



**[SCHOOL NAME]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 01M000)**

**ADDRESS:**

**TELEPHONE: \_**

**FAX:**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 163      **SCHOOL NAME:** Alfred E Smith

**SCHOOL ADDRESS:** 163 West 97 Street

**SCHOOL TELEPHONE:** 212-678-2854      **FAX:** 212-678-2856

**SCHOOL CONTACT PERSON:** Virginia Pepe      **EMAIL ADDRESS:** [vpepe@schools.nyc.gov](mailto:vpepe@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Anna Crenovich and Carolyn Weinberg

**PRINCIPAL:** Virginia Pepe

**UFT CHAPTER LEADER:** Peter Cohen

**PARENTS' ASSOCIATION PRESIDENT:** Carrie Chase Reynolds

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 3      **CHILDREN FIRST NETWORK (CFN):** CFN 3

**NETWORK LEADER:** Lucius Young

**SUPERINTENDENT:** Sara Carvajel

**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
Virginia Pepe	*Principal or Designee	
Peter Cohen	*UFT Chapter Chairperson or Designee	
Carrie Chase Reynolds	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Seagal Mann	Member/ Teacher	
Denise Soto	Member/Teacher	
Lindsey Berger	Member/Teacher	
Carolyn Weinberg	Member/Teacher	
Anna Crenovich	Member/Parent	
Darcia Hemphill	Member/Parent	
Paul Gill	Member/Parent	
Kim Haslinger	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

Name	Position	Signature
Emeyou Teshineh	Parent Member	

## **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.

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### **P.S. 163 School Vision**

To provide instruction to meet the needs of our diverse student population that will enable them to achieve their maximum potential.

### **P.S. 163 School Mission**

Through skillful teaching, our educators promote critical reasoning and problem-solving as they help students establish a firm foundation of literacy and mathematics skills they can apply to real world experiences. Our social studies and science instruction challenges the children to examine ideas that shape their world. Our enrichment programs offer students experience with art, music and technology.

The teachers and administration share a common bond with parents as we set our students off on a journey of self-discovery that will make them responsible citizens of an ever-changing world community. Our parent association helps families make PS 63 an integral part of their lives.

The PS 163 community is sensitive to the individual needs of children. We foster respect and promote a peaceful environment. We encourage students to be curious, creative and self-motivated. We help students establish work habits and a love of learning that will help them succeed throughout their lives.

### **P.S. 163 School Description**

Unique to PS 163 is the variety of programs we offer. This program approach recognizes that students are not a uniform group of learners.

PS 163 is committed to Dual Language instruction. Children learn to speak, read and write in both languages and apply those skills in math, science and social studies. In Fall 2008, we began a Dual Language immersion program where kindergarten students will spend the majority of the day learning in Spanish where there is a 50/50 mix of native Spanish and English speakers.

The General Education program promotes a sound academic foundation in a well-rounded literacy and math program.

Teachers in the Gifted and Talented monolingual and dual language program in grades 3 through 5 emphasize enrichment over acceleration in addressing their students' learning characteristics.

Collaborative Team Teaching (CTT) is a special education inclusion model with two teachers providing instruction for both general and special education students. The special education member of the teaching team adapts and modifies grade work to individual student's needs. PS 163 also offers an inclusion program for students with emotional challenges.

The Arts are an essential part of the instructional program for every child who attends PS 163. Teachers draw upon the arts to enhance the curriculum in various subject areas. Students participate in a wide range of activities, including chess, music, movement, poetry and visual arts. In third through fifth grades, we offer school-wide enrichment clusters (Clubs); children choose selected areas of interest to explore in depth, culminating in a final project that they present to parents and to other students. The PTA supports PS 163's enrichment program through grants and fundraising.

The school-wide Science curriculum provides students with explorations and experiments both in the classroom and in the Science Lab. Classroom teachers support scientific learning with hands on learning, read-alouds and journal-writing.

We think of Academic Intervention as a broad umbrella of services that support learners at every level: from those who struggle to those who demonstrate advanced abilities. Because of severe budget cuts during the 2010-2011 school year, our school curtailed intervention services and will only be able to provide support for high risk students through the part time intervention of our IEP teacher.

Teachers take seriously their professional development and take on additional responsibilities in developing curriculum and sharing practices across the grade in support of differentiated learning.

Our grade1-5 after-school program, LEAP, operates every school day until 6pm. Activities include homework help, enrichment activities, sports and outdoor play. LEAP also offers a clubs program. The LEAP program is funded by TASC, payments from families who use the program, PTA fundraising activities and grants.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre

<b>District:</b>	3	<b>DBN #:</b>	03m163	<b>School BEDS Code:</b>	310300010163
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<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input 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			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	18	16		93.3	94.8			
Kindergarten	95	90	102						
Grade 1	107	98	94	<b>Student Stability: % of Enrollment</b>					
Grade 2	112	104	98	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	121	106	105		94.3	97.1	TBA		
Grade 4	104	124	104						
Grade 5	82	93	117	<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					49.9	45.6	55.9		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					5	35	TBA		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	639	633	636		2	1	4		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	14	4	TBA		
No. in Collaborative Team Teaching (CTT) Classes	60	65	64	Superintendent Suspensions	2	5	TBA		
Number all others	36	40	33						
<i>These students are included in the enrollment information above.</i>									
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>					
(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					
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants					
# in Dual Lang. Programs	36	24	15						

DEMOGRAPHICS							
# receiving ESL services only	33	44	44	<b>Number of Staff:</b> <i>Includes all full-time staff</i>			
# ELLs with IEPs	6	5	10	(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	54	53	TBA
<b>Overage Students:</b> <i># entering students overage for grade</i>				Number of Administrators and Other Professionals	12	11	TBA
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	2	TBA
	0	0	TBA				
<b>Teacher Qualifications:</b>							
<b>Ethnicity and Gender:</b> % 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	98.1	TBA
American Indian or Alaska Native	.3	.5	.3	Percent more than two years teaching in this school	63	71.7	TBA
Black or African American	25.5	25.6	25	Percent more than five years teaching anywhere	64.8	66	TBA
Hispanic or Latino	48.	46.3	43.4				
Asian or Native Hawaiian/Other Pacific Isl.	3.1	2.7	3.3	Percent Masters Degree or higher	93	94	TBA
White	23.	23.9	25.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93	97.8	TBA
Multi-racial							
<b>Male</b>	51.3	51.8	50.9				
<b>Female</b>	48.7	48.2	49.1				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:		
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>				
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>				
<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)		X		
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)		
	ELA:	X		ELA:		
	Math:	X		Math:		
	Science:	X		Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	X	X	X				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	X	X					
Hispanic or Latino	X	X					
Asian or Native Hawaiian/Other Pacific Islander	--	--	--				
White	X	X	--				
Multiracial	--	--	--				
<b>Other Groups</b>							
Students with Disabilities	--	--	--				
Limited English Proficient	--	--	--				
Economically Disadvantaged	X	X					
<b>Student groups making AYP in each subject</b>	5	5	1				

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	76.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	

School Environment (Comprises 15% of the Overall Score)	9.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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 school's 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?
- 

The following chart represents the range of performance of grade 3, 4, and 5 students attending PS163 on the Statewide English Language Arts and Math tests over the past five years. On the most recent administration of the test, the State Education Department adjusted the "cut scores," increasing the number of correct responses required to obtain a score for each performance level beginning with level one. The changes affected every school within the City and State. Overall, the percentage of students meeting benchmark (Levels III and IV) across the City on the Statewide English Language Arts test dropped to 42.4% of students while in mathematics the percentage dropped to 54% of students.

When comparing PS 163 students' 2009-10 test scores to the 2008-09 test scores, one notes the percentages of students achieving Levels I or II status increased while the percentage of students scoring at Level III decreased. However, the percentage of students achieving level IV status increased from the prior year. When examining the level IV scores for the last five years, one notes that the percentage of students achieving that level of performance has steadily increased to a high point in 2009-10. The overall percentage of students scoring at Level III and IV was 52.5% which exceeds the percentage of students across the City achieving that status.

When comparing the 2009-10 statewide math test scores to the 2008-09 test scores, the percentage of students scoring at Level I and II increased substantially while the percentage of students scoring at Levels III decreased substantially; however, the percentage of students scoring at level IV decreased but not as substantially as the decrease in level III performance. The students at PS 163 tend to perform better on the State mathematics exam than the English language arts exam. The overall percentage of students scoring at level III and IV is 74.8% which exceeds the percentage of students across the City achieving that status.

