroom teachers who participate in professional development will roll-out the content and instructional practices to their colleagues during grade meetings as measured by attendance sheets, content in agendas, and informal observations of meetings.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Due to budget cuts, it is imperative to build instructional capacity within the school. Lack of funding will have a direct impact on the amount of professional development within the school. Teachers who attend professional development will be expected to share out to their colleagues in order to spread the wealth of professional development.</p>
<p><input type="checkbox"/> By June 2011, 95% of classroom teachers will focus their inquiry work on equalizing student proficiency in fiction and nonfiction reading as measured by grade level checklists, rubrics, and Fountas and Pinnell/DRA. Each teacher will target five students who have scored mid range on the last formative assessment.</p>	<p><input type="checkbox"/> In collaboration with CFN 409, we will begin learning communities that focus on professional reading geared towards nonfiction instruction. The teachers will develop a rich repertoire of nonfiction teaching strategies to better support the students to meet the new common core state standards.</p>
<p><input type="checkbox"/> By June 2011, 100% of classroom teachers will increase their use of assessment data to plan focused, small group strategy instruction in ELA. Teachers will demonstrate small group strategy instruction in ELA with an emphasis on Intermediate and Advanced English Language Learners. This will be observed in lessons that are driven by data from Fountas and Pinnell/DRA and Acuity Assessments and measured by lesson plans, walkthroughs, and formal/informal observations.</p>	<p><input type="checkbox"/></p> <p>Classroom teachers will receive professional development on how to analyze data to plan targeted lessons. Teachers will increase their use of assessment data to plan for focused, small group strategy instruction in ELA. They will also demonstrate small group strategy instruction in observed lessons and walkthroughs.</p>



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject Area**

**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, 100% of classroom teachers who participate in professional development will roll-out the content and instructional practices to their colleagues during grade meetings as measured by attendance sheets, content in agendas, and informal observations of meetings.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Staff members will be offered a variety of professional development opportunities including the following:</p> <p>Partnership with CFN 409 network schools to work with Carl Anderson to provide opportunities for shared PD, collaborative planning sessions and classroom intervisitations</p> <p>Literacy Support consultant will support selected staff through coaching, modeling, and co-teaching with a heavy focus on meeting the needs of English language Learners</p> <p>Social Studies grant</p> <p>Classroom teachers across grades will be invited to attend a series of literacy workshops with Stephanie Harvey.</p> <p>In house professional development sessions led by Principal and/or Assistant Principal will take place during grade conferences, faculty conferences, and instructional meetings based on the needs of the staff and students</p> <p>Core Instructional team will meet on a biweekly basis to discuss the roll-out of the new</p>

	common core standards
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Title 1 5% Highly Qualified, Grant, TL Children First
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Monthly review of professional development will be discussed at grade conferences to ensure quality and satisfaction</li> <li>• Yearly review of the professional development program will be determined by the results of the Learning Environment Survey</li> </ul>

**Subject Area**  
(where relevant) :

\_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 95% of classroom teachers will focus their inquiry work on equalizing student proficiency in fiction and nonfiction reading as measured by grade level checklists, rubrics, and Fountas and Pinnell/DRA. Each teacher will target five students who have scored mid range on the last formative assessment.
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Due to the changes in the common core state standards, we have a need to increase quality and quantity of nonfiction reading instruction. Our plan is to target five students per teacher, who have scored midrange on the last formative assessment. Teachers will participate in grade and vertical book clubs focused on nonfiction reading instruction. In turn, the teachers will demonstrate the best practices gained through the reading and the discussions with the targeted students during guided reading. The teachers will meet these students at least once a month. Progress and pedagogy will be discussed during our weekly inquiry period. Student progress will be measured through Fountas and Pinnell (K-3) and DRA (3-5). To support the teachers, a literacy consultant will model and plan with teachers. To culminate the study, there will be a share fair in which the teachers will share their best practices and findings of the inquiry study.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I 5% Highly Qualified, TL Children First, TL Data Specialist</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teachers will meet weekly to discuss the data of their inquiry using Fountas and Pinnell/DRA. We expect to lift the level of text complexity to align with the National Common Core Standards.</p>

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/> By June 2011, 100% of classroom teachers will increase their use of assessment data to plan focused, small group strategy instruction in ELA. Teachers will demonstrate small group strategy instruction in ELA with an emphasis on Intermediate and Advanced English</p>
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<i>Time-bound.</i>	Language Learners. This will be observed in lessons that are driven by data from Fountas and Pinnell/DRA and Acuity Assessments and measured by lesson plans, walkthroughs, and formal/informal observations.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Data Specialist will provide support as needed, professional development provided by ESL teachers. Teachers will increase their use of assessment data to plan for focused, small group strategy instruction in ELA. Differentiated instruction and small group strategy instruction will be observed in lessons and walkthroughs. In addition, ESL students will be invited to an after school program designed to prepare them for the NYSESLAT. Children will be grouped according to academic need.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Title III, Fair Student Funding, TL data Specialist, TL Children First
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Teachers will use their assessment data to target their students strengths and weaknesses. This will be reviewed during one-to-one conferences, observations, and grade inquiry meetings. We anticipate that a higher percentage of ELLs will pass the NYSESLAT and a higher percentage of students will meet proficiency on the ELA.

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	32		N/A	N/A	1			
1	31		N/A	N/A	3			
2	47		N/A	N/A	2			
3	36	2	N/A	N/A	2			
4	44	8	63		2			
5	34	4			1			
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><input type="checkbox"/> <u>Reading:</u> Reading teacher serves small groups of students who did not meet the ELA standards, have not made the grade level benchmark in Fountas and Pinnell or who have been identified by their teacher as at-risk. The teacher uses a variety of programs based on the needs of the students including Wilson, Leveled Literacy Instruction, and Stephany Harvey's Comprehension Toolkit. The program is implemented, using a blended model, during the school day.</p> <p><u>Saturday School:</u> The seven week program prepares students for the ELA test. It offers additional support to students in grades 3-5 in test taking strategies and testing as a genre. Each class is no larger than 20 students.</p> <p><u>NYSESLAT Test Prep:</u> This after school program targets ELLs who need additional support with the four strands- speaking, listening, reading and Writing- measured on the NYSESLAT. Each class is no larger than 10 students.</p> <p><u>AIS period:</u> Cluster and Support teachers push into classrooms or pull out students from their classroom during a daily block of 35 minutes to offer additional instruction in Reading. English Language Learners are the targeted population.</p>
<b>Mathematics:</b>	<p><input type="checkbox"/> Small group and one-on-one sessions during the school day for at-risk students of students who were not proficient on the standardized math test. The focus is on both basic computational and problem-solving skills, as well as reinforcing new mathematical concepts taught during classroom lessons. Services are provided by AIS teachers and the math cluster teacher.</p>
<b>Science:</b>	<p><input type="checkbox"/> The Science test preparation program is a six week after school program that focuses entirely on test preparation. This program is exclusively offered to fourth grade students to prepare them for the New York State Science Assessment in May. The students are grouped by class and meet weekly.</p> <p>In addition, grade 5 students participate in several groups (e.g. The Green Team and The Wellness Group) focus on supplementary Science curriculum.</p>

<b>Social Studies:</b>	<input type="checkbox"/> Students who need academic intervention in Social Studies are served by the AIS teachers during the school day. The focus for instruction includes teaching comprehension strategies using nonfiction texts including articles, primary source documents, and biographies.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Counseling is provided to at-risk students during the day. Services include behavior modification, anger management, conflict resolution, transitioning exercises, monitoring for educational neglect, and emergency interventions. <input type="checkbox"/> The students are served in small groups and individually.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> Counseling is provided to at-risk students during the day. Services include behavior modification, anger management, conflict resolution, transitioning exercises, monitoring for educational neglect, and emergency interventions. <input type="checkbox"/> The students are served in small groups and individually. <input type="checkbox"/>
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Counseling is provided to at-risk students during the day. Services include behavior modification, anger management, conflict resolution, transitioning exercises, monitoring for educational neglect, and emergency interventions. <input type="checkbox"/> <input type="checkbox"/> The students are served in small groups and individually. <input type="checkbox"/>
<b>At-risk Health-related Services:</b>	N/A

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 114**

**Non-LEP 0**

**Number of Teachers 3**

**Other Staff (Specify) all staff work with ELL during and after the school day  
School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative** **Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

P.S. 164 will offer our long term and pre-long term English Language Learners in Grades 2-5 an after school program that focuses on content area vocabulary development and reading comprehension. This program will support student needs by preparing them with the skills and strategies required to succeed on standardized tests. The language of instruction will be English. In addition, this will ensure that the long term and pre-long term ELLs receive additional instruction in order to make one year of progress. The four teachers who will be instructing the students must be highly qualified and have demonstrated knowledge of ESL methodology. They will have time in their schedule prior to the start of the after school program to collaborate with the ESL teachers on staff. The program will run for 10 sessions from April to May at 1.5 hours per session. A supervisor will be on staff to ensure safety in the building and to supervise instruction.

