



P.S. 167 THE PARKWAY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 167 THE PARKWAY
ADDRESS: 1025 EASTERN PARKWAY
TELEPHONE: 718-774-2640
FAX: 718-953-1954

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K167 **SCHOOL NAME:** P.S. 167 The Parkway

SCHOOL ADDRESS: 1025 EASTERN PARKWAY, BROOKLYN, NY, 11213

SCHOOL TELEPHONE: 718-774-2640 **FAX:** 718-953-1954

SCHOOL CONTACT PERSON: MARC MARDY **EMAIL ADDRESS:** MMardy@schools.nyc.gov

POSITION / TITLE PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sandra Maxwell

PRINCIPAL: MARC MARDY

UFT CHAPTER LEADER: Rose Reid

PARENTS' ASSOCIATION PRESIDENT: Tamara Johnson

STUDENT REPRESENTATIVE:

(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** Cluster 3 – 3.03

NETWORK LEADER: KATHLEEN LAVIN

SUPERINTENDENT: RHONDA HURDLETAYLOR

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.*

Name	Position and Constituent Group Represented	Signature
Marc Mardy	Principal	
Sandra Maxwell	Chairperson	
Rose Reid	UFT Chapter Leader	
Claire Robertson	UFT Delegate	
Rosita Azuma	Bilingual Teacher	
Tammara Johnson	PA President	
D. McRae Nimmons	Parent	
J. Judge	Parent	
Y. Sterling	Parent	
Arnetta Greenidge	DC 37 Member	

* 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.

□

The Parkway School, P.S. 167, is in the heart of Historic Crown Heights. The recently renovated school building is the highlight of Eastern Parkway. It has a state of the art playground that includes a rock climbing wall. The neighborhood is culturally and ethnically diverse. The area is peaceful and the residents are supportive to the school community.

As a pre-K to fifth grade school, P.S. 167 offers a rigorous curriculum to prepare students to articulate to gifted and talented middle schools. In Language Arts, balanced literacy is used to differentiate instruction to meet the needs of the diverse population of students. The Language Arts program is supported with computer based programs, such as Ticket to Read, to enhance the student performance in comprehension. The school is equipped with lap tops, desk tops and net books. Computer literacy begins in pre-k and expands on each grade. In mathematics, science and social studies project based inquiry approach to instruction is utilized. Students are given the opportunity to construct their own learning, while the teacher facilitates of instruction. In science, the students visit the lab once a week to hypothesize and work on investigations using scientific tools. The science curriculum is supported in partnership with the Prospect Park Audubon Alliance. Students are taught using the constructivist approach for mathematics instruction. Students use prior knowledge to develop algorithms

Core Knowledge is used to increase academic rigor. The faculty works on grade level teacher teams to develop interdisciplinary projects that enable students to take textual information and apply it to real world scenarios. The curriculum is further enhanced by taking students on trips so that they may make text to world connections. This school year many students will visit historic sites in Philadelphia as well as the Smithsonian and White House in Washington, D.C. The fifth grade students will visit SUNY Cobleskill to learn about the fields of anthropology and history as well as the avenues available to pursue higher education.

The school has a dynamic visual and performing arts program. Core Knowledge is used, in conjunction with the New York City and State standards, to educate the students in the fields of visual and performing arts. In addition to a visual arts program, the school has a Steel Pan Band and choir. The performing arts program will expand this school year to include ballet, jazz and tap.

Partnerships have been a key part of P.S. 167's success. Currently the school has a partnership with Hip Hop 4 Life which offers after school classes to students in grades 4 and 5. Additionally, Senator Adams has funded a full scale Theater Program. The program will provide instruction in theater arts as well as introduce them to career opportunities in the theater industry. Students also benefit from the Counseling in Schools Partnership. The partnership offers Art Therapy to students in grades one through five.

Historically, P.S. 167 has served as a resource for new immigrants. The school offers evening adult education classes in ESL. Adult learners also have the opportunity to take GED preparation classes. During the school day, adult education workshops are offered to parents. The topics include mathematics, language arts, starting a small business and technology.

School Vision and Mission

Vision

Our vision of P.S. 167 is based on the belief that our students will successfully meet the educational, physical, emotional, and social demands of the global community. In order to achieve this level of excellence, we feel that it is necessary to provide our students with a nurturing, safe environment where mastery of skills is emphasized, as well as self-esteem and social responsibility. In this environment, a positive, innovative and flexible approach to learning will be provided and supported by the teachers, parents, and community.

As a public institution of learning in the multi-cultural Crown Heights community, we encompass all children, including the emotionally and mentally challenged, the gifted and talented, and English Language Learners. Our mission is to encourage our students to move forward in the knowledge that there is no end to high aspirations and achievement.

We believe in excellence!

Mission

By simultaneously and continually developing the faculty in the school community we will support a rigorous and diverse instructional program that rises to the standards put forth by the City and State. We consider ourselves a diverse and collaborative school community dedicated to achieving high standards of academic excellence for all of our students. Within a safe and orderly learning community, we will provide our children with sufficient supplies, materials and 21st century technological resources. We will expose them to cultural experiences and school programs that broaden their understanding, create opportunities for learning, and expand options in their lives. Our ultimate goal is to develop our children, staff and parents into life-long lovers of learning who are able to acquire, use and share knowledge as power.

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					
School Name:	P.S. 167 The Parkway				
District:	17	DBN #:	17K167	School BEDS Code:	17K167

DEMOGRAPHICS									
Grades Served:	<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 type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	54	35	35		90.6	91.1			
Kindergarten	81	70	80						
Grade 1	88	89	74	Student Stability: - % of Enrollment					
Grade 2	72	80	86	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	79	81	76		91.3	90.6			
Grade 4	84	86	88						
Grade 5	90	63	74	Poverty Rate: - % of Enrollment:					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					95.1	92.1	97.7		
Grade 8									
Grade 9				Students in Temporary Housing - Total Number:					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					8	76			
Grade 12									
Ungraded				Recent Immigrants: - Total Number					
Total				(As of October 31)	2007-08	2008-09	2009-10		

				2	3	2	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	33	43	44	Principal Suspensions	9	20	
# in Collaborative Team Teaching (CTT) Classes	12	15	14	Superintendent Suspensions	15	5	
Number all others	27	27	19				
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	46	37	33	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	0	0	9	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	49	46	
				Number of Administrators and Other Professionals	13	14	
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	5	5	
(As of October 31)	2007-08	2008-09	2009-10				
	0	0					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	
American Indian or Alaska Native	0.7	0.0	0.0	Percent more than two years teaching in this school	71.4	76.1	
Black or African American	85.2	84.4	85.3	Percent more than five years teaching anywhere	57.1	60.9	
Hispanic or Latino	12.6	13.0	11.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.6	0.8	Percent Masters Degree or higher	86.0	91.0	
White	0.9	1.4	1.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED)	97.5	100.0	

				definition)		
Multi-racial						
Male	51.2	52.7	54.2			
Female	48.8	47.3	45.8			

2009-10 TITLE I STATUS				
<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:	√ 2006-07	√ 2007-08	√ 2008-09	√ 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY								
SURR School: Yes		If yes, area(s) of SURR identification:						
<input type="checkbox"/> No <input type="checkbox"/>								
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):								
<input checked="" type="checkbox"/>	In Good Standing (IGS)							
<input 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							
Individual Subject/Area AYP Outcomes:								
Elementary/Middle Level				Secondary Level				
ELA:				ELA:				
Math:				Math:				
Science:				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
All Students		√	√	√				
Ethnicity								
American Indian or Alaska Native								
Black or African American		√	√					
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								