ELA Performance by Percent of Students Scoring at Each Level  
2006-2010

	Level I	Level II	Level III	Level IV
2006	9.7	31.7	50.6	8.1
2007	5.2	32.1	52.8	9.9
2008	4.0	22.0	57.	15.0
2009	2.3	17.4	65.8	14.4
2010	9.4	38.0	35.2	17.3

Math Performance by Percent of Students Scoring at Each Level  
2006-2010

	Level I	Level II	Level III	Level IV
2006	8.2	19.7	50.9	21.1
2007	5.1	18.5	47.2	29.1
2008	1.9	9.2	54.5	34.4
2009	1.7	2.0	47.8	48.5
2010	7.0	23.0	33.3	40.0

The two charts below demonstrate the performance levels of all grade 3, 4 and 5 students on the statewide ELA and math tests for 2009--10. On the ELA the fewest numbers of students performing at level I occurred in grade 4. However, grade 4 had the fewest number of students scoring at level IV when compared to grades three and five. The majority of the students in grades four and five tended to score at levels III and IV. However, there were more level IV students in grades 3 and 5 than in grade 4. On the math test, one notes fewer students at Level I and II than on the ELA. The performance of students in the fourth grade is noteworthy. The fourth grade in general performed better than students in the other two grades on the math test. No fourth grade students scored at level I and just under fifty percent scoring at level IV. Over the years, we have noted a pattern of better performance of students on the math test than on the ELA. This trend is consistent with the pattern demonstrated throughout the City.

ELA Performance by Percent of Grade 3, 4 and 5 Students Scoring at Each Performance  
Level  
2009-2010

	Level 1 #	Level 1 %	Level 2#	Level 2 %	Level 3 #	Level 3%	Level 4 #	Level 4%	Total Tested
Grade 3	13	12.75%	41	40.20%	26	25.49%	22	21.57%	102
Grade 4	5	5.00%	40	40.00%	44	44.00%	11	11.00%	100
Grade 5	12	10.34%	40	34.48%	42	36.21%	22	18.97%	116

Total School	30	9.4%	121	38%	112	35.2%	55	17.3%	318
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Math Performance by Percent of Grade 3, 4, and 5 Students Scoring at Each Performance Level  
2009-2010

	Level 1 #	Level 1 %	Level 2#	Level 2 %	Level 3 #	Level 3%	Level 4 #	Level 4%	Total Tested
Grade 3	5	4.95%	24	23.76%	37	36.63%	35	34.65%	101
Grade 4			18	18.18%	32	32.32%	49	49.49%	99
Grade 5	6	5.36%	30	26.79%	35	31.25%	41	36.61%	112
Total School	22	7.05%	72	23.08%	104	33.33%	125	40.06%	312

Cohort Analysis from 2008 through 2010  
ELA

	Level I	Level II	Level III	Level IV	Level III + IV
2008	6.0	25.0	62.8	7.0	69.8
2009	0.0	16.3	65.8	20.9	86.7
2010	10.3	34.4	36.2	18.9	55.1

Cohort Analysis from 2008 through 2010  
Math

	Level I	Level II	Level III	Level IV	Level III + IV
2008	4.0	6.9	51.5	37.6	89.1
2009	2.4	1.2	41.2	55.3	96.5
2010	5.3	26.7	31.2	36.6	67.8

Over a three-year period, we examined the scores of a cohort of students who were in third grade in 2007 until last year when they were tested in grade 5. In ELA, we note that the number of students scoring at level I decreased over a two year period and then sharply increased with the change in scoring procedures adopted by the State. On the ELA, the percentage of students earning level IV during each year increased and fell off a small amount in 2010. In math the trend was reversed with a less sharp increase in the percentage of students scoring at level I but a greater decrease in the percentage of students scoring at level IV.

The chart below provides information about the performance of students in each grade and program in ELA and math. A review of the test scores for students in grades 3 and 5 on the ELA demonstrate a similar pattern. There are greater percentages of students in the CTT program who score at level I. Students in the general education program perform somewhat better with fewer students earning level I. The best performance is achieved with

the students in the gifted program. Although a very few students in the gifted program earned a level II, the majority of the students performing at level III and IV participated in the gifted program. The pattern of scores was slightly different in grade four. Fewer students in the CTT program performed at Level I although there were a larger number of those students scoring at level II. However, the students in the fourth grade gifted program outperformed the students in all other programs.

The pattern of performance of students in each program was somewhat different on the math test. Fewer students performed at level I on the math test than on the ELA. The majority of the students who earned a level I were in the CTT program. Students in the gifted program outperformed students in the general education and CTT classes. Many more students who attend the CTT and general education program scored at a level III and IV on the math test than on ELA. Overall the students in the gifted program score higher than those students attended other programs. Overall our students perform better on the math test than on the ELA,

<b>PS 163</b>									
<b>ELA 2009-2010 Performance Levels By Class</b>									
	Level 1 #	Level 1 %	Level 2#	Level 2 %	Level 3 #	Level 3%	Level 4 #	Level 4%	Total Tested
GE	1	5.26%	14	73.68%	4	21.05%			19
CTT	10	41.67%	8	33.33%	4	16.67%	2	8.33%	24
GT			1	4.35%	10	43.48%	12	52.17%	23
GE	2	9.09%	15	68.18%	4	18.18%	1	4.55%	22
DLGT			3	21.43%	4	28.57%	7	50.00%	14
<b>Grade 3</b>	<b>13</b>	<b>12.75%</b>	<b>41</b>	<b>40.20%</b>	<b>26</b>	<b>25.49%</b>	<b>22</b>	<b>21.57%</b>	<b>102</b>
GE	1	3.57%	19	67.86%	8	28.57%			28
CTT	4	16.00%	14	56.00%	6	24.00%	1	4.00%	25
GT			5	20.83%	17	70.83%	2	8.33%	24
DL			2	8.70%	13	56.52%	8	34.78%	23
<b>Grade 4</b>	<b>5</b>	<b>5.00%</b>	<b>40</b>	<b>40.00%</b>	<b>44</b>	<b>44.00%</b>	<b>11</b>	<b>11.00%</b>	<b>100</b>
CTT	9	28.13%	14	43.75%	9	28.13%			32
GE	3	10.00%	18	60.00%	8	26.67%	1	3.33%	30
GT			4	23.53%	7	41.18%	6	35.29%	17
GT			3	17.65%	9	52.94%	5	29.41%	17
DLGT			1	5.00%	9	45.00%	10	50.00%	20
<b>Grade 5</b>	<b>12</b>	<b>10.34%</b>	<b>40</b>	<b>34.48%</b>	<b>42</b>	<b>36.21%</b>	<b>22</b>	<b>18.97%</b>	<b>116</b>
<b>Total School</b>	<b>30</b>	<b>9.43%</b>	<b>121</b>	<b>38.05%</b>	<b>112</b>	<b>35.22%</b>	<b>55</b>	<b>17.30%</b>	<b>318</b>

<b>PS 163</b>									
<b>Math 2009-2010 Performance Levels By Class</b>									
	Level 1 #	Level 1 %	Level 2#	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %	Total Tested
GE			8	42.11%	7	36.84%	4	21.05%	19
CTT	4	16.67%	11	45.83%	6	25.00%	3	12.50%	24
GT					7	31.82%	15	68.18%	22
GE	1	4.55%	5	22.73%	11	50.00%	5	22.73%	22
DLGT					6	42.86%	8	57.14%	14
<b>Grade 3</b>	<b>5</b>	<b>4.95%</b>	<b>24</b>	<b>23.76%</b>	<b>37</b>	<b>36.63%</b>	<b>35</b>	<b>34.65%</b>	<b>101</b>
GE			9	32.14%	13	46.43%	6	21.43%	28
CTT			8	32.00%	10	40.00%	7	28.00%	25
GT			1	4.35%	3	13.04%	19	82.61%	23
DLGT					6	26.09%	17	73.91%	23
<b>Grade 4</b>			<b>18</b>	<b>18.18%</b>	<b>32</b>	<b>32.32%</b>	<b>49</b>	<b>49.49%</b>	<b>99</b>
CTT	4	12.50%	14	43.75%	12	37.50%	2	6.25%	32
GE	2	7.14%	12	42.86%	10	35.71%	4	14.29%	28
GT			2	12.50%	4	25.00%	10	62.50%	16
GT			1	5.88%	4	23.53%	12	70.59%	17
DLGT			1	5.26%	5	26.32%	13	68.42%	19
<b>Grade 5</b>	<b>6</b>	<b>5.36%</b>	<b>30</b>	<b>26.79%</b>	<b>35</b>	<b>31.25%</b>	<b>41</b>	<b>36.61%</b>	<b>112</b>
<b>Total School</b>	<b>22</b>	<b>7.05%</b>	<b>72</b>	<b>23.08%</b>	<b>104</b>	<b>33.33%</b>	<b>125</b>	<b>40.06%</b>	<b>312</b>