P.S. 164 will also run a Parent/Student Literacy Library After-School Program. This program will be open to all families of English Language Learners. The parents/relatives will have an opportunity to attend literacy sessions with their child(ren) in the library. We have found through the Learning Environment Survey that strong Home-School Connections improve student performance outcomes. The Library Media Specialist and the Reading Teacher, who is also a licensed ESL Teacher, will lead the families in literacy rich activities that promote reading in the home. Although the language of instruction will be English, the parent coordinator will translate the information to Spanish for our Spanish speaking families. This program will be held from January to March once a week for 1.5 hours per session. A supervisor will be on staff to ensure safety in the building, to socialize with parents, and to supervise instruction.

In order to support our early childhood grades, we have decided to keep all kindergarten students for the extended day. Many of our students in Kindergarten are ELLs or transitional ELLs. In order to build fluency and offer enrichment to these young students, many groups will be focusing on reader's theatre. The students will demonstrate reading, writing, speaking, and listening through theatre. Through this curriculum, the students can engage in the arts while practicing the strands required to pass the NYSESLAT. To support this plan, we will need resources such as Readers' Theatre Kits. In turn, the students will perform their play(s) to their parents which will support parent involvement within the school.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

Professional Development sessions will be provided at faculty conferences, grade meetings, and after school. The literacy consultant, in conjunction with the ESL teachers, will focus on strategies and methods for meeting the needs of English Language Learners. We will also review the data from the last three years' results of the NYSESLAT to inform our instruction. Our professional development program for 2010-2011 will focus on the following topics:

- vocabulary acquisition in the classroom
- skills needed to meet the state ESL standards
- test preparation for the NYSESLAT
- active engagement
- using technology to increase vocabulary and comprehension
- oral language development

As an after school study group, six teachers will take part in a book study. The participants will generate discussion around professional reading focusing on English Language Learners. The text will be chosen by the members of the group before the first meeting. The group will meet for four sessions for an hour each session. These teachers are responsible for sharing the research with their colleagues at grade level meetings.

In order to support our ESL students, we have hired a literacy consultant to provide in-classroom professional development. She will support the balanced literacy classroom with a concentration on English Language Learners. Since all classrooms have ELLS as part of their population, we need school wide expertise. This professional development will benefit all students in all classrooms, especially the ELLs. This professional development will support staff with a useful and effective tool to enhance content area instruction and promote collaboration among the ESL teachers and the classroom teachers.

**Section III. Title III Budget**

School: **20K164**  
 BEDS Code: **332000010164**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	5639	<input type="checkbox"/>

<p>- Per diem</p>		<p>These funds will be used to support the following:</p> <ul style="list-style-type: none"> <li>• 60 hours of teacher per-session to provide direct services to target ELL students during an after school program. The program will focus on vocabulary development and oral language acquisition.</li> <li>• 15 hours of administrative per-session to provide supervision of the after school instructional program to target English Language Learners.</li> <li>• 6 hours of teacher per-session to plan after school program</li> <li>• 2 hours of administrative per-session to plan after school program</li> <li>• 24 hours of professional development, through a book study, for teachers to support increased academic achievement of ELLs through the use of research-based instructional methods and materials</li> <li>• 5 hours of supervisor per-session to facilitate professional development, through a book study, for teachers to support increased academic achievement of ELLs through the use of research-based instructional methods and materials.</li> </ul>
<p><b>Purchased services</b> - High quality staff and curriculum development contracts</p>	<p>7200</p>	<p><input type="checkbox"/></p> <p>In order to support our ESL students, we have hired a literacy consultant to provide in-classroom professional development. She will support the balanced literacy classroom with a concentration on English Language Learners.</p> <p>6 full days at \$1200 @day</p>
<p><b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.</p>	<p>3163</p>	<p><input type="checkbox"/></p>
<p><b>Educational Software (Object Code 199)</b></p>	<p>0</p>	<p><input type="checkbox"/></p> <p>N/A</p>

<b>Travel</b>	0	<input type="checkbox"/> N/A
<b>Other</b>	1518	<input type="checkbox"/> Parent Involvement Activities:  P.S. 164 will hold after-school literacy sessions for parents of English Language Learners in the school library. The school library media specialist and a reading teacher will facilitate weekly workshops for parents. Parents will learn helpful strategies to support reading at home and discussing books with their children. They will also learn about the internet and its educational uses.  These funds will support:  18 hours of teacher per session to provide workshops to parents of ELLs to increase academic achievement and parent involvement  3 hours of planning for the Parent Literacy Workshops 9 hours of supervisor per-session to supervise workshops for parents of ELLs to increase academic achievement and parent involvement
<b>TOTAL</b>	<b>17520</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

□

Questionnaires are sent out to all parents in the school, asking them to indicate which languages are spoken at home and which languages are preferred for all written communication from the school. The results of these questionnaires are tabulated so that the school has a record of all languages necessary for translation, both in written and oral form. Each teacher is given a breakdown of the home languages of his/her class. The Principal and the pupil accounting secretary will maintain master copies of the school-wide home language breakdown. The school sends out the questionnaires to the parents of English-proficient students as well as ELLs, since an English-proficient child may still have parents who are not proficient in the English language.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

□

The primary languages spoken at home in P.S. 164 are: Spanish, Bengali, Tarjik and Russian. There are also several speakers of Chinese, Vietnamese, Arabic, and Polish,. Each teacher is given a breakdown of the home languages of his/her class. The Principal, the pupil accounting secretary and the ESL coordinator all maintain master copies of the school-wide home language breakdown. The school needs oral translators in these language, when possible, to facilitate parent-teacher conferences. In addition, written translations are needed in these languages to facilitate communications between the home and the school.

### **Part B: Strategies and Activities**

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language

assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will provide written translations for all major communications between the school and the home. We use the services of the Translation and Interpretation Unit provided by the Department of Education.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school will provide oral interpreters whenever possible to facilitate face-to-face communications between parents and the school community. We have a number of in-house interpreters available that speak Spanish, Chinese, and Russian. For other languages, we will call the translation and interpretation unit for a translator. For Parent Teacher Conferences, the school hires paraprofessionals to translate during the evening session. Our Parent Coordinator also asks for qualified parent volunteers to provide oral translations during the conferences.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In the event of a parent needing to communicate in a language where no translator is available, the school will reach out to the Translation and Interpretation Unit and community organizations for assistance. Whenever ten percent of our students have a home language that is not covered, we will arrange for translations of the Parent's Bill of Rights and Responsibilities and other vital communications by the Translation and Interpretation Unit.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	421144	95970	517114
2. Enter the anticipated 1% set-aside for Parent Involvement:	4211		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21058	*	
4. Enter the anticipated 10% set-aside for Professional Development:	42114	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Due to a data entry error on the BEDS, the school's demographics and accountability snapshot showed 82.4% of the teachers listed as highly qualified. We reached out to our partner at human resources to rectify the situation. Currently, P.S. 164's HQT percentage rate is at 100%.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

Public School 164  
Parental Involvement Policy  
2010-2011

#### **I. General Expectations**

P.S. 164 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- The school will incorporate this parental involvement policy into its school improvement plan.
  
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
  
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
  
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring a successful academic career.
    - Parents will play an integral role in assisting their child’s learning;
  
    - Parents are encouraged to be actively involved in their child’s education at school;
  
    - Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How P.S. 164 Will Implement Required Parental Involvement Policy Components

1. P.S. 164 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: consultations with parents in the School Leadership Team and Parent Association meetings to develop a parental involvement plan that meets the needs of all members of our community.
  
2. P.S. 164 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Monthly Parent Association meetings- morning and/or evening
  - Monthly School Leadership Team meetings (with 50% of the team consisting of parents)
  - Parent Teacher Conferences twice a year
  - Parent Coordinator will assist parents to meet their needs both in and out of the school
  - Family Room workshops in ESL, the state standards, test preparation, health and nutrition and other areas of interest to the local community.
  - Translation and interpretation services
  - Monthly Parent Advisory Council Meetings
  - A Parent Coordinator seat on the Robin Hood Library Advisory Team
  - Open School Week
  - Parent Curriculum Conferences
  - Including the Learning Leaders Program in our school
  - Monthly newsletters for parents to gain insight about their child's learning and school events

P.S. 164 will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. Our Family Room is a resource for assisting parents to build language skills and job skills. There is an adult ESL class, as well as parent computer classes, during the school day. There is also an after-school computer workshop for parents. The family room also offers workshops in Health (Breast Cancer awareness, asthma, dental care, stress management, nutrition, etc.) and Education (How to teach your child to read, How to help you child with Everyday Math, bookmaking, etc.) In order to get more parents involved in school, we will offer more workshops for parents including: preparing children for pre-K, preparing children for middle school and preparing children for state and city assessments.

Our Parent Coordinator regularly meets with parents to discuss their needs. She informs parents of changes in policy at the Department of Education. She mediates conflicts between parents and teachers, assists parents in getting bus transportation for their children (Special Education, No Child Left Behind) and functions as a translator for Spanish speaking parents. Parent volunteers are recruited to translate in other languages. The parent coordinator also trains Learning Leaders, parent volunteers who tutor students during the school day.