Students with Disabilities	√sh	√						
Limited English Proficient								
Economically Disadvantaged	√	√						
Student groups making AYP in each subject	4	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	77.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment	7.7	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance	15.5	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress	49.4		
(Comprises 60% of the Overall Score)			
Additional Credit	4.5		
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

	Key: AYP Status		Key: Quality Review Score
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	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

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**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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Early Childhood Academy

Literacy

Grades K through 2 are guided by the standards based instructional and assessment plan as outlined in Knowledge Network Balanced Literacy Framework. The Early Childhood Academy uses student anthologies, guided reading books, library books and support materials to address the needs of all learners with intensive, strategic and advanced instructional needs. Teachers use Fountas and Pinnell assessments to monitor student progress. They also use various periodic assessments which include Terra Nova, ECLAS-2 and EPAL to select grades. Teachers monitor students using Running Records Progress Monitoring as well as informal assessments.

The end of year goals were set at each grade based on Beginning of Year (BOY) Fountas and Pinnell Assessment scores. Action plans were created for students who were targeted as at risk. Group goals were established for students who were performing on or above grade level. Additional individual and/or small group instruction was provided by classroom teachers, paraprofessionals and support staff during AIS and the Extended Time Session.

The data from the Fountas and Pinnell Benchmark Assessments and ECLAS results revealed that there is a strong need for phonemic and vocabulary development. Nearly 65% of the students in grades one and two performed on grade level.

Plans have been made to continue professional development based on our findings. There is a tremendous importance in having consistent support for teachers. In addition to professional development, we will Ticket to Read and Earobics programs to address the deficiencies in phonics and vocabulary development. Due to the sophistication of the programs, the levels can be adjusted to meet the needs of every student in early childhood. The at risk students will receive additional support from the Early Childhood Reading Specialist.

Implications for the Early Childhood Literacy Instructional program are :

- The Early Childhood Academy needs a literacy that develops vocabulary using and builds fluency
- A blended phonics program is needed to develop students' skills in phonics
- Technology in Early Childhood needs to be infused within the instructional lesson
- ELA PD needs to be targeted to improve specific skills instruction
- PD in differentiated ELA instruction should be increased
- PD in instructional intervention strategies should be increased

Elementary Academy

ELA Needs Analysis

Grades 3, 4 and 5 teachers of our Elementary Academy use balanced literacy to facilitate instruction in ELA. Novels are used to increase academic rigor as well as develop the students' stamina for reading. The school's Spring 2010 ELA assessments show that 51.3% of grade three students scored at or above the standards. Grade 4 students scored 60.5% passing and Grade 5 students scored 60.9% passing. Although the overall school performance in ELA increased, the performance level was several points below the city wide average.

Significant trends that were revealed in our analysis of the ELA data are:

- Boys perform 15% lower in ELA than girls. With the difference in the current fourth grade being as much as a 25% difference
- Students with disabilities score 35% lower in ELA than students without disabilities
- ELA scores are below the citywide average by nearly 20%

Many programs have been put in place to help us achieve our ELA goals. AIS periods are utilized for additional content instruction which is tailored to the needs of each child serviced. In addition to the aforementioned interventions, new technology based programs have been introduced into the ELA curricula. For example, all students utilize the Ticket to Read program. The program is used on a daily basis in the school and at home. The program increases student's comprehension rates of materials presented and focus on preparing students for the NYS test on their grade level. Grades 2 - 5 use Acuity for focused needs based instruction. Acuity allows teachers to provide instructional support in specific target areas. Also, parents are able to log on and view their child's performance.

Implications for the Elementary Academy Literacy Instructional program are :

- Instruction in literacy needs to be differentiated to meet the needs of all students, inclusive of boys and students with disabilities
- Reading materials that are of high interest to boys should be used to improve reading and writing skills
- Teaching styles should be varied to meet address students' varied learning styles
- ELA PD needs to be targeted to improve instructional practices in teaching students with disabilities
- PD in differentiated ELA instruction should be increased
- PD in instructional intervention strategies should be increased

Accomplishments

- Student progress in ELA and Mathematics consistently increased over the past three years
- Overall growth on high stakes exams
- Increase in the number of students being accepted to gifted and talented middle schools
- Received grants: Hip Hop 4 Life and Counseling in Schools
- 75% of Faculty Members participate on Curriculum Planning Team
- Arts program which include a Steel Band Program and School Choir

Support Programs

- Provide a variety of support systems for students and staff (AIS program, professional development)
- Structure of curriculum (Balanced Literacy Framework)
- Created a culture of community of learners

- Implementation of Principles of Learning (clear expectations, academic rigor)
- Strong support from CFN
- Strong communication/equity of voice with staff
- Strong school spirit
- Safe and secure learning environment (few incidents, suspensions, etc.)

Barriers

- Need for additional funding (staffing needs, programs, etc.)

SECTION V: ANNUAL SCHOOL GOALS

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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
<input type="checkbox"/> By June 2011 70% of all K-2 students will achieve one year’s growth as measured of Fountas and Pinnell reading benchmark	<input type="checkbox"/> N/A
<input type="checkbox"/> By June 2011 performance in English Language Arts for boys in grades three through five will improve by 8% from 54% to 62% as measured by our school wide interim assessments	<input type="checkbox"/> N/A
<input type="checkbox"/> By June 2011 performance in English Language Arts of students with disabilities in grades one through five will improve by 10% from 31% to 41% as measured by our school wide interim assessments	<input type="checkbox"/> N/A

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

Language Arts K-2

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 70% of all K-2 students will achieve one year’s growth as measured of Fountas and Pinnell reading benchmark</p>
<p>Action Plan</p> <p><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"/></p> <p>Teachers will instruct students using the Balanced Literacy. Teachers will use item analysis from ECLAS-2, Terra Nova, EPAL, conference notes and teacher created assessments to differentiate instruction focusing on the needs of each student. Peer learning along with student partnerships and independent activities can allow the teacher more opportunities to conference with each student and become more familiar with the needs of each student.</p> <p>Teachers will integrate technology into lessons to address different modalities and learning</p>

styles.

Teachers will share goals, concerns and instructional plans with parents and caregivers on an ongoing basis.

Students in grades K-2 identified as at-risk of performing below grade level will receive small group/one-to-one extra instruction. The following programs will be used:

Kindergarten – Earobics, Voyager Passport, Ticket to Read

Grade 1 – Voyager Passport, Ticket to Read

Grade 2 – Voyager Passport, Ticket to Read

Students will receive daily intervention and monitoring. Students with special needs will receive a personal intervention plan based on data from ECLAS-2, Ticket to Read, Earobics, monthly assessments, and each student's IEP. Service providers will support classroom instruction by differentiating instruction based on learning modalities and needs. Students at risk of reading failure in the first and second grade will receive additional support from the Early Childhood Reading Teacher.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

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.