The charts below provide us with insight into the performance of students by subgroup status. Students designated as general education students perform better than those with disabilities. The majority of the students who performed at level I were special education students who attend our CTT program. Students who are Black and Hispanic perform equally well but less well than White students in grades 3 and 4; however, it is noteworthy that the performance of Hispanic and Black students is closer to their White counterparts in the fourth grade with the performance of Hispanic students exceeding White students. Students from economically disadvantaged backgrounds do less well than their advantaged counterparts.

<b>PS 163 ELA 2009-10 Performance By Subgroups Level 2-4</b>								
Subgroup	All Grades		Grade 3		Grade 4		Grade 5	
	#Tested	%L2-4	#Tested	%L2-4	#Tested	%L2-4	#Tested	%L2-4
<b>All Students</b>								
School	322	91%	104	87%	101	96%	117	90%
<b>Disability Status</b>								
General Education	270	96%	81	94%	89	99%	100	96%
Students with Disabilities	52	62%	23	61%	12	75%	17	53%
<b>Ethnicity</b>								
Asian or Pacific Islander	9	100%	2	100%	3	100%	4	100%
Black or African American	90	88%	32	78%	23	91%	35	94%

Hispanic or Latino	137	88%	45	87%	44	98%	48	79%
Multiracial	3	100%	0	0%	1	100%	2	100%
White	83	98%	25	96%	30	97%	28	100%
<b>Gender</b>								
Female	148	92%	44	89%	43	93%	61	93%
Male	174	90%	60	85%	58	98%	56	86%
<b>English Proficiency</b>								
English Proficient	291	92%	90	88%	93	96%	108	92%
Limited English Proficient	31	81%	14	79%	8	100%	9	67%
<b>Economic Status</b>								
Economically Disadvantaged	191	85%	64	81%	57	93%	70	83%
Not Economically Disadvantaged	131	98%	40	95%	44	100%	47	100%

PS 163 Math Performance By Subgroups Level 2-4								
Subgroup	All Grades		Grade 3		Grade 4		Grade 5	
	#Tested	%L2+	#Tested	%L2+	#Tested	%L2+	#Tested	%L2+
<b>All Students</b>								
School	324	96%	104	94%	103	100%	117	95%
<b>Disability Status</b>								
General Education	271	99%	81	98%	90	100%	100	99%
Students with Disabilities	53	83%	23	83%	13	100%	17	71%
<b>Ethnicity</b>								
Asian or Pacific Islander	10	90%	3	67%	3	100%	4	100%
Black or African American	91	97%	32	94%	24	100%	35	97%
Hispanic or Latino	137	95%	44	95%	45	100%	48	90%
Multiracial	3	100%	0	0%	1	100%	2	100%
White	83	99%	25	96%	30	100%	28	100%
<b>Gender</b>								
Female	147	99%	43	98%	43	100%	61	98%
Male	177	94%	61	92%	60	100%	56	91%
<b>English Proficiency</b>								
English Proficient	292	97%	89	96%	95	100%	108	96%
Limited English Proficient	32	88%	15	87%	8	100%	9	78%
<b>Economic Status</b>								
Economically Disadvantaged	194	94%	65	92%	59	100%	70	91%
Not Economically Disadvantaged	130	99%	39	97%	44	100%	47	100%

The students of PS 163 have enjoyed increasing levels of academic success over several years but as a result of the change in scoring of the test this year our students performed less well. We note that students who are designated as special education students perform the least well of any group in the school. Students in the gifted program outperform other groups of students on both the ELA and math tests. As the data demonstrates, overall our students perform better in math than they perform on the ELA.

Although the change in scoring the test plays a large role in the scores our students achieved, we also believe that budget cuts have influenced the outcomes as well. Last year, PS 163 could no longer fund the four full time positions for intervention specialists and we decreased the service to two half time positions. The change in cut scores may well mask the impact of losing the type of small group intervention that has been so successful in helping students perform at their best.

During the coming school year, 2010-2011, there are a number of barriers to our students' continued success. A continuing and significantly reduced budget will interfere with our students' opportunities for success in the following way:

- Elimination of almost all of our intervention specialists
- Elimination of our math enrichment specialist
- Elimination of both ELA and math coaching positions
- Elimination of our Fordham University tutoring program for first grade students

Our school expects to improve our students' achievement using our systematic approach to instruction and by implementing the following :

- This year our instructional focus must be to target our lowest achieving students to accelerate their progress and offer as much small group work in the classroom as possible to offset the loss of these services by out of classroom specialists.
- Implement a systematic word study in the upper grades and prompted writing program in all grades
- Use extended day time for small group reading instruction
- Provide professional development training to all staff regarding small group reading instruction
- Implement after school intervention programs to provide targeted intervention
- Conduct goal setting meetings with all teachers to set goals for students performing in the lowest third of their class in both reading and math.



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **Goal 1:**

#### **English Language Arts**

For the year 2010 through 2011, 85% of all grade 4 and 5 students who score in the lowest 1/3 of all students in their class on the statewide ELA test will meet their personal goals in reading and writing by June of 2011. For the year 2010 through 2011, 85% of the students in K through grade 3 students who score in the lowest third of their class on Running Records will meet their personal goals in reading and writing by June of 2011.

### **Goal 2**

#### **Math**

For the year 2010 through 2011, 85% of the students who score in the lowest third of students on math bench marks will meet their personal goals in math by June of 2011. The assessment for students in grades K will be a teacher developed tool, grade 1 will be MCLAS and in grades 2 through 5 jumpstart.

### **Goal 3**

#### **Word Study**

For the school year 2010 through 2011, students in grades 3 through 5 and in grades 1 and 2 in the gifted program 85% of the students will make a two level (within level) gain on the Words Their Way assessment from fall to spring test administration.

### **Goal 4**

#### **Prompted Writing**

For the 2010 through 2011 school year teacher teams will develop and implement a schoowide plan to improve student performance on writing to a prompt. The plan will include special attention to developing students' skills in writing mechanics.

## SECTION VI: ACTION PLAN

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

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the year 2010 through 2011, 85% of all grade 4 and 5 students who score in the lowest 1/3 of all students in their class on the statewide ELA test will meet their personal goals in reading and writing by June of 2011. For the year 2010 through 2011. 85% of the students in K through grade 3 students who score in the lowest third of their class on Running Records will meet their personal goals in reading and writing by June of 2011</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September:</b> Students will be identified through assessments and review of performance on statewide exams and running records.  <b>Week of 10.11:</b> Teachers and administrators meet for round I of goal setting  <b>January:</b> Teachers conduct assessments to evaluate students' progress in meeting goals  <b>Week of 1.31.12:</b> Teachers and administrators meet for round II of goal setting  <b>March:</b> Teachers conduct assessments to evaluate students' progress in meeting goals.  <b>Week of 3.21.12:</b> Teachers and administrators meet for round III of goal setting  <b>May:</b> Teachers conduct assessments to evaluate students' progress in meeting goals  <b>Week of 6.13.12:</b> teachers and administrators meet to evaluate overall student progress</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Teachers and administrators will schedule mutually convenient meeting times during the assessment week</li> <li>• Data manager will tabulate outcomes for all students.</li> <li>• Results will be provided to administrators and grade leaders for review at cabinet, grade meetings and PPT.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Administrators and teachers meet four times per year to assess students' progress.
- Assessment instrument: goal setting sheets aligned to monitoring system plus the results of assessments completed during the assessment window.
- 85% of the students in the lowest third of the class will meet their personal goals.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Math