3. P.S. 164 will coordinate and integrate Title I parental involvement strategies with other programs including Project Arts, the Band program, after-school academic programs by inviting parents to participate in all school-wide assemblies and offering parent workshops on academic subject areas, ESL, technology, health and nutrition.
  
4. P.S. 164 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The school will:
  - Conduct a needs assessment survey of parents conducted by the Parent Coordinator
  - Conduct an analysis of attendance data for parent meetings and workshops by the School Leadership Team
  - Conduct an analysis of disaggregated testing data by the School Leadership Team to determine if there are patterns of low-achieving groups with low rates of parental involvement
  - Conduct a needs assessment conducted by the Parent Advisory Committee
  - Participate in the school's Learning Environment Survey
  
5. P.S. 164 will build the school's and parents' capacity for strong parental involvement. The school will form a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as

- State academic content
- State achievement standards
- State and local academic assessments

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. Our Family Room is a key resource for assisting parents to build language skills and job skills. There is an adult ESL class, an adult Cursive Handwriting Class, as well as a weekly Family Nutrition Class during the school day. There is also an after-school computer workshop for parents. The family room also offers workshops in health (Breast Cancer awareness, dental care, stress management, nutrition, etc.) and Education (How to teach your child to read, How to help you child with Everyday Math, bookmaking, etc.) In order to get more parents involved in school, we will offer more workshops for parents including: preparing children for pre-k, preparing children for middle school and preparing children for state and city assessments.

In addition, our school has Parent Recognition Day, where the school honors parents who have shown outstanding commitment to the school community. We also have Parent Learning Leaders who are trained to help tutor children in a small-group environment.

The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by providing staff development on both maintaining and utilizing strong communication with parents.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by inviting our parents to participate in our family room, which offers workshops in ESL, the state standards, health and nutrition. It also features a lending library for parents to share books with their children. The collection also features resource books on such topics as parenting skills.

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- a. All major school communications will be sent home in writing
- b. Translation and interpretation services will be provided, whenever possible, for all home languages
- c. A schedule of Family Room workshops will be sent home via backpack as well as posted in the hallway outside the Family Room

- d. A schedule of School Leadership Team meetings will be posted in the hallway outside the main office

### III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a vote at the School Leadership Team meeting. This policy was adopted by the P.S. 164 on 10/30/09 and will be in effect for the period of three years. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 10<sup>th</sup>, 2010.

## 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

P.S. 164  
**Parent Compact**

P.S. 164, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

#### School Responsibilities

P.S. 164 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the New York State academic achievement standards as follows: a daily program of standards-based, data-driven instruction that follows the Mandated Uniform Curriculum, including Balanced Literacy and Everyday Math. Our school will provide Academic Intervention Services for all children who require them and will modify the curriculum to meet the needs of students with Individual Educational Programs. For English Language Learners, our school will provide ESL and/or bilingual classes to facilitate the acquisition of the English language. After-school programs will be designed to help students meet the standards in all major subject areas. Students in grades K-5 will also receive an additional 50 minutes of small-group extended day instruction, Mondays and Tuesdays.
- Hold parent-teacher conferences twice annually, during which this compact will be discussed as it relates to the individual child's achievement. These conferences will be held once in the fall and once in the spring, with dates to be announced during the school year.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report Cards will be issued twice a year at parent-teacher conferences. Parents must come to school to receive these report cards. The final report card will be distributed on the last day of school.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: There will be parent-teacher conferences twice a year, once in the fall and once in the spring. During these conferences, teachers will be available to meet with you both in the afternoon and in the evening. Teachers will also be available to meet with you during the morning line-up, at dismissal and during the school day, by appointment.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents are invited to contact your child's teacher or the Parent Coordinator if you would like to volunteer as a classroom tutor or observe classroom activities.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way during meetings of both our School Leadership Team and Parent Association.
- Involve parents in the joint development of any Schoolwide Program Plan (for SWP schools), in an organized, ongoing, and timely way through meetings of both our School Leadership Team and Parent Association.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or

evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Making sure that homework is completed
- Monitoring Attendance
- Monitoring amount of television their children watch
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups

#### Student Responsibilities

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do homework every day and ask for help when I need to.

- Read at least 30 minutes every day outside of school time.
- Bring home all school notices and information received every day.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

**PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

(see needs assessment section)

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Our educational programs and services are available for all students in the school. Academic Services are provided for any students in need of such intervention. The curriculum is modified, when indicated on an IEP, to help students with special needs meet the standards. Our curriculum is consistent with and designed to implement State and local improvement, if any apply

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

P.S. 164 offers after-school and/or Saturday classes in Literacy, Math, Social Studies, Science, and ESL. These classes build the skills necessary to meet the state standards. There are several enrichment programs available to students who are at or approaching grade level. Children who do not meet the promotional standards are mandated for summer school. A Title III summer school program for newly arriving English Language Learners and those ELLs in need of enrichment may also available if funding is provided .

o Help provide an enriched and accelerated curriculum.

□

P.S. 164 features an enriched, accelerated, research-based curriculum of Balanced Literacy, Math , Writing, Social Studies, Science, and the Arts.

o Meet the educational needs of historically underserved populations.

□

Our curriculum is designed to meet the individual learning needs of all our students. P.S. 164 offers an extensive array of Academic Intervention Services. Our ESL and bilingual programs are designed to provide a rigorous education for our English Language Learners. Our special education program features both Collaborative Team Teaching classes and self-contained classes to enable our students with special needs to learn in the Least Restrictive Environment. We modify the curriculum to meet the needs of our learners as indicated by their IEPs.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

As mentioned, P.S. 164 is a school that serves all members of its community. Our comprehensive needs assessment indicates, however, that some students are not meeting proficiency level on state assessments. These children fall into three groups: English Language Learners, Special Education Students and at-risk students. P.S. 164 offers services to meet these children's instructional needs.

Our ESL and bilingual programs are designed to provide a rigorous education for our English Language Learners. Our special education program consists Collaborative Team Teaching classes and self-contained classes. The curriculum is modified to meet the needs of our learners as indicated by their IEPs. P.S. 164 offers comprehensive AIS programs to meet the needs of our students. P.S. 164 also features an AIS tutorial program, where the classroom and cluster teachers provide 30 minutes of instruction per day in classrooms, targeting skills that are identified as requiring additional focused learning. Individual or small group instruction is provided to children who are not meeting the standards based on assessment information from the classroom teachers. This intervention may be provided in the form of a team teaching arrangement within the classroom or alternatively as a "pull out" session.

- o Are consistent with and are designed to implement State and local improvement, if any.  
N/A

### 3. Instruction by highly qualified staff.

All staff at P.S. 164 is highly qualified. According to the school's demographics and accountability snapshot, P.S. 164 has 96.6% of their teachers listed as highly qualified. The reason for this discrepancy was due to a data entry error on the BEDS. We have taken action by reaching out to our human resources partner at the ISC. They have assisted us in rectifying the error. As a result, P.S. 164's HQ percentage rate is now 100%.

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Staff development occurs at monthly grade conferences and faculty conferences, as well as weekly common prep meetings. There are three day-long staff development sessions for the entire school. Often, teachers are sent to network training sessions. Professional development is provided by administrators, consultants, and teachers in the areas of Literacy, Math, Writer's Workshop, Test Preparation, Science, Social Studies, the Arts and English as a Second Language.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

□

- Student teaching program with St. Joseph's College and Damon College.
- Consultations with the Education Department at St. Joseph's College
- Candidates for teaching positions are interviewed on their knowledge of Balanced Literacy, Mathematical pedagogy, Special Education and other content area instruction.

6. Strategies to increase parental involvement through means such as family literacy services.

□

- Family Room Adult ESL lessons
- Family workshops on skills needed to meet the NYS ELA standards
- Parent Computer Classes
- Robin Hood Library schedule accommodates parents by incorporating periods for parents to enjoy the library.
- Translation and interpretation services for parents who have limited English proficiency
- Afterschool programs for parents and students to work together

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

□

Our family room offers programs for parents to prepare their children for Pre-K and kindergarten instruction. It also offers workshops in literacy, ESL, mathematics, health, safety and computer skills. Our PreK teachers are provided with professional development that supports the state standards. Their knowledge of the curriculum continuum ensures that their instructional program is consistent with the rest of the school. Newly-registered kindergarten students receive the Language Assessment Battery, based on home language surveys, to determine if they will need ESL instruction. In addition, they have an opportunity to be tested for gifted and talented programs within their home district.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

□

- School-wide testing policies determined by the school's Core Data Team, Instructional Team, and School Leadership Team
- School-wide monitoring and assessment systems for evaluating student work portfolios through standards-based, grade-wide rubrics
- Acuity, DRA, Fountas and Pinnell BCAS, Words their Way Spelling Inventories, and similar measures are implemented to provide informative data on each child's academic progress
- Grade level meetings to discuss quality of assessments and to create classroom assessments that are aligned with current curriculum
- Instructional Team meetings to discuss and decide on instructional practices, walkthrough rubrics, and school instructional improvement plans
- Goal setting on all grade levels

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

□

- Monthly PPT meetings identify and monitor all students who are at risk of not meeting the standards
- 30-minute small-group AIS periods daily for students in need of additional services
- 50 minute extended day sessions Mondays and Tuesdays for small-group instruction for all students in Grades K-5
- Title III ESL after-school sessions for ELLs and other students at risk of not meeting the standards
- At-risk services from all related service providers
- Saturday Test Prep Programs for all students in Grades 3-5

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.  
N/A

**Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**  
**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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
0
2. Please describe the services you are planning to provide to the STH population. Children who are identified as STH are offered Academic Intervention Services in English Language Arts and Mathematics. They are also invited to attend extended day and afterschool. If necessary, the child may receive at risk counseling based on the need. If the students' performance is falling below grade level, the child will be included in an academic intervention group. We will also provide any financial support (e.g. uniforms, metro card, school supplies, etc).