Title 1 and Tax Levy funds will be used to fund personnel and OTPS allocations

<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Students in Grades K-2 will be assessed 3 times a year using Fountas and Pinnell Benchmark Assessments. All intensive students will be progress monitored weekly using conference notes an informal teacher assessments. Students are expected to reach benchmark goals for each individual strand.</p> <p>Students in Grades K-2 will be assessed twice a year with ECLAS-2. All students are expected to make at least a one year gain by June 2011.</p> <p>Students in Grades K-2 will be assessed monthly using assessments from the Rigby PM.</p> <p>Students in Grades K-2 will receive midyear and end of year cumulative benchmark assessments using the Terra Nova Assessment</p>
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Subject Area

**English Language Arts Boys
Grades 3 - 5**

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 performance in English Language Arts for boys in grades three through five will improve by 8% from 54% to 62% as measured by our school wide interim assessments</p>
<p>Action Plan</p> <p><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"/></p> <p>Teachers will instruct students using the Balanced Literacy. Teachers will use item analysis from interim assessments, acuity assessments, conference notes and teacher created assessments to differentiate instruction focusing on the needs of each student. Peer learning along with student partnerships and independent activities can allow the teacher more opportunities to conference with each student and become more familiar with the needs of each</p>

student.

Teachers will integrate technology into lessons to address different modalities and learning styles.

Teachers will share goals, concerns and instructional plans with parents and caregivers on an ongoing basis.

Students identified as at-risk of performing below grade level will receive small group/one-to-one extra instruction with the Title I Reading Teacher.

Students will receive daily intervention and monitoring. Students with special needs will receive a personal intervention plan based on data from interim assessments, acuity assessments, Ticket to Read and each student's IEP. Service providers will support classroom instruction by differentiating instruction based on learning modalities and needs.

Students will participate in Extended Day Reading Academy for Boys.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

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.

Title 1 and Tax Levy funds will be used to fund personnel and OTPS allocations

<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Students in Grades 3 - 5 will be assessed 3 times a year using practice NYS ELA assessments. Students will also take the Acuity Diagnostic Assessment and Predictive Assessment.</p> <p>Progress will also be monitored on Ticket to Read.</p> <p>All intensive students will be progress monitored weekly using conference notes an informal teacher assessments. Students are expected to reach benchmark goals for all interim assessments.</p> <p>All students are expected to make at least a 10% gain by June 2011</p>
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Subject Area

English Language Arts Students with Disabilities

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 performance in English Language Arts of students with disabilities in grades one through five will improve by 10% from 31% to 41% as measured by our school wide interim assessments</p>
<p>Action Plan</p> <p><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"/></p> <p>Teachers will integrate technology into lessons to address different modalities and learning styles.</p> <p>Teachers will share goals, concerns and instructional plans with parents and caregivers on an</p>

	<p>ongoing basis.</p> <p>Students in identified as at-risk of performing below grade level will receive small group/one-to-one extra instruction. The following programs will be used:</p> <p>Earobics, Voyager Passport, Ticket to Read</p> <p>Students will receive daily intervention and monitoring. Students with special needs will receive a personal intervention plan based on data Ticket to Read, Earobics, interim assessments, and each student's IEP. Service providers will support classroom instruction by differentiating instruction based on learning modalities and needs. Students at risk of reading failure in the first and second grade will receive additional support from the Early Childhood Reading Teacher.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><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 1 and Tax Levy funds will be used to fund personnel and OTPS allocations</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Students in Grades K-2 will be assessed 3 times a year using Fountas and Pinnell Benchmark Students in Grades 3 - 5 will be assessed 3 times a year using practice NYS ELA assessments. Students in Grades 3 – 5 will also take the Acuity Diagnostic Assessment and Predictive Assessment.</p> <p>Progress will also be monitored on Ticket to Read.</p> <p>All intensive students will be progress monitored weekly using conference notes an informal</p>

teacher assessments. Students are expected to reach benchmark goals for all interim assessments.

All students are expected to make at least a 10% gain by June 2011

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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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	# of Students Receiving AIS			
K	12	9	N/A	N/A	1	1			
1	8	7	N/A	N/A					
2	15	10	N/A	N/A					
3	10	7	N/A	N/A	1				
4	17	15			6	2	2		
5	15	15			3	1	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. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each 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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/>The Early Childhood Reading teacher works with at risk students in grades K – 2. The teacher pulls the student out three periods a week to work on phonics and vocabulary development. The Earobics program is used to develop phonemic awareness. The upper grade Reading Teacher is used to help emergent readers in grades three through five. The students are pulled out three to five periods per week. They receive instruction to help develop fluency and comprehension. The Ticket to Read program is a computer based program that works on providing students with support in reading comprehension and phonics. The Ticket to Read program can be also is used for enrichment. Students are provided with small group instruction during the Extended Time Session which meets twice a week for one hour and fifteen minutes. The Young Readers and Writers Academy meets once a week after school for two hours. The program runs a four week cycles three times per year. The program has been designed to engage boys in reading and writing. The Extended Day Academy runs for ten weeks and meets once a week for two hours each day. The program focuses on improving students' reading comprehension skills</p>
<p>Mathematics:</p>	<p><input type="checkbox"/>The Staff Developer works with small groups of at risk students in grades 3 – 5. The students are pulled out to work on computation, math vocabulary and problem solving. Students are provided with small group instruction during the Extended Time Session which meets twice a week for one hour and fifteen minutes. The Extended Day Academy runs for ten weeks and meets once a week for two hours each day. The program focuses on improving students' computation and problem skills</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p>The Extended Day Science Academy runs for four weeks and meets once a week for two hours each day. The program focuses on preparing students for the New York State Science Assessment by focusing on the performance indicators and hands on instruction. The classes consist of groups of 12 – 15 students. Students are provided with small group instruction during the Extended Time Session which meets twice a week for one hour and fifteen minutes.</p>

Social Studies:	<input type="checkbox"/> The Extended Day Social Studies Academy runs for six weeks and meets once a week for two hours each day. The program focuses on preparing students for the New York State Social Studies Assessment by focusing on content area strands, comprehension and document based questions. Students are provided with small group instruction during the Extended Time Session which meets twice a week for one hour and fifteen minutes
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> ERSSA Counseling
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> ERSSA Counseling
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> ERSSA Counseling
At-risk Health-related Services:	<input type="checkbox"/> Asthma Prevention and Maintenance

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 35

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) N/A

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.

Public School 167 is a Pre-K-5 elementary school in Brooklyn. There are approximately 522 students at the school of which 35 are English Language Learners. All English Language Learners participate in a free standing ESL Program. The program is designed to support their English language development and to help ELLs succeed both academically and socially. All ELLs are provided the required instructional minutes in ESL according to the NYSED Part 154 requirement. ELL students are grouped according to their level of English language acquisition with peers of the same grade or contingent grades. Students are engaged in activities and subject area work to support listen, speak, read and write in English that reflects high expectations. The primary focus is to ensure that ELLs are ready to participate and meet the demands of a rigorous curriculum that is grade appropriate and standards based at every level. To this end, the school will facilitate an after school program for ELLs.

A review of student data, clearly suggest that additional instruction must be provided to allow ELLs to further work on skills in ESL, English literacy and Mathematics. There is a need to support student improved performance on NYSESLAT, ELA and all content area assessments including Math test, Science test and Social Studies test.

Title III funds will be used to facilitate an after school and /or Saturday program. The supplementary program will provide additional instructional time beyond the school day/week. The goals of the ESL program are to;

- enable students to learn English,
- to support their success in all content area instruction and
- to facilitate their integration and full participation in the new school and culture.