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>For the year 2010 through 2011, 85% of the students who score in the lowest third of students on math bench marks will meet their personal goals in math by June of 2011. The assessment for students in grades K will be teacher developed, grade 1 will be MCLAS and in grades 2 through 5 Jumpstart.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>September:</b> Students will be identified through assessments and review of performance on statewide exams and running records.  <b>Week of 10.11:</b> Teachers and administrators meet for round I of goal setting  <b>January:</b> Teachers conduct assessments to evaluate students' progress in meeting goals  <b>Week of 1.31.12:</b> Teachers and administrators meet for round II of goal setting  <b>March:</b> Teachers conduct assessments to evaluate students' progress in meeting goals.  <b>Week of 3.21.12:</b> Teachers and administrators meet for round III of goal setting  <b>May:</b> Teachers conduct assessments to evaluate students' progress in meeting goals  <b>Week of 6.13.12:</b> teachers and administrators meet to evaluate overall student progress</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li>• Teachers and administrators will schedule mutually convenient meeting times during the assessment week</li> <li>• Data manager will tabulate outcomes for all students.</li> <li>• Results will be provided to administrators and grade leaders for review at cabinet, grade meetings and PPT.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Administrators and teachers meet four times per year to assess students' progress.</li> <li>• Assessment instrument: goal setting sheets aligned to monitoring system plus the results of assessments completed during the assessment window.</li> <li>• 85% of the students in the lowest third of the class will meet their personal goals.</li> </ul>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Word Study

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Word Study  For the school year 2010 through 2011, 85% of students in grades 3 through 5 and in grades 1 and 2 in the gifted program will make a two level (within Level) gain on the Words Their Way assessment from fall to spring test administration.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>September: Teacher will conduct Words their Way assessments. Results will be reviewed turned in during assessment week prior to first student profile meeting.  October: Pre-test results will be reviewed at grade meetings  On-going: Administration will include observation of Words Their Way lessons as part of the supervisory process.  June: Conduct Words Their way final assessment. Results will be reviewed turned during assessment week prior to first student profile meeting.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li>• Purchasing of teacher manuals</li> <li>• Data manager will tabulate results</li> <li>• Pre-test results will be reviewed by administration and grade leaders.</li> <li>• Peer mentoring and intervisitations will be provided to teachers new to a grade or who require additional support in mastering the technique.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Twice a year summative assessments</li> <li>• Compare pre and post test results</li> <li>• Two level gain for 85% of the students receiving instruction</li> </ul>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Prompted Writing

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>For the 2010 through 2011 school year teacher teams will develop and implement a school wide plan to improve student performance on writing to a prompt. The plan will include special attention to developing students’ skills in writing mechanics.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>September:</p> <ul style="list-style-type: none"> <li>Teachers at each grade meeting will review and establish benchmarks for writing mechanics using the New York State Standards for writing.</li> </ul> <p>October:</p> <ul style="list-style-type: none"> <li>Teachers will identify expectation for writing to a prompt including subject areas (ELA, math, science, and social studies), and types of responses. Grade identifies frequency of prompted writing (consider once weekly or twice monthly)</li> </ul> <p>October:</p> <ul style="list-style-type: none"> <li>Grade levels identify and develop the prompts they will use</li> <li>Grade leaders and administration will create and disseminate written guidelines</li> </ul> <p>November: through June:</p> <ul style="list-style-type: none"> <li>Teachers conduct prompted writing lessons</li> <li>Teacher share samples of student work on a monthly basis at grade meetings</li> </ul> <p>November and December:</p> <ul style="list-style-type: none"> <li>Grade leaders align guidelines across the grade</li> <li>Develop rubric for evaluating work</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will</i></p>	<p>Purchase <u>Looking Together at Student Work</u> by Barbara Powell for all teachers. Funds for coverages Supervisor observation time Grade Leader prep periods to develop guidelines</p>

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Grade leader meetings to ensure alignment  Supervisors conduct ECO's and provide feed back  Monthly review of student work product at grade meeting  Intervisitations where needed</p>

## **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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	167	38	N/A	N/A		1		
1	76	43	N/A	N/A	1			
2	85	47	N/A	N/A				
3	77	56	N/A	N/A	2		1	
4	62	44	44			1	2	
5	57	44		44	2	1	2	
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>ELA Tier 1 intervention includes Foundations for all students in grade K and all general education students in grades 1 and 2 during the school day. We have implemented a schoolwide spelling program (Words Their Way) for students in grades 3 through 5 and the gifted program in grades 1 and 2. This is an assessment based program that provides differentiated instruction for students. Tier II interventions included Great Leaps in grades 2-5 for one-to-one instruction in fluency. Great Leaps was implemented during the school day and provided by student teachers and CTT special education staff. Additional services in the form of guided reading were provided to students targeted to move from one level to another. This service was provided during school hours, in small groups by the literacy coach and classroom teachers. Guided reading was also offered during extended day to a targeted group of third grade students. JCC provided one-to-one tutoring in reading and phonics to first and second grade students not meeting ECLAS benchmarks and/or running record benchmarks. This service was provided after school hours. JCC also provided lunch time one-to-one tutors in reading for students in grades K-4. Students performing below standard, both mandated and voluntary students, received services in reading, math, science and social studies, depending on the grade during extended morning. Also during school day General Education a small number of students needing more advanced instruction received the services in the Gifted and Talented program. Fifth grade students were trained in sight word activities to work with 1<sup>st</sup> and 2<sup>nd</sup> grade students during lunch. We had Learning Leaders this year who worked with 1<sup>st</sup>-3<sup>rd</sup> grade students. They supported sight word development and phonics instruction. The school offered an 12 week after school program to prepare third, fourth and fifth grade students for the ELA test. Students who were struggling during the school day could receive up to two hours of weekly small group support. ELL students in grade 1 received a 10 week intervention program in ELA and math that used cooking as a basis for instruction. Targeted grade 2 students received a 4 week program of intervention after school for two hours.</p>
<b>Mathematics:</b>	<p>All students are instructed using the Everyday Math program. Teachers used the games to reinforce concepts that were not yet automatic for some students. Teachers were able to support the students who had difficulty understanding the math concepts taught during the week by conducting small groups. Students who performed below standard on the prior year's test, Acuity results and Jumpstart assessment received small group instruction to address targeted needs during school hours using a combination of Coach materials, Math Steps and remedial teaching. A</p>

	<p>small group of struggling students received intervention from the math coach. Teachers identified students performing below standard and offered small group instruction before or after school. Teachers use a number of methods—Marilyn Burns, Coach materials,, and Math Steps—to support and teach the students. Teachers identified struggling students who could up to two hours of math intervention for 12 weeks prior to the statewide math exam. ELL students in grade 1 received a 10 week intervention program in ELA and math that used cooking as a basis for instruction. Targeted grade 2 students received a 4 week program of intervention after school for two hours.</p>
<b>Science:</b>	<p>Upper and lower grade science teachers support the science curriculum. Students receive instruction both in the science lab and within the classroom. Students in grade four received a practice assessment which was analyzed to determine areas of strength and weaknesses. Based on the results of the assessment, the students in the fourth grade received additional support to prepare for the state science test both during the school day and during extended morning. The science teachers prepared packets of materials based upon the areas of need identified on the test. They provided the information to the extended day and classroom teachers. During the extended day period students were instructed in small groups. They worked on the prepared materials, and learning correct vocabulary. During the school day the classroom teacher prepared follow up activities and provided further instruction using the prepared materials. All fourth grade students received specialized instruction in the area of measurement since this was an area of weakness noted on the hands on portion of the test.</p>
<b>Social Studies:</b>	<p>At the beginning of the school year high risk fifth grade students receive instruction in social studies during the extended morning instructional period. The fifth grade team prepares materials based upon their understanding of the fifth grade social studies test. Students during the extended day receive intense work on how to answer DBQs, how to write appropriate responses to a prompt. In addition, they work on deepening their understanding of the content. Intense instruction continues during the school day as teachers conduct the first unit of in ELA which focuses on developing a better understanding of non-fiction text, the connections between reading and writing and learning to answer DBQs.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>The counselor provides at risk counseling for students individually and in small groups. Students are referred for service to the PPT and are recommended for service either for a brief time period or for more extended intervention pending the nature of the referring issue.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>The ISC school psychologists provides at risk counseling for students individually and in small groups. Students are referred for service to the PPT and are recommended for service either for a brief time period or for more extended intervention pending the nature of the referring issue. Students with more severe problems tend to be referred to the school psychologist for more in depth intervention.</p>

<b>At-risk Services Provided by the Social Worker:</b>	The ISC school social worker provides at risk counseling for students individually and in small groups. Students are referred for service to the PPT and are recommended for service either for a brief time period or for more extended intervention pending the nature of the referring issue. Students with more severe problems and with family issues tend to be referred to the school social worker for more in depth intervention.
<b>At-risk Health-related Services:</b>	

**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) Language Allocation Policy to this CEP.

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**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 through 5 \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers 6 Other Staff (Specify) .2 professional development specialist

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.