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



## **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_20K164\_013111-075504.doc

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

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 quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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 in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 409</b>	District <b>20</b>	School Number <b>164</b>	School Name <b>Caesar Rodney</b>
Principal <b>Margaret Choy-Shan</b>		Assistant Principal <b>Danielle Bennett</b>	
Coach <b>none</b>		Coach <b>none</b>	
Teacher/Subject Area <b>Craig Fishbane/ESL</b>		Guidance Counselor <b>Patty Mulhall</b>	
Teacher/Subject Area <b>Elena Levin/ ESL</b>		Parent <b>Maria Chavez, PA President</b>	
Teacher/Subject Area <b>Kate Culleton/ Reading-ESL</b>		Parent Coordinator <b>Brenda Soto</b>	
Related Service Provider		Other <b>Darzellia Allert- SETSS</b>	
Network Leader <b>Neal Opromalla</b>		Other	

#### B. Teacher Qualifications

Please 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 ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>465</b>	Total Number of ELLs	<b>114</b>	ELLs as Share of Total Student Population (%)	<b>24.52%</b>
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### Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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? (Please provide numbers.)
6. 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? Describe specific steps underway.

## ELL IDENTIFICATION PROCESS

P.S. 164 takes great care to make sure that all ELLs and potential ELLs are properly identified. This begins at registration. All parents of incoming students are given a Home Language Identification Survey (HLIS) and then given an initial interview by an ESL teacher. In the event that an ESL teacher is not available, several other pedagogues have been trained to conduct the initial interview. When necessary, the school provides an interpreter in the native language to ensure that the proper information is provided about the new students. The ESL coordinator will then use the HLIS to make a determination, following city guidelines, whether or not a child is to be tested with the LAB-R. All students who are eligible will be tested within ten days by a licensed ESL teacher. For transfer students, the ESL coordinator will check a child's electronic records on ATS and, if necessary, consult with the previous school, to determine that child's status. Any transfer student who needs to be tested will be tested within ten days. Any transfer student who is already entitled to ESL services will participate in an appropriate program. The ESL teachers meet with the administration after the initial LAB-R testing period has concluded and present a roster of eligible students.

All students who are receiving ESL services and students who have been x-coded take the NYSESLAT in May. At the beginning of every school year, when the NYSESLAT results are available, the ESL coordinator meets with the school administrators to determine which children will still require ESL services and which students are now considered proficient. The administrators, the ESL teachers, and the reading teacher will analyze trends in the NYSESLAT scoring to help determine the best approaches for assisting our ELLs during the school year. This includes grouping based on proficiency levels and academic services offered to our ELL population. Entitlement letters are distributed to all students, in their native language, participating in the ESL program at the start of the year. They are handed out to students during their first ESL class. Parents of newly determined ELLs also receive an invitation to attend one of the Parent Orientation Meetings in the early fall.

Currently, all of our English Language Learners are participating in a freestanding ESL program. This is consistent with the requests of our parents. Parents have overwhelmingly been requesting English as a Second Language programs for their children. This has been a long-standing trend over the years at P.S. 164. To assure compliance with city, state and federal regulations, P.S. 164 offers all parents an opportunity to learn about freestanding ESL, bilingual and dual language programs at orientation sessions. Presentations are made by the school's ESL teachers in September. At the orientation, a city-designed video is shown, ESL teachers describe the various programs and answer parent questions. The presentations are translated into Spanish, Bengali, Russian and other appropriate languages for the parents in attendance. For the few parents who have requested bilingual services in the past, we have offered transfer options to schools that do feature appropriate bilingual classes for their children.

Parent Surveys and Program Selection Forms are distributed at Parent Orientation meetings. The school is vigilant in making sure these forms are returned in a timely manner, assuring parents that their children are given the program of their choice. If necessary, teachers will meet with parents after-school or make home phone calls to assure that these forms are returned. Decisions about student placement are always made in consultation with parents. Typically, during a Parent Orientation workshop, our ESL teachers will meet with each parent individually to discuss their child's needs. If a parent needs further opportunities for discussion, our ESL teachers and/or the principal will meet with parents to discuss program options. Whenever necessary, an interpreter in the native language will be provided. As mentioned above, the overwhelming trend at P.S. 164 has been a preference for ESL classes. When we have had a parent requesting a bilingual program that is not available in the school, we have promptly provided information about the closest schools offering bilingual classes in the appropriate language.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K\* 1\* 2\* 3\* 4\* 5\*  
6\* 7\* 8\* 9\* 10\* 11\* 12\*

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>	5	2	4	2	3	2								18
<b>Total</b>	5	2	4	2	3	2	0	0	0	0	0	0	0	18

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	114	Newcomers (ELLs receiving service 0-3 years)	102	Special Education	29
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 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 special education.

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	102	0	19	12	0	10				114
Total	102	0	19	12	0	10	0	0	0	114

Number of ELLs in a TBE program who are in alternate placement: 9

### 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second 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	10	11	8	10	4	4								47
Chinese	13	8	2	1										24
Russian														0
Bengali	3	2	5	3	2	2								17
Urdu														0
Arabic		0	3											3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	0	0	1	0	0								2
Albanian														0
Other	6	2	2	0	9	2								21
<b>TOTAL</b>	<b>33</b>	<b>23</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>8</b>	<b>0</b>	<b>114</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

The ESL program in P.S. 164 is taught by three licensed instructors. It features a blended model of instruction, incorporating both pull-outs and push-ins. A recent survey conducted by our Childrens First Network has indicated that there is no correlation between a particular program model and results on the NYSESLAT. Therefore, we tailor our program to best meet our students' needs. When children are best served by small-group instruction out of the classroom, our ESL teachers pull them out. When students are best-served by being given additional support in the classroom, our ESL teachers push in. Our pull-outs are homogenous so that instruction can be tailored to meet each child's individual needs. Our push-ins are more heterogeneous, with the ESL teacher using a variety of approaches to help different students success in their classroom environment. We feature an ungraded homogenous pull-out group for our beginning students in grades 3-5, providing these students with the strong support they will need to acquire English Language skills. The school utilized its three licensed ESL instructors to ensure that all students are provided with the appropriate amount of service. Advanced students receive 180 minutes of explicit ESL instruction each week. Beginning and intermediate students receive 360 minutes of explicit ESL instruction each week.

In addition to daily ESL classes, our English Language Learners receive specialized instruction in the classroom. Our classroom teachers receive regular staff development on incorporating ESL principles and practices in the classroom. Students who are not making sufficient progress will receive additional Academic Intervention Services (AIS) during a daily 30-minute instructional block. AIS services allow our ESL students to receive additional small-group instruction in essential reading components such as phonemic awareness, letter recognition, and writing.

One of the greatest challenges for ELLs is learning in the content areas. In these subjects, children are asked not to learn English, but to use English to learn other subjects. Students must move beyond basic communication skills to acquire academic language. In order to meet this challenge, our teachers have received staff development in the areas of vocabulary instruction and scaffolding for English Language Learners.

Utilizing research-based methods, as typified in *Bringing Words to Life* (Beck, McKeown, Kucan), classroom and cluster teachers provide explicit vocabulary instruction in math, social studies, science and other content areas. By pre-teaching this challenging new vocabulary, our classroom and cluster teachers provide a bridge to learning new concepts.

Additionally, our teachers implement the six types of scaffolding in Walqui's model (2003): modeling, bridging, contextualization, schema building, text re-presentation, metacognition. These scaffolds enable our classroom and cluster teachers to support our ELLs in the content areas. For instance, during a science lesson, English Language Learners may be asked to re-present a text they have just read—they may write a summary or create a small picture book that allows them to present complex new ideas in familiar language. A social studies lesson might feature bridging—connecting personal experiences with new abstract learning. A student from Mexico will be able to bring their own special insights and memories to a class research unit on Mexican history. By combining direct academic language instruction with scaffolding, our teachers provide a thorough support structure for academic learning in the content areas.

When necessary, licensed bilingual paraprofessionals provide additional support in content-area learning. This is especially helpful for beginning students in the upper grades who might find the combination of language learning and academic learning overwhelming.