Instruction is conducted in English with the use of ESL methodology designed to help ELLs succeed both academically and socially. Students are engaged in activities and group work that is grade / level specific and reflects the CORE Knowledge course of study/focus. Students and staff are trained to access technological resources including the smart board and “Brain Pop” to facilitate the learning processes. “Brain Pop” is a license based program that will be used in the ESL class. The ESL teacher and content area teachers deliver instruction that enables ELL students to engage in listening, speaking, reading and writing in English through peer interaction, small group instruction and cooperative buddy work.

The program will focus on developing ESL/ELA competencies including listening, speaking, reading and writing in English. In addition, the program will facilitate student work in a small class setting. Teachers working in the Title III extended time program will provide opportunities for ELLs to further develop their skills and knowledge in literacy, Mathematics, Science and Social Studies. The Core Knowledge curriculum will guide the curriculum topics however the instructional design will focus on student needs. Teachers will review student data to plan lessons and guide their practice in the classroom. The program will provide opportunities for students to interact with peers in small group learning activities as well as work individually with the teacher. All groups will be small to ensure a low student: teacher ratio throughout.

The Title III funds will pay for instructional materials to support the learning activities conducted in the after school enrichment program. The program will be conducted two days each week from January through June 2010. Each session will be conducted for two hours, from 2:30 p.m. to 4:30 p.m.. All teachers will be appropriately certified as required by NYS regulations. Instructional materials will include teaching kits, classroom libraries, science kits and other appropriate resources that will support instructional themes of the CORE curriculum implemented in the program. Students will participate in an out of classroom activity to further connect classroom learning to real world experiences. The program will facilitate funding for transportation to take students to Long Island Game Farm as a culminating activity.

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc)

PS 167 offers pull-out programs to ELL students. A full time certified ESL teacher serves 35 students. The teacher uses the balanced literacy approach to develop students' vocabulary skills, oral language skills, reading comprehension skills and writing skills. Content area text is also used to strengthen students' vocabulary skills. Content area texts are available in Spanish so that students can continue to learn about the content while still gaining proficiency in English. Student groupings for instruction are based on the proficiency level of students. Beginners receive 360 minutes per week of ESL instruction as well as the intermediate level. Advanced level receives 180 minutes per week of ESL instruction.

The ESL teacher works collaboratively with the classroom teachers in analyzing and planning individual ELL educational needs. Following LAP, the instructional model focuses on teacher modeling, guided practice, independent practice and evaluation. The ESL teacher uses various strategies such as use of context, recognizing words that describe thinking skills, reading challenging but understandable materials to improve students' skills in four modalities. The staff development is an ongoing process. Staff development is done monthly. ESL meetings are held by the ELL regional team.

II. Parent/community involvement:

We distribute school related information to parents of ELLs in English, Spanish, Haitian-Creole and French. All parents of our ELL students are provided an orientation session on state standards and school expectations. The video talks about three programs, it is watched and then discussed with the ELL parents so they understand their choices. The ESL teacher conducts workshops during the school year to engage parents in school and community related activities. This includes a parent-student Thanksgiving Luncheon. Parents are also invited to chaperone trips coordinated by the ESL teacher for ELL students.

III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):

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.

□ Staff development is an ongoing process at PS 167K. Teachers are trained to have a better understanding about ESL curricula, assessments and instructional strategies for ELL students. Throughout the school year, teachers are offered with training on how to differentiate instruction. The ESL teacher attends monthly ESL meetings given by the ELL regional team.

The ESL teacher is supported by meaningful building professional development including Balanced Literacy, Core Knowledge, Classroom Management, Early Childhood and Elementary Grade Literacy workshops as well as grade conferences and study groups. Once per month off-site professional development for the ESL teacher is designed to encourage exchange within the staff. Literacy issues, teaching strategies and ethnic sensitivity and awareness are often discussed

The ESL teacher will attend monthly training sessions to enhance ESL best practices in the classroom. The training sessions are provided through the LSO partnership and are of no cost to Title III. Workshops at the school for colleagues will support the understanding of ELL issues as well as how to incorporate effective ESL strategies and methodologies throughout the day in the classroom.

Teachers working in the Title III program will participate in small focused planning sessions to ensure data driven instruction that is content specific and differentiated for the ELL s attending the program. The PD sessions will focus on instructional strategies to ensure that student needs are addressed during instruction. Short targeted sessions will support a differentiated approach to engage learners of different English proficiency levels within the class. Teachers will work once a month, January through April, for 1.5 hours to review student data and align instruction to best support student growth in ESL / ELA, and Mathematics

Section III. Title III Budget

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School: 167

BEDS Code: 331700010167

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – 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

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 33 **LEP** _____ **Non-LEP**
Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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. 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.

Public School 167 is a Pre-K-5 elementary school in Brooklyn. There are approximately 503 students at the school of which 33 are English Language Learners. All English Language Learners participate in a free standing ESL Program. The program is designed to support their English language development and to help ELLs succeed both academically and socially. All ELLs are provided the required instructional minutes in ESL according to the NYSED Part 154 requirement. ELL students are grouped according to their level of English language acquisition with peers of the same grade or contingent grades. Students are engaged in activities and subject area work to support listen, speak, read and write in English that reflects high expectations. The primary focus is to ensure that ELLs are ready to participate and meet the demands of a rigorous curriculum that is grade appropriate and standards based at every level. To this end, the school will facilitate an after school program for ELLs.

A review of student data, clearly suggest that additional instruction must be provided to allow ELLs to further work on skills in ESL, English literacy and Mathematics. There is a need to support student improved performance on NYSESLAT, ELA and all content area assessments including Math test, Science test and Social Studies test.

Title III funds will be used to facilitate an after school and /or Saturday program. The supplementary program will provide additional instructional time beyond the school day/week. The goals of the ESL program are to;

- enable students to learn English,
- to support their success in all content area instruction and
- to facilitate their integration and full participation in the new school and culture.

Instruction is conducted in English with the use of ESL methodology designed to help ELLs succeed both academically and socially. Students are engaged in activities and group work that is grade / level specific and reflects the CORE Knowledge course of study/focus. Students and staff are trained to access technological resources including the smart board and “Brain Pop” to facilitate the learning processes. “Brain Pop” is a license

based program that will be used in the ESL class. The ESL teacher and content area teachers deliver instruction that enables ELL students to engage in listening, speaking, reading and writing in English through peer interaction, small group instruction and cooperative buddy work.

The program will focus on developing ESL/ELA competencies including listening, speaking, reading and writing in English. In addition, the program will facilitate student work in a small class setting. Teachers working in the Title III extended time program will provide opportunities for ELLs to further develop their skills and knowledge in literacy, Mathematics, Science and Social Studies. The Core Knowledge curriculum will guide the curriculum topics however the instructional design will focus on student needs. Teachers will review student data to plan lessons and guide their practice in the classroom. The program will provide opportunities for students to interact with peers in small group learning activities as well as work individually with the teacher. All groups will be small to ensure a low student: teacher ratio throughout.

The Title III funds will pay for instructional materials to support the learning activities conducted in the after school enrichment program. The program will be conducted two days each week from January through June 2011. Each session will be conducted for two hours, from 2:30 p.m. to 4:30 p.m.. All teachers will be appropriately certified as required by NYS regulations. Instructional materials will include teaching kits, classroom libraries, science kits and other appropriate resources that will support instructional themes of the CORE curriculum implemented in the program. Students will participate in an out of classroom activity to further connect classroom learning to real world experiences. The program will facilitate funding for transportation to take students to Long Island Game Farm as a culminating activity.