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**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.

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#### Instructional program

PS 163 offers two forms of instruction for English Language Learners. For parents who would like their children to maintain their Spanish language skill, students may attend our dual language program. The program allows students to learn in both languages. For students participating in the kindergarten program, we offer the immersion program with students receiving instruction in Spanish for approximately 80 to 85% of the school day. For students in grade one, instruction is offered three days in Spanish. Beginning in second grade, we shifted to the 50-50% model. We attempt to balance our classes by language dominance with 50% of the students Spanish dominate and 50% English dominate. For parents who choose to have their children instructed in English only or for parents whose children are English language learners in languages other than Spanish, parents may select to have their child receive English as a Second Language (ESL) services. ESL services are offered both as a push in and pullout service. Currently, PS 163 serves \_\_\_\_\_ ELL students through either our ESL program or in our dual language classes.

PS 163 will continue to support ELL students and help them to meet the Standards by providing additional support in our after school program. In grades K, one and two ELL students will meet with teachers twice weekly for 60 minutes per session for 15 weeks. The focus of instruction for students will emphasize the development of beginning reading including decoding and comprehension skills along with oral vocabulary development of vocabulary and math concepts. The teachers will use cooking as a vehicle for teaching concepts.

Cost: 20 weeks x 2 = 40 x 49.89=1,995.60 x 3 teachers = \$5,986.80

In grades three through five, students will participate in math and English Language Arts groups. These groups will support academic learning. The purpose of this after school program will be to help students deepen their reading comprehension and problem solving skills in preparation for the state ELA and math tests. Teachers will begin with a diagnostic assessment and based on the outcomes develop lessons and activities to promote remediation of areas in which students require support.

Cost: 20 weeks x 2 sessions per week = 40 x 49.89 per hour =1,995.60 x 3 teachers = \$5,986.80

Teacher workshops for Teachers supporting ELL students

The teachers in our dual language program must support the development of students' literacy skills in both languages. We understand that learning in one-language transfers to the second language. Our teachers have noticed that our students require extra help in understanding language and grammatical structures in Spanish. Towards that end, we will offer a four session series of workshops for three teachers and our dual language coach to develop guidelines for teaching grammar and vocabulary and to develop games and activities.

Cost: 4 teachers x 4 sessions= 16 x 2 hour sessions = 32 x 49.89 = 1,596.48

### Family Math Program

Parents are our children's first teachers and the school must support them in that role. Parents require opportunities to learn more about the curriculum and ways they can assist their children at home to learn. Students who are supported by their parents in the development of their first language make the transition to the second language with greater ease and better fluency. The family math program is a series of workshops offered to parents and children to help parents learn how to support the mathematical learning and reasoning of their children. The dual language staff developer and the mathematics coach will hold workshops for parents to demonstrate simple games and activities that parents might use to enhance mathematical understanding and reasoning. The team will conduct a series of six workshops organized by grade level. Parents and children will be invited to participate in these two-hour sessions where the leaders will discuss basic math concepts and demonstrate math games. Parents and children will then play the games under the direction of the leaders. Parents will then be allowed to borrow the math games for home use.

Cost: Six sessions 2 hour sessions for two teachers at \$48.74 per hour. 6 x 2 = 12 x 49.89 = \$598.68 x 2 = \$1,197.36

### Section III. Title III Budget

School: PS 163      BEDS Code: \_\_\_\_\_

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$5,986.80  \$ 5,986.80	Cost for a 20 week program to provide supplementary instruction for K,1 and 2 ELL students to development English Language and math skills <b>20 weeks x2 = 40 x 49.89=1,995.60 x 3 teachers = \$5,986.80</b> Cost for a 20 week program to provide supplementary instruction for grade 3,4 and 5 ELL student to prepare for the ELA and math tests Cost: <b>20 weeks x2 = 40 x 49.89=1,995.60 x 3 teachers =</b>

	\$1,596.48	<b>\$5,986.80</b> Cost for teachers to work after school to develop guidelines for grammar instruction: <b>4 teachers x 4 sessions= 16 x 2 hour sessions = 32 x 49.89 = 1,596.48</b>
	\$1,197.36	Cost: Family math program six sessions 2 hour sessions for <b>two teachers at \$49.89 per hour. 6 x2 = 12 x 49.89 =\$598.68 x 2 = \$1,197.36</b>
	<b>Total:\$14,767.44</b>	
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$232.56	<b>Supplies, food for cooking program and refreshments.</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$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.

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

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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.

Upon admission, parents complete the home language survey. The survey helps the school identify the range of languages that are spoken in the homes of our families. In addition, parents complete an emergency contact form which indicates the language in which parents wish to receive school notices. We have reviewed the RESI report to obtain a breakdown of the percentages of languages other than English that are spoken in the school. However, despite the identification of the home language, some families are fully bilingual and are comfortable in receiving notification in English/Spanish. The parent coordinator will tabulate information and maintain a list of the number of families in each classroom who require notifications in languages other than English/Spanish and will coordinate efforts to keep those families informed. The data suggest that 70% of our families speak English, 22% speak Spanish and about 7% speak a range of other languages.

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 suggests that we must provide both written and spoken translation in English and Spanish. A small percentage of families speak a range of other languages including Cantonese or Mandarin, Croatian, Haitian Creole, Twi (Ghana) and Mixteco (an indigenous Mexican dialect) are the only language. We assist families by identifying members of our community who can act as translators. These findings are reported here in the Comprehensive Educational Plan which is available in the school office, on the school website and posted to the school list serve.

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

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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.

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.

Our school's written translation and oral interpretation efforts seek to ensure that all parents are provided with appropriate and timely information in a language they can understand. All communications are traditionally reported in Spanish and English. Our methods for disseminating information include:

- The parent coordinator is responsible for arranging for timely translation of documents and interpreters.
- The PTA has identified a cadre of translators who can translate documents for the school.
- Staff members can assist in translating materials and act as translators when necessary.
- The translation unit can be enlisted as necessary to assist in providing translation.
- During Parent Teacher conference week, teachers are advised in writing that the Parent Coordinator is available to translate during conferences. Teachers are told about the DOE Translation Unit and encouraged to use its staff as a resource in communicating with parents in language where we have no school expertise for translating.
- Teachers are asked by the Parent Coordinator in what languages DOE prepared materials and announcements should be made available to their students.
- All workshops, PTA meetings and other meetings are conducted in both Spanish and English.
- Our school messenger system provides announcements of important school issues to all families in English and Spanish. The message is delivered in the language selected by the family as their primary language on HLS when their child was enrolled in the school.
- Written translation services will continue to be provided in Spanish. Documents which are distributed in both Spanish and English include monthly calendars, event specific notices, and the bi-monthly newsletter and all school communications . .

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>.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$423,921	\$423,921
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$4,239	44,239
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 21,196	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$42,392	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: not available
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.  
Only one teacher does not meet the criteria for highly qualified status. Because there is no license for elementary physical education, we have provided our teacher who works as the physical education teacher with professional development. He has regularly attended workshops provided by the department of education and has completed Fitnessgram training.

\* 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.

**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.

## **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.

PS 163 considers the following needs assessment information in planning our instructional program.

- a. The State Report Card
- b. The Learning Environment Survey
- c. The school's Progress Report
- d. The Quality Review
- e. Individual conferences with teachers to identify professional development and personal growth needs

2. Schoolwide reform strategies that:

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- 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.