In P.S. 164, we have had only one student identified as SIFE in recent years. Nonetheless, since SIFE students are children in dire need, we are well prepared to meet the needs of these students, if they arrive in our school. First, of course, these children will receive 360 minutes of weekly ESL services. Second, they will receive daily Academic Intervention Services in both reading and math (if necessary). Third, SIFE students will participate in our extended day program, which provides 50 minutes of additional academic instruction in a small-group environment two days a week. For ELL students, the focus will be speaking, listening, reading and writing. In addition, these students will be invited to all after school programs and other extra curricular activities. Clubs include band, newspaper club, chess club, dance club, wellness group, and green team. After School programs include, but are not limited to, Saturday School, Band, Parent Literacy Program, Parent as Arts Partners, NYSESLAT Test Prep, and Science Test Prep. The administration will focus on these students during one to one conversations with teachers and offer instructional strategies to meet the needs of these specific children. The teacher will be offered additional support by the literacy consultant and/or the ESL Coordinator.

The newcomers to P.S. 164 receive the services they require to meet their academic needs. Students who score at the beginning and intermediate levels of the LAB-R receive 360 minutes of weekly ESL instruction, in addition to 180 minutes of weekly English Languages Arts instruction. Students who score at the advanced level receive 180 minutes of weekly ESL instruction, in addition to 180 minutes of weekly ELA instruction. The daily schedule of P.S. 164 features a 30-minute Academic Intervention Service period, where small-group instruction is provided for children with special academic needs. This period further enables our newcomers to build their vocabulary and develop the letter-recognition and phonics skills necessary for English-language decoding and comprehension. If necessary, our AIS providers will provide additional small-group interventions in Literacy or Math. P.S. 164 also has an extended day program, providing 50 minutes of additional instruction on Monday and Tuesday each week. All newly arrived ELLs will be invited to participate in this program, where they will be given additional opportunities to develop both their English skills and their skills in other academic areas. The students will be grouped in a 1:10 ratio of teacher to student. The focus will be on language acquisition through balanced literacy. Our staff is focused on meeting the emotional needs of newly arrived students as well. We strive to create a multicultural community where all students feel welcome and ready to learn. For children who show signs of difficulty in adapting to a new culture, our guidance counselor and school-based support team offer counseling sessions and other appropriate interventions. We make every effort to involve the parents of newly arrived ELLs in the school community. Our parent orientation sessions provide parents with detailed information on citywide ESL and bilingual programs. We attempt to translate all key notices into the home language and make translators available for parent-teacher conferences. Our Parent Coordinator is always available to assist parents of newly arrived ELLs, offering information and advice on matters pertaining to both the school community and the broader community outside.

Our students who require service from 4 to 6 years are children who require additional help in reading and writing. Our NYSESLAT scores indicate that these children are quite proficient in listening and speaking, but have difficulty with reading comprehension and essay writing. Therefore, our ESL instruction targets these areas. A key aspect of instruction is vocabulary acquisition. We offer the kind of structured, explicit vocabulary instruction demonstrated in the book "Bringing Words to Life" (Beck, McKeown and Kukan). In addition, we focus on reading skills such as summarization, sequencing, character analysis and finding the main idea—high order thinking skills that will enable these children to use the English language as a tool for thinking and deep understanding. Writing instruction encourages students to demonstrate rich, ordered, complex thinking--progressing from sentences to paragraphs to essays. During the school's Academic Intervention Service (AIS) period, students receive small-group instruction to help them build reading comprehension skills. In 2010, our school has begun to take the next step in literacy instruction for ELLs.

Currently, we have no LTEs in 2010. Our long-term ELLs have generally fallen into two groups: students who need to improve their reading skills and children who have special needs. For the first group, our focus is to improve reading skills, both during mandated ESL periods and in the classroom. We offer push-in ESL services, when possible, to enable students to receive instructional support during classroom literacy activities. Our long-term ELLs receive instruction that focuses on building high-order reading skills. During the school's Academic Intervention Service (AIS) period, these students receive small-group instruction to help them build reading-comprehension skills. In addition, the students are mandated to attend our extended day program, offering 50 minutes of additional instruction on Monday and Tuesday each week.

For the second group, students with special needs, our school follows the mandates of each child's IEP. Generally, these students need additional help in reading and writing. The curriculum is modified to meet the learning needs of these students. During mandated ESL

classes, the teachers focus on the skills in Reading and Writing that will enable these children to meet the state standards. For students in our school's ASD program (two classes for children with Autistic Spectrum Disorder, grades k and 1) services are provided through a push-in model to provide minimum disruption and maximum opportunity for the ESL teachers to support classroom teachers. Our special education students in the upper grades are pulled out to be mainstreamed with other ELLs who are at the same proficiency level. These children are provided with targeted instruction to meet their learning needs. During the school's AIS period, these students receive small-group instruction to help them build reading-comprehension skills and are mandated for the extended day program, offering 50 minutes of additional instruction on Monday and Tuesday each week.

## **B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

### **PROGRAMMING AND SCHEDULING INFORMATION**

#### **CONTENT AREA AND ADDITIONAL SUPPORT**

P.S. 164 has a variety of targeting intervention programs to meet in the needs of ELLs, both in ELA and in the content areas. Our school maintains an intense focus on content-area ESL lessons. Our ESL teachers incorporate Social Studies and Science themes into their study units, combining language learning with content-area instruction. Our science teachers will use ESL techniques and hands-on learning to better introduce new concepts to English Language Learners. We provide small-group support to ELLs to enhance the acquisition of math vocabulary and concepts. Classrooms are designed to provide lessons that for ESL students, two lessons are being learned at once: a set of new concepts and a set of new words and phrases to describe the concepts. ESL students will get opportunities to practice the new vocabulary of these academic subjects.

In addition to their regularly scheduled ESL classes, ELLs receive small-group instruction during a daily AIS block. During this 30-minute block, which takes place during the regular school day, students will receive small-group or one-on-one instruction in areas of their greatest need. For beginning students, this may involve additional vocabulary practice or learning English phonics and decoding. For intermediate or advanced students, this may involve reinforcing content-area learning in science, social studies or math, especially the specialized vocabulary and grammar of these content areas. During the 50-minute extended day (on Mondays and Tuesdays), ELLs also receive small-group instruction that targets literacy skills. Content-area social studies and science instruction are provided during the ESL period by ESL teachers.

For students who require continuing transitional support (2 years) after reaching proficiency on the NYSESLAT, the LAP team monitors their progress to determine how to best meet each child's needs. During the 30-minute AIS block, these children receive focused literacy instruction. During the 50-minute extended day (on Mondays and Tuesdays), these students receive targeted instruction in literacy. Recently proficient students receive extended time during all standardized tests (as required by the city). In addition, the Math and Reading teacher provide academic intervention through small group instruction if necessary.

For the 2010/2011 school year, P.S. 164 will be trying a new push-in model to enhance learning. An ESL teacher will be pushing-in to a fourth-grade classroom during guided reading lessons to develop--in collaboration with the classroom teacher--new approaches for literacy learning for intermediate and advanced ELLs. Beyond the immediate goal of helping the students in that classroom succeed, the school is aiming to develop a model of instruction that can be utilized in all classrooms. Our school has found that the greatest challenge in instructing English Language Learners is helping upper-grade ELLs to succeed in classroom literacy activities. Through vocabulary instruction, scaffolding and targeted skills-based instruction, we believe we are taking important steps towards enhancing our focused instruction.

ELLs in P.S. 164 receive equal access to all school programs including our clubs, which were mentioned above. Clubs meet weekly and encompass all students at P.S. 164. These clubs are made up of students across grade levels, across academic levels, general ed and special ed students, English Language Learners and English proficient students, etc. Our after-school test preparation classes ( Science, Math, NYSESLAT and ELA) are open to all children on the appropriate grades. All children make weekly scheduled visits to our Robin Hood library and our computer lab. In addition to test prep classes, we offer an after-school Parent Literacy program for ELLs and their parents. All of our required and supplemental services correspond to our ELL's age and grade levels.

There are a wide variety of instructional materials that support the learning of our ELLs. Our ESL classroom has a large collection of leveled books designed to support literacy at each grade level, as well as content-area instruction in science and social studies. The school's Robin Hood library has a bilingual section with books in a variety of languages, including Spanish, Russian, Chinese, and Bengali. Students have access to bilingual glossaries and dictionaries. ESL students also benefit from the school's updated technology including document cameras and interactive whiteboards. This technology has been proven to be a vital tool for language learning--enabling interactive lessons featuring video, music and text. Fortunately, the technology exists in most classrooms, cluster rooms, and in the ESL room.

P.S. 164 aims to provide Native Language support for its ELLs, especially in the content areas. Our licensed paraprofessionals assist in math, social studies and science instruction, when necessary, in Chinese, Bengali, Russian and Spanish. All students who are mandated on their IEPs to have bilingual paraprofessionals receive the appropriate support. If the budget allows, we would like to add more bilingual paraprofessionals for the 2011-2012 school year. For newly enrolled ELLs, our district provides a summer program targeted to meet the needs of beginning-level students in literacy and math. This program enables beginners to be better prepared for the start of the next school year. With regard to Native Language instructional materials, our school has a variety of resources. The Robin Hood library has a section dedicated to bilingual materials. Additionally, there are bilingual materials in classroom libraries, based on the needs of the students. The ESL room has bilingual glossaries, dictionaries, math glossaries and other materials in a variety of appropriate languages. Teachers of ELL students are encouraged to consult with the ESL teachers and the librarian for further bilingual resources.