- I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):
PS 167 offers pull-out programs to ELL students. A full time certified ESL teacher serves 33 students. The teacher uses the balanced literacy approach to develop students' vocabulary skills, oral language skills, reading comprehension skills and writing skills. Content area text is also used to strengthen students' vocabulary skills. Content area texts are available in Spanish so that students can continue to learn about the content while still gaining proficiency in English. Student groupings for instruction are based on the proficiency level of students. Beginners receive 360 minutes per week of ESL instruction as well as the intermediate level. Advanced level receives 180 minutes per week of ESL instruction.

The ESL teacher works collaboratively with the classroom teachers in analyzing and planning individual ELL educational needs. Following LAP, the instructional model focuses on teacher modeling, guided practice, independent practice and evaluation. The ESL teacher uses various strategies such as use of context, recognizing words that describe thinking skills, reading challenging but understandable materials to improve students' skills in four modalities. The staff development is an ongoing process. Staff development is done monthly. ESL meetings are held by the ELL regional team.

- II. Parent/community involvement:
We distribute school related information to parents of ELLs in English, Spanish, Haitian-Creole and French. All parents of our ELL students are provided an orientation session on state standards and school expectations. The video talks about three programs, it is watched and then discussed with the ELL parents so they understand their choices. The ESL teacher conducts workshops during the school year to engage parents in school and community related activities. This includes a parent-student Thanksgiving Luncheon. Parents are also invited to chaperone trips coordinated by the ESL teacher for ELL students.

- III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):

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

Staff development is an ongoing process at PS 167K. Teachers are trained to have a better understanding about ESL curricula, assessments and instructional strategies for ELL students. Throughout the school year, teachers are offered with training on how to differentiate instruction. The ESL teacher attends monthly ESL meetings given by the ELL regional team.

The ESL teacher is supported by meaningful building professional development including Balanced Literacy, Core Knowledge, Classroom Management, Early Childhood and Elementary Grade Literacy workshops as well as grade conferences and study groups. Once per month off-site professional development for the ESL teacher is designed to encourage exchange within the staff. Literacy issues, teaching strategies and ethnic sensitivity and awareness are often discussed

The ESL teacher will attend monthly training sessions to enhance ESL best practices in the classroom. The training sessions are provided through the CFN partnership and are of no cost to Title III. Workshops at the school for colleagues will support the understanding of ELL issues as well as how to incorporate effective ESL strategies and methodologies throughout the day in the classroom.

Teachers working in the Title III program will participate in small focused planning sessions to ensure data driven instruction that is content specific and differentiated for the ELL s attending the program. The PD sessions will focus on instructional strategies to ensure that student needs are addressed during instruction. Short targeted sessions will support a differentiated approach to engage learners of different English proficiency levels within the class. Teachers will work once a month, January through April, for 1.5 hours to review student data and align instruction to best support student growth in ESL / ELA, and Mathematics.

Form TIII – A (1)(b)

School: 167

BEDS Code: 331700010167

Funding Allocated \$ 15,000.00

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount \$15,000	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session (3 Groups of Students) - 1 Certified ESL Teacher - 1 Certified Common Branch - 1 Certified Art Teacher 	\$ 9,878.22	(Example: Approximately 200 hours of per session for ESL/ GenEd teacher to support ELL Students: 200 hours x \$49.89) Extended Day 3 Trs x 2 Hrs x 2 days Wk x 15 Wk x \$ 49.89 = \$ 8,980.20 Professional Development 3 Teachers X 1.5 hrs X 4 Sessions x \$ 49.89 = \$ 898.02
Purchased services		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$3,671.78	Purchase Big Books, shared reading books, writing books (McGraw Hill Treasures) supplemental reading materials/ Kit, skills books, trade books, word cards, books on CD, CD player, supplemental math books/kit
Educational Software (Object Code 199)	\$500	ESL Class License for "Brain Pop"
Travel	\$950	Transportation to take students to Long Island Game Farm
Supplemental Textbooks		
TOTAL	\$15,000	

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.

Our plan for students' academic language development is based on ongoing assessments of students' achievement in content areas as well as language skills. We use five key strategies to help ELLs develop their academic language.

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.

Parent Surveys and Program Selection forms are used to gather data to align services offered with parent requests. We provide information to our ELL parents during Parent-Teacher Conferences, Parent Association Meetings, Parent Workshops or individual meetings, and we invite them to our classrooms, so they better understand their options.

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 data reflects a strong need for written and oral translation services. Parents of ELL students indicated that there was a need to translate notes sent home on a daily/weekly basis from classroom teachers as well as Progress Reports sent home on a monthly basis. The parents also expressed their reluctance to visit the school for parent-teacher meetings because translators may not be available to translate for them. The information will be reported at the Parent Association Meetings.

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 duplicate and distribute translated copies of letters to the parents of non-English speaking parents. We will use the Department of Education's translated copies of centrally distributed letters and in-house school staff will provide Spanish and French letter translations of school based letters.

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.

School staff will provide Spanish, Haitian-Creole and French translations as necessary for parents of non-English speaking students

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>.

The school will provide copies of the Parent Bills of Rights to all parents and will post it in conspicuous places within the school. The school safety plan will include procedures for ensuring that parents are in need of language assistance services and are not prevented from reaching the school's administrative offices solely due to language barriers.

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.

Parent Surveys and Program Selection forms are used to gather data to align services offered with parent requests. We provide information to our ELL parents during Parent-Teacher Conferences, Parent Association Meetings, Parent Workshops or individual meetings, and we invite them to our classrooms, so they better understand their options .

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 data reflects a strong need for written and oral translation services. Parents of ELL students indicated that there was a need to translate notes sent home on a daily/weekly basis from classroom teachers as well as Progress Reports sent home on a monthly basis. The parents also expressed their reluctance to visit the school for parent-teacher meetings because translators may not be available to translate for them. The information will be reported at the Parent Association Meetings

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 duplicate and distribute translated copies of letters to the parents of non-English speaking parents. We will use the Department of Education's translated copies of centrally distributed letters and in-house school staff will provide Spanish and French letter translations of school based letters

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.

School staff will provide Spanish, Haitian-Creole, Arabic and French translations as necessary for parents of non-English speaking students

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>.

The school will provide copies of the Parent Bills of Rights to all parents and will post it in conspicuous places within the school. The school safety plan will include procedures for ensuring that parents are in need of language assistance services and are not prevented from reaching the school's administrative offices solely due to language barriers

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:	\$609,363	\$21,925	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6098.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$30,491	*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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 2008-2009 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.

* 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.

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 167, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 167’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I

Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 167 will support parents and families of Title I students by:

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

PS 167's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 167 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 167 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

PS 167 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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.

PS 167, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 167 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicates with my child's teacher about educational needs and stays informed about their education by prompting reading and responding to all notices received from the school or district;

- o responds to surveys, feedback forms and notices when requested;

- o becomes involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- o participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- o take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and

- o share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time;

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Marc H. Mardy on October 28, 2010.

This Parent Involvement Policy was updated on December 15, 2009.

The final version of this document will be distributed to the school community on December 21, 2009 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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.