The National Reading Panel Report identified many of the scientifically based practices in literacy that are associated with increased levels of achievement in reading. Among those practices are: providing students with systematic phonemic awareness and phonics instruction, improving reading fluency, and vocabulary and comprehension instruction. These practices are known to influence the achievement of the full range of learners from low achievers to advanced students

Our school encourages teachers to begin phonemic awareness instruction in pre-kindergarten and at the beginning of kindergarten. We also use the Foundation program, which is a systematic phonics program throughout kindergarten and in general and dual language classes through the second grade and as needed in the third grade. This program provides students with the support they need in mastering decoding and encoding skills. This year we have noticed that the spelling skills of our students are inconsistent throughout the grades and have added instruction through the Words Their Way program for students in grades 3 through 5 and in first and second grade gifted classes. We began this work at the end of the year and hope to see improved results in spelling in our students' writing and some degree of impact on our students' decoding skills as they better understand the structure of words through working in this systematic spelling program. For students who need work in developing fluency our school provides both whole class, small group and work with individual students. Whole class instruction entails shared reading, small group work that impacts fluency is guided reading, partner reading, readers theater and for correcting individual student's fluency issues we use Great Leaps. Great Leaps is used during extended day and where possible by student teachers. Throughout the school all teachers know that even while we help our students develop a toolbox of decoding skills we must simultaneously focus attention on understanding text through systematic assessment and instruction which is aligned to the assessment to address specific reading comprehension issues. We have also developed our own comprehension curriculum where students in all programs receive systematic instruction in using a variety of comprehension strategies throughout the grades. These techniques apply to both narrative and non-narrative text. Our school has done some work on developing guidelines for teaching vocabulary more effectively. Teachers use a variety of techniques based on classroom needs which include using the derivational word work in Words Their Way, directly teaching new vocabulary, rewarding and reinforcing the use of new vocabulary, "retiring" overly used words from students' writing and creating word lists of "juicy words," among other techniques. Our cluster teachers have identified the vocabulary words they would like or students to learn as part of their wor.

In the area of mathematics we currently use the Every Day Math program. During the last school year, our teachers aligned each of the EDM lessons with the Standards to ensure our students received instruction that fully prepared them to meet the critical elements of the standards and eliminate areas that of the EDM program that distracted from that goal.

Our curriculum provides a wide variety of enrichment opportunities for students. Beginning in kindergarten through the fifth grade students receive chess instruction which is known to assist students in developing logical and strategic thinking and is often associated with mathematical reasoning. In addition, our students are exposed to a wide variety of the arts including music, visual arts and dance throughout the grades. These opportunities are available for all learners in our school.

In addition, our school provides varied extended day opportunities which include, small group remedial and test preparation instruction, extended day for at risk learners, and after school enrichment opportunities through our LEAP after school program

3. Instruction by highly qualified staff.

Our teacher selection process is geared towards selecting teachers who meet the highest standards in their field of expertise. To the extent that we are unable to identify a candidate we provide on-site professional development. Our school will not be able to fund coaching positions in the coming school year. We therefore will have to find creative solutions to developing teacher capacity. Techniques will include inter-visitation, peer support, and supervisory guidance. Our assistant principals and grade leaders will need to take on a greater role in supporting teacher development.

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.

PS 163 offers weekly professional development for all teachers in our school. In the past, teachers meet by grade or discipline with our literacy or math coach or with our upper or lower grade science teachers to discuss curriculum in that area. However, since we will no longer have the benefit of coaches, we will seek alternative ways of using our grade meeting time. We are currently planning on our grade leaders conducting our grade meetings with the support of our team of administrators. We will focus our work on fulfilling the requirements of our CEP goals which includes refining our techniques when using Words Their Way, working on prompted writing guidelines, looking at student work and reviewing data. In addition, our grade leaders meet weekly to develop curriculum. Their role will be expanded now that our coaches have been eliminated and our curriculum is well developed. Grade leaders will be essential in leading discussion at grade meetings.

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

Our school is a regular training site for both Fordham University and New York University student teachers. When we know we are seeking a teacher candidate, we will work with those Universities to identify a good candidate and observe those candidates while they engage in their student teaching experience. We interview widely to obtain the best candidates for our school. Our interviews include an in person interview by a team of our staff and a demonstration lesson which is observed by administration and instructional staff.

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

We offer a variety of opportunities to increase parental involvement. Each week, our school offers a parent workshop addressing a topic of interest to parents. Topics have included: helping your child with homework, understanding the school curriculum in each of the instructional areas (literacy, math, science, etc) , addressing the needs of special education students, etc. We also provide parents with a monthly curriculum calendar that informs parents of the topics which will be taught during the month. This year we will again offer a family math program in Spanish and English. In these workshops, parents will learn various techniques to improve their children's math skills using simple household tasks. Parents are regularly invited to the school to celebrate their children's work. These celebrations include being invited to school at the end of each writing units to read their children's writing, and invitations to school-wide enrichment cluster celebrations. We have also revised our report card to provide an evaluation of each student's performance on the skills that have been taught during the reporting period. Parents also receive a report with the report card of the student's reading level. At the end of this school year parents will receive an activity pack of materials for the summer so students can avoid the regression in skills that frequently happens during the summer months.

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.

We inform parents in various pre-school programs of the resources available in our school. Our parent coordinator distributes flyers inviting parents of pre-school students to attend tours which take place each Thursday. In addition, our school has posted announcements about kindergarten registration in every area pre-school.

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.

Teachers are actively involved in the collection of student assessment data. Teachers receive data binders at the beginning of the school year and receive copies of all available assessment data to start the year including the end of the prior year's running record for each student in their class. Recently our school engaged in a school wide initiative to determine how to set, collect, and measure progress towards and report individual student goals. This project went through a number of revisions over the last year. Through the work of our inquiry team, we have come to consensus on the best way monitor and set goals. We have developed two slightly different systems for upper and lower grade teachers which teachers have been using for monitoring and goal setting. While we provide samples of various

monitoring systems for recording progress, teachers may select a system of their choice. However, we are using a uniform format for goal setting. Our inquiry team has also developed a formal timeline for collecting assessment data and for conducting goal setting meetings.

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.

At the beginning of each year, our school conducts various assessments for each student including a baseline math assessment and a running record to identify the student's level of performance, running records, and ECLAS for students in K through 3. Based on this information teachers identify students who require small group work and functionally group students for targeted instruction. This initial assessment information is also used to identify students who would benefit from working with AIS providers and extended day services. To monitor and track student progress, the teachers in our school use a monitoring system to collect information in reading, writing and math. A review of the monitoring system allows teachers to set goals, form small groups and individualize instruction. In addition, our teachers set individual student goals and monitor student progress towards achieving those goals. Where we notice that a student's progress is lagging, teachers can refer the student to the PPT to help in identifying resources or strategies that might promote achievement. When we exhaust all resources and a student continues to experience academic difficult the student may be referred to determine if special education services are warranted.

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.

Our LEAP after school program provides over 150 students in our school with after school services. The program provides a light dinner, homework help, 30 minutes of exercise and arts enrichment activities. This year the program will expand its offerings to include after school performance based clubs. The LEAP after school program is an essential resource for working parents who want high quality after school programming.

## **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" <sup>1</sup> 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 <sup>2</sup> 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				
Title I, Part A (ARRA)	Federal		x				
Title II, Part A	Federal		x				
Title III, Part A	Federal		x				
Title IV	Federal		x				
IDEA	Federal		x				
Tax Levy	Local		X				

#### 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.

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**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.

**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.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

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

*All schools must complete this appendix.*

### **Directions:**

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

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: 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.)
2. Please describe the services you are planning to provide to the STH population.
3. We currently have six students in temporary housing.
4. We provide the following services for our students in temporary housing:
  1. Coordinate with the Department of Education shelter liaison for all issues and concerns including but not limited to: attendance, academic concerns, social-emotional needs of the student and family
  2. Make referrals to the Committee on Special Education regarding placement, transfers or transportation
  3. Inclusion of students in the after-school tutoring program
  4. Grants for students to attend summer camp and scholarships for after school clubs, including LEAP, chorus and chess.
  5. Provide transportation, including metro cards and/or bussing
  6. Use of Parent Coordinator to ensure that parents receive and are informed of all rights and privileges under the McKinney-Vento Act
  7. Parent Coordinator, SAPIS worker and Literacy, Mathematics and Bilingual instructional staff provide workshops for parents
  8. Social worker provides English as a Second Language workshops for parents
  9. All workshops, meetings and letters are translated
  10. Follow all Student in Temporary Housing policies and procedures as outlined in the Chancellor's Regulations
  11. Provide students with necessary school supplies and goods
  12. Students in Temporary Housing are recipients of coat, toy and food drive proceeds

### **13. 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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

September , 2011

Dear Parents and Guardians:

PS 163 has recently been certified as a Title I school, and under the regulations, schools must develop an agreement describing the responsibilities of the staff, students and parents/guardians for supporting our students' education. The School Leadership Team has identified the following list of issues important to educational success. Please review the agreement known as the Compact for School Success, discuss it with your child, and return it to your child's teacher. Both you and your child should sign this Compact to indicate your agreement with these points.