Our district maintains a Title III summer school program to meet the needs of beginning-level ELLs in grades 2-5. This enables these children to be better prepared for the next school year.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

We believe that rigorous, content-based ESL and ELA instruction, with an emphasis on high-order thinking skills, is the key to improved student performance across the curriculum. All teachers in the school are seen as stakeholders in the process of helping our ELLs acquire English Language skills. The school offers regular staff development for administration, classroom/cluster/support teachers, paraprofessionals, the guidance counselor, SAT, therapists, secretaries and the parent coordinator, enabling them to better meet the needs of our ELLs. Professional development is provided by our ESL specialists, literacy consultant, network instructional team and other outside sources. In addition, each year our teachers set professional goals for improving their instruction. We provide staff with professional resources to enable them to meet these goals. Many of our teachers are focusing on improving the instruction of our ELLs.

In recent years, our ESL teachers participated in professional development workshops organized by Catherine Brown. These workshops focuses on developing high-order thinking skills for beginning and intermediate language learners. We have also attended city-wide workshops on vocabulary acquisiton. For this year, we will continue to participate in workshops organized by our Children's First Network.

For the faculty-at-large, there will be several professional development opportunities. Our literacy consultant works with a majority of the teachers to tailor lessons to the growing population of ELLs in the school. The literacy consultant is also responsible for providing at least 7.5 hours of ESL training to the faculty. The focus of these sessions will be on vocabulary acquisition and high-order literacy skills for ELLs. Attendance records are kept from each meeting in the main office. The ESL teachers provide additional staff development during conference days and at faculty conferences. The school administration monitors the progress of ELL students during one to one conferences with the ESL teachers. In addition, classroom teachers are encouraged to discuss the needs of their ELL students at grade conferences. In turn, the school administration provides the necessary resources and support for classes with large numbers of ELLs. There is a professional book club open to teachers who wish to participate. The books will focus on strategies for ESL instruction.

Teachers are encouraged to collaborate in our school in a variety of ways. Our ESL teachers regularly articulate with classroom teachers, discussing not only student progress in the ESL program but the needs and concerns of the classroom teacher. During push-in sessions, our ESL teachers model techniques of ESL instruction for classroom teachers. Additionally, our classroom teachers have been engaged in curriculum mapping during weekly staff development sessions, planning Literacy and Math instruction through grade-wide collaboration. Our ESL teachers have been participating in these sessions, targeting lower-grade teachers, since the vast majority of our ELLs are in grades k and one. All classroom teachers receive at least three common preparation periods a week for collaborative planning.

The instructional program for our fifth grade English Language Learners is designed to prepare these students for the challenging academic work of Junior High. After consulting with instructional leaders of intermediate schools in our network, the school leadership team determined that our ELLs needed to develop the skills necessary to produce nonfiction research projects. To meet this need, our ESL teachers, as well as other members of the faculty, have received staff development in implementing the Independent Investigation Method (IIM) of student research. ELLs in all grades are participating in class research projects that utilize this method. These projects are enabling ELLs to acquire the cognitive skills and vocabulary necessary to complete age-appropriate independent research.

Additionally, students in ESL classes are developing high-order thinking skills in reading and writing. The curriculum for intermediate and advanced students includes a rigorous focus on writing essays. Not only does this process help prepare students for both the ELA and the NYSESLAT, but it also builds sophisticated literacy skills—including summarization, completing a line of thought, citing details and evidence to support an argument—that will be essential in Junior High School. In reading, our ELLs are taught how to summarize, restate and re-present materials that they have read. These scaffolds enable our ELLs to create meaning from the kinds of challenging texts they will encounter in middle school and beyond.

Professional development will also be provided to the parents of English Language Learners. The focus will be on how the parents can

assist their children at home. Sessions will also support parents in increasing their English language skills.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

#### PARENT INVOLVEMENT

Parents are an integral part of the community at P.S. 164. During monthly Parent Association meetings, parents are invited to discuss their needs and concerns. Interpreters are provided in a variety of languages, including Spanish, Russian and Bengali. Our Parent Coordinator organizes a series of classes and workshops for our parents, including an adult ESL workshop that meets twice a week in the Family Room. The Parent Coordinator is also present at our ELL Parent Orientation Workshops to liaise between staff and parents. The parent coordinator works with the parents to ensure 100% parent response for the Learning Environment Survey. The data from this survey provides P.S. 164 with a clear picture of parent satisfaction and to better meet the needs of our parents.

Parents are invited to our Robin Hood library on a weekly basis. We will also be opening the library to parents during the Saturday School sessions. In addition, we offer a Parent Literacy after school program to parents of ELLs. This program demonstrates how to effectively work with their children to build literacy skills. We also plan to have an after school biligual Art program for ESL parents and students. These sessions will be focused on developing English and native-language communication skills between parents and their children while engaging in the Arts.

We have recently begun distributing monthly newsletters to inform parents about the current curriculum. This newsletter included a section by the ESL teachers addressing the needs and activities of their students. Additional workshops in the family room are designed to inform parents of how they can help their children meet the State Standards and reach proficiency on state exams. The parent coordinator also reaches out to local organizations like HealthPlus, Cornell, Sylvan learning, and Primerica. The Parent Coordinator is always available to assist parents with issues involving job training, technology, building literacy skills and citizenship status.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	28	15	6	3	2	0								54
Intermediate(I)	2	5	11	9	7	4								38
Advanced (A)	3	3	3	3	6	4								22
Total	33	23	20	15	15	8	0	0	0	0	0	0	0	114

#### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	1	0	1	0							
	I		4	8	1	2	0							
	A		8	5	5	4	2							
	P		4	3	8	7	6							
READING/ WRITING	B		7	4	1	1	0							
	I		7	7	9	8	4							
	A		2	2	4	5	4							
	P		0	4	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5	4	3	1	13
5	3	4	0	0	7
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2		7		1		0		10
5	2		3		2		1		8
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		4		3		0		10
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
--------------------	--	--	--	--	--	--	--	--	--

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang 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								

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

P.S. 164 uses a variety of assessment tools to assess the early literacy skills of our ELLs. These tools include Fountas and Pinnell and the DRA. The data from these tests reveal that our newly arrived ELLs need support in phonics, vocabulary acquisition and decoding as well as high-order thinking skills. By utilizing this data, we are better prepared to meet the needs of these students, providing support during the AIS period, ESL classes and the extended-day sessions. As our students become more proficient in English, the data indicates that more support is required in vocabulary acquisition and high-order thinking skills.

Regarding the NYSESLAT and the LAB-R, our LAP committee analyzing the testing data to uncover significant patterns. The most significant occurrence last year was the sharp increase in the number of children passing the NYSESLAT. The number of children scoring at the level of proficiency doubled from 18 to 36. Many of these children has been in ESL for three to five years and consistently scored at the advanced level. Intense preparatory work in both reading and writing were vital to their success in finally passing the test.

Another significant change was the number of students who passed the test in grades k and one. Traditionally, the kindergarten test has been the most difficult one for our students. There have been many years where no more than one student passed it. This year five did. Similarly, nine children passed the first grade test. This improvement can again be traced to improved test preparation: We discovered that the kinds of questions asked on the reading portion of the test were not typically part of the lower-grade curriculum, so students were given more direct instruction in answering comprehension questions about reading passages.

A third encouraging trend is the progress being made by students in the upper grades. Only two of our students in grades 3-5 scored as beginners, as opposed to 11 in grades k-2. This is a strong indication of academic progress. We are especially pleased that many of our newest students, who have been in the country for two years or less, have scored at the intermediate level. Our vocabulary-rich instruction has provided them with a base to rise quickly past the beginner level.

In terms of the state tests in English, Math and Science, our ELLs clearly are struggling to meet the standards. Only four of our fourth graders and none of our fifth-graders scored at levels three and four. In Math, only one fourth-grader and three fifth-graders scored at levels three and four. These numbers indicate that the nature of our ELL population has changed. Now that so many students have passed the NYSESLAT, the vast majority of the remaining ELLs are at the beginning or intermediate level. Only 19 of our ELLs are advanced. Our instruction will have to be tailored to meet the needs of this population.

Fortunately, P.S. 164's ESL instructional program is designed to meet the educational needs of its ELLs. As the testing data indicates, beginning students need to build listening and speaking skills as a gateway to developing reading and writing skills. Intermediate students require at higher concentration on their reading and writing skills, while continuing to provide instruction in oral language skills. Advanced students largely need to concentrate on developing their reading and writing skills. In addition, our ESL teachers have begun to apply the latest professional research to their teaching, including more rigorous and explicit vocabulary and language instruction.