N/A

2. Schoolwide reform strategies that:

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

N/A

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.

N/A

o Help provide an enriched and accelerated curriculum.

N/A

o Meet the educational needs of historically underserved populations.

N/A

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.

N/A

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

N/A

3. Instruction by highly qualified staff.

N/A

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.

N/A

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

N/A

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

N/A

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.

N/A

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.

N/A

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.

N/A

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" ¹ 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 ² of each program whose funds are consolidated.	
		Yes	No	N/A		Check(x)	Page#(s)

1Reminder: 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.

2Note: 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.

P.S. 167 is committed to ensuring that all targeted students receive the necessary support to meet the academic standards. We currently have a Title 1 Reading Lab and Title 1 Math Lab. Students receive small group, hands on instruction. The Scott Foresman Reading Program is used to improve students' reading comprehension skills. Intervention in reading is further supplemented with skills books such as Focus on Main Idea, STARS and Key Links. In the Title 1 Math Lab students engage in hands on inquiry based learning projects. They use the problem solving strategies to create algorithms and then apply them to real world scenarios. The Title 1 Math Lab uses the New York State Coach, AIM Higher and math games to engage students and address their individual needs

2. Ensure that planning for students served under this program is incorporated into existing school planning.

At P.S. 167 the faculty works together to meet the needs of the students. The teachers have common planning time. We conduct team meetings where we are able to plan across grade levels with AIS teachers and Classroom teachers. The Curriculum Team and Data Inquiry Team meet twice a month to discuss programs and strategies to meet the needs of our targeted students. Interim assessments are used to

monitor students' progress as well as plan for instruction. The administrative team reviews student progress on a regular basis and creates plans for improvements.

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;

Through a variety of programs, students at P.S. 167 are provided with opportunities to meet and exceed state standards. Extended Day Academies in ELA, Math, Science and Social Studies; Extended Time Session Tutoring, and A.M. Tutorials are available for remediation and

enrichment. We have a Reading Specialist for at risk students and a Reading Specialist for Enrichment Students. Faculty members receive training on how to differentiate instruction to meet the needs of the students. Our Extended Day ELA and Math Academy will provide test-taking strategies and support to accelerated students as well as at risk students. To aid students with coping strategies and problem

solving skills, a peer mediation program and study skills groups are facilitated by our guidance counselors. Exposure to various community based organizations, such as Hip Hop 4 Life and NY Arts Council, are common place at P.S. 167

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

- c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

The faculty at P.S. 167 utilizes common planning time to collaborate and plan for the instructional needs of the students. Teacher Teams meet on a regular basis to discuss student achievement and progress. Then they develop strategies for enrichment and remediation. The Inquiry Team also meets regularly to identify school trends and develop plans to address deficiencies in performance

5. Provide instruction by highly qualified teachers;

Wherever possible, all recruited teachers will be appropriately certified. They will be monitored through Principal counseling, administrative support, as well as, staff developer. Furthermore, in school support will be provided by lead teachers and buddy teachers.

Additionally, the Knowledge Network LSO content specialist and ISC coordinators will provide assistance to faculty members

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

Professional development will be provided by the administrative team, UFT Center Specialist, Knowledge Network Content Specialist, Educational Consultants and ISC support personnel. The school's curriculum team will target the assessed pedagogical needs of the staff with differentiated high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results. Professional Development will be provided through study groups, classroom inter-visitations, and regional training. Administrators are also afforded the opportunity to hone their skills through cohort meetings, LSO Principal and Assistant Principal Conferences and Labor Union (CSA) training sessions

7. Provide strategies to increase parental involvement; and

Parents are encouraged to become an important part of the school community. Through several means: educational and social, parents are shown that they play an integral role in the school and that they contribute to enhancing the education of their children. Weekly, Saturday and evening workshops are frequently scheduled for parents to acquaint them with instructional initiatives and state assessments. Events such as Family Movie Night, Book Fairs, Assemblies and Arts celebrations are part of the parental involvement activities at P.S. 167

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

P.S. 167 is committed to supporting the needs of all students by collaborating with local community based organizations and local agencies. We currently house a social worker from New York Psychotherapy. The therapist provides mental health services to students and families. Also, we have collaborated with local agencies to provide parents with information about obtaining health insurance, food stamps and housing assistance. This school year we have a partnership with the NYC Adult Education Office. They currently operate an evening ESL program and GED program. We will continue to foster partnerships with federal, state and local agencies to provide services to the students and families in our school community

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR
RESTRUCTURING**

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS:

SURR PHASE / GROUP (IF APPLICABLE):

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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>

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.)

There are 10 students in Temporary Housing

2. Please describe the services you are planning to provide to the STH population.

We believe that in meeting the needs of all students. The SLT and PA work closely to ensure that families in temporary housing are supported emotionally and students are supported academically. STH are provided with counseling services and academic intervention services. They are also provided with instructional supplies such as notebooks, pencils and book bags. The PPC looks closely at students in temporary housing to ensure that their housing disposition is not affecting their performance in school

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).

There are 10 students in temporary housing currently enrolled

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

The school will collaborate with the STH Family Assistant to ensure that students are provided with transportation services to attend school. Additionally, students will be provided with all instructional materials which include book bags, note books, writing utensils and classroom supplies. The guidance counselor will work closely with the family to monitor the students' and ensure that the students' social and emotional needs are addressed. Students in Temporary Housing will be invited to attend Extended Day Academic and Extracurricular activities. Transportation services will be arrangements will be coordinated to allow for their participation in these programs

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.

N/A

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 167 The Parkway					
District:	17	DBN:	17K167	School		331700010167

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		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	35	35	35		90.6	91.1	91.1
Kindergarten	70	80	70				
Grade 1	89	74	61	Student Stability - % of Enrollment:			
Grade 2	80	86	84	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	81	76	84		91.3	90.6	92.4
Grade 4	86	88	78				
Grade 5	63	74	84	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		95.1	97.7	97.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	76	53
Grade 12	0	0	0				
Ungraded	3	5	6	Recent Immigrants - Total Number:			
Total	507	518	502	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	3	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	43	44	41	Principal Suspensions	9	20	13
# in Collaborative Team Teaching (CTT) Classes	15	14	15	Superintendent Suspensions	15	5	8
Number all others	27	19	30				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	49	46	44
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	14	8
# receiving ESL services only	37	33	TBD				
# ELLs with IEPs	0	9	TBD	Number of Educational Paraprofessionals	5	5	9

These students are included in the General and Special Education enrollment information above.

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	100.0	95.1
				% more than 2 years teaching in this school	71.4	76.1	90.9
				% more than 5 years teaching anywhere	57.1	60.9	84.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	91.0	93.2
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	97.5	100.0	87.9
Black or African American	84.4	85.3	87.1				
Hispanic or Latino	13.0	11.4	11.2				
Asian or Native Hawaiian/Other Pacific	0.6	0.8	0.6				
White	1.4	1.0	1.2				
Male	52.7	54.2	50.2				
Female	47.3	45.8	49.8				

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

SURR School (Yes/No)		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:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					P
Overall Score:	20.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	5.7	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					UPF
School Performance:	2.7	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	12.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
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

**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 3.03	District 17	School Number 167	School Name The Parkway School
Principal Marc H. Mardy		Assistant Principal Marcia Bolden	
Coach Elaine Perkins		Coach	
Teacher/Subject Area Rose Julien, ESL		Guidance Counselor Vicente Morgan	
Teacher/Subject Area Tiffany Penta, Reading		Parent Tamarah Johnson	
Teacher/Subject Area Leonie Bernard, IEP Teacher		Parent Coordinator Paulette Holland	
Related Service Provider Tyra Williams Owens, SETSS		Other	
Network Leader Dr. Kathleen Lavin		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	512	Total Number of ELLs	33	ELLs as Share of Total Student Population (%)	6.45%
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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.