### COMPACT FOR SCHOOL SUCCESS

#### Parents agree to:

- Require daily school attendance and make sure your child is on time for school each day
- Review completed homework assignments each day and make sure your child applies his/her best effort
- Read to or make sure your child reads each night according to your child's grade requirement
- Develop open communication with teachers regarding your child's education
- Review graded assignments and other communications from your child's teacher
- Reduce TV viewing and electronic game use, replacing it with family activities
- Set an appropriate bedtime so your child can come to school rested and ready to learn
- Become involved in school community activities
- Attend parent teacher conferences
- Respect individual differences
- Dress students appropriately for weather and school activities
- Keep your child home when he/she is sick
- Be considerate of others by setting a positive example for your child

#### Students agree to:

- Do your personal best everyday and respect each other's right to learn
- Come to school every day on time and prepared
- Be an active and courteous participant in all school activities
- Ask your teacher any questions about homework or assignments
- Respect yourself and the personal rights and property of others
- Follow school rules in the cafeteria, classroom, playground and hallways
- Complete homework in a thorough and legible way and make sure your parent reviews your homework
- Make sure your parent receives all school notices
- Be responsible for completing your work in class
- Cooperate with others in the classroom and school community

- Respect individual differences

Teachers agree to:

- Promote open communication with parents regarding discipline, academic instruction and progress
- Provide for individual student needs through on-going assessment, flexible leveled assignments and attention to individual learning styles
- Coordinate literacy activities with all aspects of the curriculum
- Assign homework in accordance with the school homework policy, which reinforces daily classroom work
- Have a procedure for reviewing homework
- Design activities which encourage use of higher level thinking skills and promote students' growth to meet their potential
- Follow up with parents and other staff members when a student is not fulfilling his/her responsibilities
- Respect individual differences
- Encourage and support cooperation and respect in the classrooms and the school community

Name of Child and Class (Please print) \_\_\_\_\_

Parent's/Guardian's Signature \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Enero del 2011

Estimados Padres y Guardianes:

La E.P. 163 es una escuela de Título I y es un requisito bajo las regulaciones del Título I que la escuela desarrolle un acuerdo describiendo las responsabilidades del personal, los estudiantes y los padres y guardianes para apoyar a la educación de nuestros estudiantes. El Equipo de Liderazgo Escolar ha identificado la lista siguiente de asuntos importantes para el éxito escolar. Por favor repase este convenio, convérsalo con su hijo/a y devuélvalo a su profesor. Usted y su hijo deben firmar este convenio para indicar su acuerdo con estos puntos.

## **CONVENIO DEL EXITO ESCOLAR**

### **Los Padres se comprometen a:**

- Requerir la asistencia diaria y asegurar que su hijo/a este puntual todos los días.
- Repasar la tarea de su hijo/o cada día para asegurar que este haciendo su mejor esfuerzo.
- Leerle o este seguro que su niño/a lea cada noche según los requisitos de su grado.
- Desarrollar vías de comunicación con el maestro de su hijo/a según la educación de su hijo.
- Repasar tareas corregidas y otras comunicaciones del profesor/a de su hijo/hija.
- Reducir el tiempo que su hijo/a pasa con la televisión y los juegos electrónicos, remplazándolo con actividades familiares.
- Establecer una hora de acostar apropiada para que su hijo/a venga a la escuela descansado/a y listo/a para aprender.
- Involucrarse en actividades de la comunidad escolar.
- Asistir a las conferencias de padres y maestros.
- Respetar las diferencias individuales.
- Vestir a su hijo/a apropiadamente para el clima y las actividades de los niños.
- Mantener a su hijo/a en casa si este enfermo/a.
- Ser un ejemplo positivo para su hijo/a.

### **Los Estudiantes se comprometen a:**

- Hacer su mejor esfuerzo todos los días y respetar al derecho de aprender de los otros.
- Venir a la escuela a tiempo y preparado todos los días.
- Ser un participante activo y respetuoso durante todas las actividades escolares.
- Hacer preguntas a los maestros sobre tareas y trabajos.
- Respetar a si mismo y a los derechos y propiedad personal de otros.
- Seguir las reglas de la escuela en la cafetería, los salones, el patio y los pasillos.
- Completar las tareas y hacerlas legibles y asegurar que sus padres las revisen.
- Entregarán todos los volantes y notas de la escuela a los padres.
- Ser responsables completando el trabajo de clase.
- Colaborar con otros en su salón y en la comunidad escolar
- Respetar las diferencias individuales.

### **Los Meastros se comprometen a:**

**TEMPLATE - MAY 2010**

- Promover la comunicación con los padres acerca de la disciplina y la instrucción académica y el desarrollo del estudiante.
- Atender a las necesidades individuales de los estudiantes a través de evaluaciones continuas, flexibles tareas de acuerdo al nivel del estudiante y atención a los diferentes estilos de aprender.
- Coordinar las actividades de lectura con todos los aspectos del currículo.
- Asignar tareas según la política escolar de tarea que refuerce el trabajo diario del salón de clase.
- Tener un procedimiento para revisar tarea.
- Diseñar actividades que promueva el uso de altos nivel de pensar y que promueva el crecimiento de los estudiantes hasta para alcanzar a su potencial.
- Hacer un seguimiento con los padres y otro personal cuando un(a) estudiante no cumple con sus responsabilidades.
- Respetar las diferencias individuales.
- Apoyar y fomentar la colaboración y el respeto y los salones de clase y en la comunidad escolar.

Nombre y Salón de Clase del Estudiante \_\_\_\_\_

**Firma del Padre/Guardian:** \_\_\_\_\_

Firma del Maestro: \_\_\_\_\_

Firma del Estudiante: \_\_\_\_\_



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 163 Alfred E. Smith					
<b>District:</b>	3	<b>DBN:</b>	03M163	<b>School</b>		310300010163

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	18	16	14		93.3	94.8	94.1
Kindergarten	90	102	112				
Grade 1	98	94	114	<b>Student Stability - % of Enrollment:</b>			
Grade 2	104	98	89	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	106	105	95		94.3	97.1	95.5
Grade 4	124	104	98				
Grade 5	93	117	101	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		49.9	55.9	56.0
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	35	26
Grade 12	0	0	0				
Ungraded	0	0	3	<b>Recent Immigrants - Total Number:</b>			
Total	633	636	626	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	1	4

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	0	0	0	Principal Suspensions	14	4	11
# in Collaborative Team Teaching (CTT) Classes	65	64	59	Superintendent Suspensions	2	5	1
Number all others	40	33	41				

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

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	24	0	TBD	Number of Teachers	54	53	52
# in Dual Lang. Programs	24	15	TBD	Number of Administrators and Other Professionals	12	11	8
# receiving ESL services only	44	44	TBD				
# ELLs with IEPs	5	10	TBD	Number of Educational Paraprofessionals	1	2	6

*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	98.1	100.0
				% more than 2 years teaching in this school	63.0	71.7	90.4
				% more than 5 years teaching anywhere	64.8	66.0	75.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	94.0	90.4
American Indian or Alaska Native	0.5	0.3	0.3	% core classes taught by "highly qualified" teachers	93.0	97.8	96.3
Black or African American	25.6	25.0	21.4				
Hispanic or Latino	46.3	43.4	44.7				
Asian or Native Hawaiian/Other Pacific	2.7	3.3	5.3				
White	23.9	25.6	27.6				
<b>Male</b>	51.8	50.9	51.8				
<b>Female</b>	48.2	49.1	48.2				