P.S. 164 has intensified instruction in the high-order language skills students need to pass the NYSESLAT. Classroom activities are patterned after the reading and writing questions on the exam, blending test preparation seamlessly into the learning environment. There is an intense focus on the writing process, helping students to use the English Language as a means of expressing and exploring their inner

worlds—and as a means of communicating clearly with others. Content-area ESL instruction enables our students to develop thinking skills in academic subject areas while acquiring the English Language. AIS targets our students who are most at-risk of not making adequate academic progress, focusing on phonics and writing skills.

There is still clearly work to be done in helping our ESL students meet the State Standards in the subject areas. Our in-house evaluations (along with the latest research) indicate that the greatest problem for our ELLs in the content area is academic language. Our students--while still trying to learn a new language--must also utilize that language to comprehend a challenging curriculum. To help ease and accelerate this process, our classroom teachers have received staff development from our ESL instructors on the methods of scaffolding instruction and providing direct vocabulary instruction to enable our English Language Learners to meaningfully participate in classroom lessons. Content-area social studies and science lessons are provided in the ESL classroom. Our math cluster will be providing targeted instruction to help ELLs acquire math vocabulary and grasp mathematical language.

Each year, the school determines which language is most appropriate for each of our ELLs on state and city exams. Our testing coordinator and ESL coordinator conduct interviews with each student to assess which language the child prefers to be tested in. The vast majority of our ELLs are tested in English. This is not surprising, since most of our beginning students arrive in first grade or kindergarten, and are English-dominant by the time they reach the testing grades. Additionally, many of our ELLs have limited literacy skills in their native languages. Since so few of our students have taken the state tests in their Native Language, we have no significant data to compare results in native language testing with English language testing.

P.S. 164 has found that the ELL Periodic Assessments reinforce our own conclusions that our advanced ELLs require additional support in reading comprehension and writing and that our beginners need more assistance in oral language. We plan to continue using this assessment tool this school year.

We do not utilize the native language during ELL periodic assessments, since the goal is to evaluate each child's progress in English language acquisition. Occasionally, a brief overview of the test is given in the native language to orient our beginning students. We do not utilize the native language during periodic assessments in ELA and math because, as mentioned above, the vast majority of our ELLs are English dominant by the time they reach the testing grades.

We evaluate the success of our ESL and ELL programs through standardized testing, portfolio assessment and teacher observations. We are very pleased to have doubled the number of students who reached the level of proficiency in 2010. In previous years, we had modified the curriculum to focus on skills that would allow our most advanced students to finally pass the NYSESLAT. The results indicate that we were highly successful at this goal. But the school is well-aware of other challenges to be monitored. Most of our ELLs are now at the beginning and intermediate levels. Their progress may not be accurately measured by many of the city and state tests, which often require a high level of linguistic expertise. These students will be carefully monitored through teacher observation and portfolio assessment. Our LAP committee will continue to use formal assessments, as well as portfolio assessments and teacher observations to form of full picture of each child and better understand our accomplishments. We will continue to utilize this data to modify our programs for future success.

### **Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 164 Caesar Rodney					
<b>District:</b>	20	<b>DBN:</b>	20K164	<b>School</b>		332000010164

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	51	49	54		95.4	94.9	95.9
Kindergarten	86	73	95				
Grade 1	62	86	89	<b>Student Stability - % of Enrollment:</b>			
Grade 2	59	56	87	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	63	62	62		95.0	91.5	93.3
Grade 4	64	65	69				
Grade 5	83	68	57	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		86.6	95.5	95.5
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	1	0
Grade 12	0	0	0				
Ungraded	2	5	4	<b>Recent Immigrants - Total Number:</b>			
Total	470	464	517	(As of October 31)	2007-08	2008-09	2009-10
					8	8	12

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	41	46	45	Principal Suspensions	0	1	0
# in Collaborative Team Teaching (CTT) Classes	60	55	61	Superintendent Suspensions	0	0	0
Number all others	9	14	13				

*These students are included in the enrollment information above.*

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	10	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	88	103	TBD	Number of Teachers	58	58	52
# ELLs with IEPs	12	50	TBD	Number of Administrators and Other Professionals	14	16	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	5	15

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	96.6	96.3
				% more than 2 years teaching in this school	79.3	79.3	90.4
				% more than 5 years teaching anywhere	72.4	75.9	84.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	81.0	88.5
American Indian or Alaska Native	0.6	0.9	0.4	% core classes taught by "highly qualified" teachers	85.6	82.4	100.0
Black or African American	1.5	1.3	2.1				
Hispanic or Latino	60.2	59.9	56.3				
Asian or Native Hawaiian/Other Pacific	21.3	23.1	28.0				
White	16.0	14.4	13.2				
<b>Male</b>	48.7	48.3	51.6				
<b>Female</b>	51.3	51.7	48.4				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	85.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	13.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	47.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	11.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- **All** Title I schools must address requirements in Part A and Part B of this appendix.
- Title I **Schoolwide Program (SWP) schools** must complete Part C of this appendix.
- Title I **Targeted Assistance (TAS) schools** must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	421144	95970	517114
2. Enter the anticipated 1% set-aside for Parent Involvement:	4211	960	5171
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21058	*	
4. Enter the anticipated 10% set-aside for Professional Development:	42114	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Due to a data entry error on the BEDS, the school's demographics and accountability snapshot showed 82.4% of the teachers listed as highly qualified. We reached out to our partner at human resources to rectify the situation. Currently, P.S. 164's HQT percentage rate is at 100%.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Public School 164  
Parental Involvement Policy  
2010-2011

#### **I. General Expectations**

P.S. 164 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring a successful academic career.
- Parents will play an integral role in assisting their child's learning;
- Parents are encouraged to be actively involved in their child's education at school;
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How P.S. 164 Will Implement Required Parental Involvement Policy Components

1. P.S. 164 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: consultations with parents in the School Leadership Team and Parent Association meetings to develop a parental involvement plan that meets the needs of all members of our community.
  
2. P.S. 164 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Monthly Parent Association meetings- morning and/or evening
  - Monthly School Leadership Team meetings (with 50% of the team consisting of parents)
  - Parent Teacher Conferences twice a year
  - Parent Coordinator will assist parents to meet their needs both in and out of the school
  - Family Room workshops in ESL, the state standards, test preparation, health and nutrition and other areas of interest to the local community.
  - Translation and interpretation services
  - Monthly Parent Advisory Council Meetings
  - A Parent Coordinator seat on the Robin Hood Library Advisory Team
  - Open School Week
  - Parent Curriculum Conferences
  - Including the Learning Leaders Program in our school
  - Monthly newsletters for parents to gain insight about their child's learning and school events

P.S. 164 will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. Our Family Room is a resource for assisting parents to build language skills and job skills. There is an adult ESL class, as well as parent computer classes, during the school day. There is also an after-school computer workshop for parents. The family room also offers workshops in Health (Breast Cancer awareness, asthma, dental care, stress management, nutrition, etc.) and Education (How to teach your child to read, How to help you child with Everyday Math, bookmaking, etc.) In order to get more parents involved in school, we will offer more workshops for parents including: preparing children for pre-K, preparing children for middle school and preparing children for state and city assessments.

Our Parent Coordinator regularly meets with parents to discuss their needs. She informs parents of changes in policy at the Department of Education. She mediates conflicts between parents and teachers, assists parents in getting bus transportation for their children (Special Education, No Child Left Behind) and functions as a translator for Spanish speaking parents. Parent volunteers are recruited to translate in other languages. The parent coordinator also trains Learning Leaders, parent volunteers who tutor students during the school day.

3. P.S. 164 will coordinate and integrate Title I parental involvement strategies with other programs including Project Arts, the Band program, after-school academic programs by inviting parents to participate in all school-wide assemblies and offering parent workshops on academic subject areas, ESL, technology, health and nutrition.
  
4. P.S. 164 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The school will:
  - Conduct a needs assessment survey of parents conducted by the Parent Coordinator
  - Conduct an analysis of attendance data for parent meetings and workshops by the School Leadership Team
  - Conduct an analysis of disaggregated testing data by the School Leadership Team to determine if there are patterns of low-achieving groups with low rates of parental involvement
  - Conduct a needs assessment conducted by the Parent Advisory Committee
  - Participate in the school's Learning Environment Survey
  
5. P.S. 164 will build the school's and parents' capacity for strong parental involvement. The school will form a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as

- State academic content
- State achievement standards
- State and local academic assessments

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. Our Family Room is a key resource for assisting parents to build language skills and job skills. There is an adult ESL class, an adult Cursive Handwriting Class, as well as a weekly Family Nutrition Class during the school day. There is also an after-school computer workshop for parents. The family room also offers workshops in health (Breast Cancer awareness, dental care, stress management, nutrition, etc.) and Education

(How to teach your child to read, How to help you child with Everyday Math, bookmaking, etc.) In order to get more parents involved in school, we will offer more workshops for parents including: preparing children for pre-k, preparing children for middle school and preparing children for state and city assessments.

In addition, our school has Parent Recognition Day, where the school honors parents who have shown outstanding commitment to the school community. We also have Parent Learning Leaders who are trained to help tutor children in a small-group environment.