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	2	2	1	0	2	1								8
Push-In	2	2	2	7	5	7								25
Total	4	4	3	7	7	8	0	0	0	0	0	0	0	33

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	5
SIFE	3	ELLs receiving service 4-6 years	8	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

Dual Language																				0
ESL	25	1	4	8	0	1														33
Total	25	1	4	8	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	33

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

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	4	2	2	4	2	4								18
Chinese					1									1
Russian														0
Bengali														0
Urdu														0
Arabic		2	1		1	1								5
Haitian				2	3	3								8
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other <u>FR</u>				1										1
TOTAL	4	4	3	7	7	8	0	33						

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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.

Instruction is delivered in a collaborative fashion where the ESL teacher works together with the general education, and other subject area teachers to plan instruction in a differentiating matter to meet the needs of all the English Language Learners in the school. The ESL teacher work together with other teachers to differentiate instruction so that ELL students are able to understand the lesson being taught. The organizational models for instruction is push in / pull out method. The ESL teacher pushes in to work with the classroom teacher. Instruction in these classes are differentiated and students are group based on their levels, their understanding of the English language, and the skill that is being taught that period. The ESL teacher works closely with the ESL students to make sure that they understanding what is being taught in the classroom. Students are pulled out to provide a more in depth focus on particular skills that students are having trouble with. During pull out sessions, students work on reading, writing, and communicating in English. Focus is placed on preparing to become good readers and writers.

Faculty members are given a schedule that notifies the teachers of all ESL students, their proficiency levels, how many hours they are required by the law to be service based on their proficiency level, and when they will be serviced. Students labeled as beginners or intermediate receive 360 minutes of instruction per week in a push in / pull out way method. Advance students receive 180 minutes of instruction in both a push- in and pull out method.

Newcomers work in pairs with students in the advanced language level. Their different cultural backgrounds are considered as assets. Students challenge, support and learn from each other. We give newcomers assessments first, then set individual goals for each student and teach them with ESL methodologies.

For ELLs having special needs, the ESL teacher familiarizes herself with students' IEP and works closely with the Special Education teacher. Each student is different; therefore, the ESL teacher tries to accommodate their special needs, and improve their four language skills.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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?

Several different intervention programs and services are in place to support our ELL population. Some of the programs that are in place include Explorer Stations for Kindergarten. School wide programs are Brain Pop, V-Math, Ticket to Read, Earobics and Voyager. The Title III after school program is another form of intervention that is in place for the students. An additional 120 minutes of instruction is offered to all ELL students each week the program operates.

Technology plays a big role in ESL. Brainpop ESL is also used to support instruction, along with Ticket to Read. Focused is placed on students to develop their language, reading, speaking, and writing skills. An additional 120 minutes of Extended Day instruction is provided for ELL students and former ELL students for extra support in English Language Arts and Math.

There are no ELL programs that have discontinued in the school this year.

A new program called Cook Shop is being offered to students in grades K-2 this school year. All students will be able to participate including our ELL population. This is a hands on program that uses math, science, social studies, writing, and reading. Students will be able to communicate with other students in the grade, and will be able to learn about different subject using food.

All ELL students are given equal access to the different programs that are offered in the school. They are able to participate in everything that is available to all the students. ELLs are able to be part of the Ballet, Tap and Modern Dance Programs. Many students are members of the Basketball team, Math Club, Art Club and Science Society.

The Title III after school program is offered to all ELL current and former students. Student will be able to attend the afterschool program where they will work on ELA, Math, Science, Social Studies, and communication.

Native Language of students is embraced in the ESL program. Different activities celebrating the students' native language are used in the ESL program. Story books, dictionaries and thesaurus in the students' native language and English is provided to assist the students in the class. New York State standards and curriculums are used to plan instruction and activities in the class. The different activities are differentiated based on the students' age, grade, level of proficiency and ability.

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)?

Paste response to questions 1-5 here

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.

General Education teachers will receive 7 ½ hours and Special Education teachers will receive 10 ½ hours of professional development on how to make your class ESL friendly and how to meet the needs of ESL students. A certificate will be printed out when you complete that training. Dictionaries, thesaurus, and plenty of visuals for the ELL students in the class is also important provided to the teachers to support the ELL students in the classroom. The transition team interfaces with students, parents, and personnel from perspective high school. Students attend different high school trips, meeting, and receive extra training for test preparation.

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?

The parents in the school are very involved in the different activities that take place in the school. The Parent Advisory Council (PAC) is also very involved in the different activities that take place in the school. PAC works with the Parent Association (PA), and different organizations in the community to provide training, and information sessions to parents and members in the community. Various surveys are handed out to the parents to fill out during different meetings. Parents can also come to the school to make suggestions of their needs. Based on the different feedback that parents give to the PA, PAC, the needs of the teachers can be identified. The different activities are developed are not only to meet the needs of the school, students, and parents. Parents are proactive in creating schoolwide activities such as the school carnival, Family Movie Night and Family Game Night. The PA usually has someone available to translate for parents of ELLs.

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)	4	2	2	2	3	2								15
Intermediate(I)		2		2	2	1								7
Advanced (A)			1	3	2	5								11
Total	4	4	3	7	7	8	0	0	0	0	0	0	0	33

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

READING/ WRITING	B	4	2	2	2	3	2							
	I		2		2	2	1							
	A		1	3	2	5								
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	2			3
5	3	2			5
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	3		1		2				6
5	4		2		1				7
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	1		2		2				5
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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.

Different assessment tools are used in the school to assess early literacy skills of ELLs. The school uses ECLAS, DRA, Continental Press and Spectrum to monitor student progress. Upon review of our LAB-R, RLAT and NYSESLAT data, the number of ELL students at different proficiency levels is as follows:

Beginner – 14

Intermediate – 8

Advanced – 11

The data reveals the need to use multiple modalities of instruction. Students typically perform better in listening and speaking than reading and writing. We will target instruction by using instructional strategies that improve proficiency in listening, reading and writing. For listening, we will have our ELLs do more phonics work, listen to more audiocassettes, so they can enhance their listening skill as well as familiarize themselves with the standard spoken language. For reading and writing, students learn more strategies such as recognizing cause and effect, comparing and contrasting and making predictions, etc. and practice more writing exercises by using four-square. Targeted ELLs in the primary grades receive intensive instruction focusing on the five major components of reading: phonics, fluency, phonemic awareness, comprehension and vocabulary from the Early Childhood Reading Teacher. Our plan for students' academic language development is based on ongoing assessments of students' achievement in content areas as well as language skills. We use five key strategies to help ELLs develop their academic language. Many ELL students are members of the Art Club, Math Club, Music Club and Science Society. These clubs promote the use of academic vocabulary.

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		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN:17K167

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$512,332	0	512,332
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,093	0	6,093
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$30,468	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$60,936	*	

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 2008-2009 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.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 167, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 167's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 167 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);

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

PS 167's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 167 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 167 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills; ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed; and

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

PS 167 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year; encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;

- establishing a Parent Resource Center or lending library; instructional materials for parents.

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 167, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent

Compact to strengthen the connection and support of student achievement between the school and the families. PS 167 staff and the parents

of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

(NCLB) Act;

Support home-school relationships and improve communication by:

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

▯ involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact; providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and

▯ ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

▯ Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

▯ notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

▯ arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and

▯ planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

▯ assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

▯ sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

▯ supporting parental involvement activities as requested by parents; and

▯ ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the

Parent Involvement Policy;

▯ advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child

Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

☐ monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent; ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

☐ check and assist my child in completing homework tasks, when necessary;

☐ read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)

☐ set limits to the amount of time my child watches television or plays video games;

☐ promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

☐ encourage my child to follow school rules and regulations and discuss this Compact with my child;

☐ volunteer in my child's school or assist from my home as time permits;

☐ participate, as appropriate, in the decisions relating to my child's education. I will also:

o communicates with my child's teacher about educational needs and stays informed about their education by prompting reading and responding to all notices received from the school or district; responds to surveys, feedback forms and notices when requested;

o becomes involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

o participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

o take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and

o share responsibility for the improved academic achievement of my child;

Student Responsibilities:

☐ attend school regularly and arrive on time; complete my homework and submit all assignments on time;

☐ follow the school rules and be responsible for my actions;

☐ show respect for myself, other people and property;

☐ try to resolve disagreements or conflicts peacefully; and

☐ always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Marc H. Mardy on October 28, 2010.

This Parent Involvement Policy was updated on December 15, 2009.

The final version of this document will be distributed to the school community on December 21, 2009 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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.

P.S. 167 is committed to ensuring that all targeted students receive the necessary support to meet the academic standards. We currently have a Title 1 Reading Lab and Title 1 Math Lab. Students receive small group, hands on instruction. The Scott Foresman Reading Program is used to improve students' reading comprehension skills. Intervention in reading is further supplemented with skills books such as Focus on Main Idea, STARS and Key Links. In the Title 1 Math Lab students engage in hands on inquiry based learning projects. They use the problem solving strategies to create algorithms and then apply them to real world scenarios. The Title 1 Math Lab uses the New York State Coach, AIM Higher and math games to engage students and address their individual needs. At P.S. 167 the faculty works together to meet the needs of the students. The teachers have common planning time. We conduct team meetings where we are able to plan across grade levels with AIS teachers and Classroom teachers. The Curriculum Team and Data Inquiry Team meet twice a month to discuss programs and strategies to meet the needs of our targeted students.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- 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.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Through a variety of programs, students at P.S. 167 are provided with opportunities to meet and exceed state standards. Extended Day Academies in ELA, Math, Science and Social Studies; Extended Time Session Tutoring, and A.M. Tutorials are available for remediation and enrichment. We have a Reading Specialist for at risk students and a Reading Specialist for Enrichment Students. Faculty members receive training on how to differentiate instruction to meet the needs of the students. Our Extended Day ELA and Math Academy will provide test-taking strategies and support to accelerated students as well as at risk students. To aid students with coping strategies and problem solving skills, a peer mediation program and study skills groups are facilitated by our guidance counselors. Exposure to various community based organizations, such as Hip Hop 4 Life and NY Arts Council, are common place at P.S. 167

3. Instruction by highly qualified staff.
Wherever possible, all recruited teachers will be appropriately certified. They will be monitored through Principal counseling, administrative support, as well as, staff developer. Furthermore, in school support will be provided by lead teachers and buddy teachers.
Additionally, the Knowledge Network LSO content specialist and ISC coordinators will provide assistance to faculty members

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.
 Professional development will be provided by the administrative team, UFT Center Specialist, Knowledge Network Content Specialist, Educational Consultants and ISC support personnel. The school's curriculum team will target the assessed pedagogical needs of the staff with differentiated high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results. Professional Development will be provided through study groups, classroom intervisitations, and regional training. Administrators are also afforded the opportunity to hone their skills through cohort meetings, LSO Principal and Assistant Principal Conferences and Labor Union (CSA) training sessions

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Professional development will be provided by the administrative team, UFT Center Specialist, Knowledge Network Content Specialist, Educational Consultants and ISC support personnel. The school's curriculum team will target the assessed pedagogical needs of the staff with differentiated high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results. Professional Development will be provided through study groups, classroom intervisitations, and regional training. Administrators are also afforded the opportunity to hone their skills through cohort meetings, LSO Principal and Assistant Principal Conferences and Labor Union (CSA) training sessions

6. Strategies to increase parental involvement through means such as family literacy services.
Parents are encouraged to become an important part of the school community. Through several means: educational and social, parents are shown that they play an integral role in the school and that they contribute to enhancing the education of their children. Weekly, Saturday and evening workshops are frequently scheduled for parents to acquaint them with instructional initiatives and state assessments. Events such as Family Movie Night, Book Fairs, Assemblies and Arts celebrations are part of the parental involvement activities at P.S. 167

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.
Open House for Parents transitioning from early childhood programs are held in April of each year. Parents and incoming pre- k students meet and visit Kindergarten classrooms.

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.

Through a variety of programs, students at P.S. 167 are provided with opportunities to meet and exceed state standards. Extended Day Academies in ELA, Math, Science and Social Studies; Extended Time Session Tutoring, and A.M. Tutorials are available for remediation and enrichment. We have a Reading Specialist for at risk students and a Reading Specialist for Enrichment Students. Faculty members receive training on how to differentiate instruction to meet the needs of the students. Our Extended Day ELA and Math Academy will provide test-taking strategies and support to accelerated students as well as at risk students. To aid students with coping strategies and problem solving skills, a peer mediation program and study skills groups are facilitated by our guidance counselors. Exposure to various community based organizations, such as Hip Hop 4 Life and NY Arts Council, are common place at P.S. 167

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.

P.S. 167 is committed to ensuring that all targeted students receive the necessary support to meet the academic standards. We currently have a Title 1 Reading Lab and Title 1 Math Lab. Students receive small group, hands on instruction. The Scott Foresman Reading Program is used to improve students' reading comprehension skills. Intervention in reading is further supplemented with skills books such as Focus on Main Idea, STARS and Key Links. In the Title 1 Math Lab students engage in hands on inquiry based learning projects. They use the problem solving strategies to create algorithms and then apply them to real world scenarios. The Title 1 Math Lab uses the New York State Coach, AIM Higher and math games to engage students and address their individual needs

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.

167 is committed to supporting the needs of all students by collaborating with local community based organizations and local agencies

We currently house a social worker from New York Psychotherapy. The therapist provides mental health services to students and families.

Also, we have collaborated with local agencies to provide parents with information about obtaining health insurance, food stamps and housing assistance. This school year we have a partnership with the NYC Adult Education Office. They currently operate an evening ESL program and GED program. We will continue to foster partnerships with federal, state and local agencies to provide services to the students and families in our school community

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 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” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			609,829	x	16-25
Title I, Part A (ARRA)	Federal			x			

¹ **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.

² **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.

Title II, Part A	Federal	x			\$129,838	x	12-15
Title III, Part A	Federal	x			\$15,000	x	31-44; 77-83
Title IV	Federal			x			
IDEA	Federal			x			
Tax Levy	Local	x			\$2,594,008	x	12-25