The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by providing staff development on both maintaining and utilizing strong communication with parents.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by inviting our parents to participate in our family room, which offers workshops in ESL, the state standards, health and nutrition. It also features a lending library for parents to share books with their children. The collection also features resource books on such topics as parenting skills.

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- a. All major school communications will be sent home in writing
- b. Translation and interpretation services will be provided, whenever possible, for all home languages
- c. A schedule of Family Room workshops will be sent home via backpack as well as posted in the hallway outside the Family Room
- d. A schedule of School Leadership Team meetings will be posted in the hallway outside the main office

### III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a vote at the School Leadership Team meeting. This policy was adopted by the P.S. 164 on 10/30/09 and will be in effect for the period of three years. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 10<sup>th</sup>, 2010.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

***Explanation*** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 164  
**Parent Compact**

P.S. 164, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

## School Responsibilities

P.S. 164 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the New York State academic achievement standards as follows: a daily program of standards-based, data-driven instruction that follows the Mandated Uniform Curriculum, including Balanced Literacy and Everyday Math. Our school will provide Academic Intervention Services for all children who require them and will modify the curriculum to meet the needs of students with Individual Educational Programs. For English Language Learners, our school will provide ESL and/or bilingual classes to facilitate the acquisition of the English language. After-school programs will be designed to help students meet the standards in all major subject areas. Students in grades K-5 will also receive an additional 50 minutes of small-group extended day instruction, Mondays and Tuesdays.
- Hold parent-teacher conferences twice annually, during which this compact will be discussed as it relates to the individual child's achievement. These conferences will be held once in the fall and once in the spring, with dates to be announced during the school year.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report Cards will be issued twice a year at parent-teacher conferences. Parents must come to school to receive these report cards. The final report card will be distributed on the last day of school.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: There will be parent-teacher conferences twice a year, once in the fall and once in the spring. During these conferences, teachers will be available to meet with you both in the afternoon and in the evening. Teachers will also be available to meet with you during the morning line-up, at dismissal and during the school day, by appointment.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents are invited to contact your child's teacher or the Parent Coordinator if you would like to volunteer as a classroom tutor or observe classroom activities.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way during meetings of both our School Leadership Team and Parent Association.
- Involve parents in the joint development of any Schoolwide Program Plan (for SWP schools), in an organized, ongoing, and timely way through meetings of both our School Leadership Team and Parent Association.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Making sure that homework is completed
- Monitoring Attendance
- Monitoring amount of television their children watch
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups

#### Student Responsibilities

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Bring home all school notices and information received every day.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

### **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

#### **Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

(see needs assessment section)

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Our educational programs and services are available for all students in the school. Academic Services are provided for any students in need of such intervention. The curriculum is modified, when indicated on an IEP, to help students with special needs meet the standards. Our curriculum is consistent with and designed to implement State and local improvement, if any apply

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

P.S. 164 offers after-school and/or Saturday classes in Literacy, Math, Social Studies, Science, and ESL. These classes build the skills necessary to meet the state standards. There are several enrichment programs available to students who are at or approaching grade level. Children who do not meet the promotional standards are mandated for summer school. A Title III summer school program for newly arriving English Language Learners and those ELLs in need of enrichment may also be available if funding is provided.

- Help provide an enriched and accelerated curriculum.

P.S. 164 features an enriched, accelerated, research-based curriculum of Balanced Literacy, Math, Writing, Social Studies, Science, and the Arts.

- Meet the educational needs of historically underserved populations.

Our curriculum is designed to meet the individual learning needs of all our students. P.S. 164 offers an extensive array of Academic Intervention Services. Our ESL and bilingual programs are designed to provide a rigorous education for our English Language Learners. Our special education program features both Collaborative Team Teaching classes and self-contained classes to enable our students with special needs to learn in the Least Restrictive Environment. We modify the curriculum to meet the needs of our learners as indicated by their IEPs.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

As mentioned, P.S. 164 is a school that serves all members of its community. Our comprehensive needs assessment indicates, however, that some students are not meeting proficiency level on state assessments. These children fall into three groups: English Language Learners, Special Education Students and at-risk students. P.S. 164 offers services to meet these children's instructional needs.

Our ESL and bilingual programs are designed to provide a rigorous education for our English Language Learners. Our special education program consists of Collaborative Team Teaching classes and self-contained classes. The curriculum is modified to meet

the needs of our learners as indicated by their IEPs. P.S. 164 offers comprehensive AIS programs to meet the needs of our students. P.S. 164 also features an AIS tutorial program, where the classroom and cluster teachers provide 30 minutes of instruction per day in classrooms, targeting skills that are identified as requiring additional focused learning. Individual or small group instruction is provided to children who are not meeting the standards based on assessment information from the classroom teachers. This intervention may be provided in the form of a team teaching arrangement within the classroom or alternatively as a “pull out” session.

- Are consistent with and are designed to implement State and local improvement, if any.

### 3. Instruction by highly qualified staff.

All staff at P.S. 164 is highly qualified. According to the school's demographics and accountability snapshot, P.S. 164 has 96.6% of their teachers listed as highly qualified. The reason for this discrepancy was due to a data entry error on the BEDS. We have taken action by reaching out to our human resources partner at the ISC. They have assisted us in rectifying the error. As a result, P.S. 164's HQ percentage rate is now 100%.

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Staff development occurs at monthly grade conferences and faculty conferences, as well as weekly common prep meetings. There are three day-long staff development sessions for the entire school. Often, teachers are sent to network training sessions. Professional development is provided by administrators, consultants, and teachers in the areas of Literacy, Math, Writer's Workshop, Test Preparation, Science, Social Studies, the Arts and English as a Second Language.

### 5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Student teaching program with St. Joseph's College and Damon College.
- Consultations with the Education Department at St. Joseph's College
- Candidates for teaching positions are interviewed on their knowledge of Balanced Literacy, Mathematical pedagogy, Special Education and other content area instruction.

### 6. Strategies to increase parental involvement through means such as family literacy services.

- Family Room Adult ESL lessons
- Family workshops on skills needed to meet the NYS ELA standards
- Parent Computer Classes
- Robin Hood Library schedule accommodates parents by incorporating periods for parents to enjoy the library.
- Translation and interpretation services for parents who have limited English proficiency
- Afterschool programs for parents and students to work together

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Our family room offers programs for parents to prepare their children for Pre-K and kindergarten instruction. It also offers workshops in literacy, ESL, mathematics, health, safety and computer skills. Our PreK teachers are provided with professional development that supports the state standards. Their knowledge of the curriculum continuum ensures that their instructional program is consistent with the rest of the school. Newly-registered kindergarten students receive the Language Assessment Battery, based on home language surveys, to determine if they will need ESL instruction. In addition, they have an opportunity to be tested for gifted and talented programs within their home district.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- School-wide testing policies determined by the school's Core Data Team, Instructional Team, and School Leadership Team
- School-wide monitoring and assessment systems for evaluating student work portfolios through standards-based, grade-wide rubrics
- Acuity, DRA, Fountas and Pinnell BCAS, Words their Way Spelling Inventories, and similar measures are implemented to provide informative data on each child's academic progress
- Grade level meetings to discuss quality of assessments and to create classroom assessments that are aligned with current curriculum
- Instructional Team meetings to discuss and decide on instructional practices, walkthrough rubrics, and school instructional improvement plans
- Goal setting on all grade levels

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely

additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Monthly PPT meetings identify and monitor all students who are at risk of not meeting the standards
- 30-minute small-group AIS periods daily for students in need of additional services
- 50 minute extended day sessions Mondays and Tuesdays for small-group instruction for all students in Grades K-5
- Title III ESL after-school sessions for ELLs and other students at risk of not meeting the standards
- At-risk services from all related service providers
- Saturday Test Prep Programs for all students in Grades 3-5

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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.

<b>Program Name</b>	<b>Fund Source</b> <i>(i.e., Federal, State, or</i>	<b>Program Funds Are "Conceptually"<sup>1</sup> Consolidated in the Schoolwide</b>	<b>Amount Contributed to Schoolwide Pool</b> <i>(Refer to Galaxy for</i>	<b>Check (X) in the left column below to verify that the school has met the intent and</b>

	<i>Local)</i>	<b>Program</b>			<i>school allocation amounts)</i>	<b>purposes<sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check(x)</b>	<b>Page#(s)</b>
Title I, Part A (Basic)	Federal	Yes			353,762	True	1,3
Title I, Part A (ARRA)	Federal	Yes			95,010	True	1,3
Title II	Federal	Yes			132,890	True	1,3

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<sup>1</sup> **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

**Directions:**

- **All Title I schools must complete Part A of this appendix.**
- **All Non-Title I schools must complete Part B of this appendix.**

**Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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**Part A:**

**Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
0
2. Please describe the services you are planning to provide to the STH population. Children who are identified as STH are offered Academic Intervention Services in English Language Arts and Mathematics. They are also invited to attend extended day and afterschool. If necessary, the child may receive at risk counseling based on the need. If the students' performance is falling below grade level, the child will be included in an academic intervention group. We will also provide any financial support (e.g. uniforms, metro card, school supplies, etc).

**Part B:**

**Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount

your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