#### 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

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	39.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District <b>03</b>	School Number <b>163</b>	School Name <b>Alfred E Smith</b>
Principal <b>Dr. Pepe</b>		Assistant Principal <b>Carla Ling</b>	
Coach <b>Stella Morales</b>		Coach	
Teacher/Subject Area <b>Mr. Fouche, ESL Teacher</b>		Guidance Counselor <b>Jennifer Smullian</b>	
Teacher/Subject Area <b>Ms. Aherne, SETTS Teacher</b>		Parent <b>Carrie Chase/Julia Heath-Gil</b>	
Teacher/Subject Area		Parent Coordinator <b>Andi Velasquez</b>	
Related Service Provider		Other	
Network Leader <b>Lucius Young</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>7</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>631</b>	Total Number of ELLs	<b>71</b>	ELLs as Share of Total Student Population (%)	<b>11.25%</b>
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## Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The ESL teacher, Robert Fouche and the Assistant Principal, Carla Ling have attended professional develop sessions for ESL students and turn-keyed the professional develop sessions on the registration process of students whose dominate language is not English to the various staff members of the school. The Spanish/English bilingual staff members of the school, the ESL teacher, the Assistant Principal, and the Spanish/English speaking Parent coordinator, Andi Valasquez are trained on how to explain the purpose of completing the HLIS (Home Language Identification Survey) document during the registration process to the parent. Once it has been determined that the incoming student's dominate language is a language other then English the parent is given a choice of fillin a HLIS form in their native language and the child is given an informal interview in English and and their native language. The Dual Language Coach will conduct the interview in Spanish and if the student's home language is Haitian, the HLIS survey interview is conducted by our Haitian speaking ESL teacher. After the initial screening and interview, our certified ESL teacher reviews the HLS that each parent has completed to determine eligibility. If the student is eligible the ESL teacher informs the parent that the students will be given a LAB-R exam to determine the student's proficiency in English. Students who register during the school year are given the LAB-R test on their first day of school. In the beginning of school year in September all students who are eligible for ESL services are scheduled and administered the LAB-R test throughout the school day to ensure that the LAB-R test is administered during the first 10 days of admistion into the school. The LAB-R results allow the ESL teacher to determine if the student is entitled to bilingual/ESL programs and services. The Spanish LAB-R is administered by a bilingual teacher to Spanish –speaking students who do not pass the LAB-R in order to determine their language dominance.

PS 163 follows the guidelines provided by DOE to administer the NYSESLAT. The Assistant Principal in charge of testing schedules the administration of the NYSESLAT.

The ESL team uses the testing information from the NYSESLAT to set up student learning groups to meet the needs of the students based on beginner, intermediate and advanced students. The team also uses the information to develop the student program based in the modalities the students need to become proficient in to pass the NYSESLAT test.

Prior to the registration of the students, the Dual Language coach hosts tours to inform parents about the dual language program that the school has to offer. During registration of the student to PS 163, the ESL Teacher or the Dual Language Coach determines if the student(s) is eligible for bilingual/ESL program and services. After the student is tested on the LAB-R, and based on the score the ESL teacher notifies the parents if the students is eligible or non-eligible for services. The ESL teacher and the Parent coordinator will then conduct an orientation session in Spanish in mid-September to inform the parents of the services that are available for their children. If the parent needs the session conducted in Haitian, the ESL teacher will conduct the orientation session. If the parent needs the session conducted in a language other than Spanish or Haitian the ESL teacher will set up a meeting time with the parent and utilize the Department of Translation through the Department of Education to translate the meeting into the parent's native language as well as help the parent complete the letters of choice in their native language. The diverse population of the school has also allowed for Parent voluteers to assist the ESL teacher in conducting riantation session with parents in their native language as well as completing the choice documents in their native language. The session is conducted in English and Spanish and other languages with the help of parent volunteers. The parents are then shown a video explaining the choices and are encouraged to ask additional questions about all three programs that are offered. During the meeting, parents are informed of the range of programs at the school and the advantages of each option for their child. The parents are given the opportunity of placing their students in the freestanding ESL program for non-Spanish speaking second language learners, and for Spanish speaking students whose parents select not to enter the Dual Language program. The parents are also informed of how ELL students are grouped homogenously in general education classes. The goal of the school is to conduct a push-in program of instruction into the students' classes wherever possible. The parents are also informed that if a push-in is not available then the students will be grouped heterogeneously with students who achieve beginner, intermediate or advance status on the NYSELAT or LAB-R receiving for 360 minutes of instruction, and more advanced students receiving 180 minutes of instruction. The parents are also informed of the Dual Language program at the school. In the dual language program students will receive instruction in Spanish two days a week through supplemental services from a dual language teacher. After the parent oriantaion by the ESL teacher and the Parent coordinator requested the parents to sign a choice letter in their native language to determine their interest in a program options (Freestanding ESL or Dual Language). We actively encourage participation in the Spanish Dual Language Program. Based on the parent's choice the student is placed in one of the programs at the school. Parents who do not take advantage of the orientation session are contacted by the Parent Coordinator to reschedule another orientation session with the ESL teacher. Orientation session for parents who could not make the previous orientation sessions are then conducted at the parents' convenience. Sessions are often conducted before and after school hours.

Prior to the orientation meeting parents are given the entitlement letters and invited to the orientation by the ESL teacher. The Parent

Coordinator will also assist in the distribution of the entitlement letters and remind the parents to attend the meeting when they are dropping-off and picking-up their children. The Parent Coordinator will also reach out to parents through phone calls to remind them of the orientation meeting. At the meeting the parent survey and program selection forms are distributed. The parents are given time after the orientation session to complete all the forms and hand the forms in prior to leaving the school. If a parent needs more time to choose the program that best fits the needs of the child, the Parent Coordinator will sit with the parent and further discuss the programs that are offered at the school. If the Parent picks the ESL program the student is placed in a group that meets their needs according to the score on the LAB-R test. If the parent chooses the Dual Language program the student will remain in their original assigned class or be placed in the Dual Language class. If the parent chooses a TBE program the parent is given the information of the schools that have the program. The parent is then instructed to visit the school to be better informed. In the meantime the student is placed in the parent's second choice.

During the orientation sessions the parents are informed in English and Spanish and their native language through the help of parent volunteers that the students will be given instruction in English based on their proficiency levels from the LAB-R scores. The students will receive instruction in English from 180-360 minutes in small group instruction from phonemic awareness to guided reading groups. The instruction will take place during the Reader and Writers workshop, Social Studies and Science programs. The student program will both be in a push-in and a pull-out format for the ESL program. In the Dual Language program the students will be given instruction in English and Spanish.

The program requests are aligned with the parent choice. Many Spanish speaking parents whose children are ELL tend to place their children in dual language program. During the 2009-10 school-year 16 families of ELL students attended the dual language program compared to 54 families that selected ESL services from previous years. The 16 students who attended the dual language program were students who were newcomers (0 to 3) years suggesting an increased awareness of the services we offer. We believe that the preference for placement in the dual language program is the result of direct outreach to the community, tours where parents may observe the high quality of instruction we provide and opportunities for parents to discuss the program with our dual language coordinator. The high interest in the program may be the result of the 90/10 model we are using for instructing students in our kindergarten dual language program. This model was introduced in the fall of 2008 and will continue during the 2010-2011 school year. During the 2010-2011 school year 11 nine families have requested to place their children in the dual language program for kindergarten and seven families have placed their children in the free-standing ESL program.

In the lower grades, our programs are aligned with parent request as evidenced by the parent surveys. However, in the fourth grade we were required to close our gifted and talented class in dual language class due to budget cuts. To ensure that our school can offer a comprehensive program throughout the grades, our school redesigned the class into the gifted and talented monolingual class. The dual language students will receive instruction in Spanish two days a week through supplemental services from a dual language teacher. If in the future we are faced with declining enrollment, we can merge two classes into one class and maintain the program.

## Part III: ELL Demographics

### A. ELL Programs

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

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 #
<b>Transitional Bilingual</b>														<b>0</b>

<b>Education</b> (60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)	1	2	1	1	0	0								5
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	2	2	2	2	2								12
<b>Push-In</b>														0
<b>Total</b>	3	4	3	3	2	2	0	0	0	0	0	0	0	17

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	46	Special Education	6
SIFE	2	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	1

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	19			1						20
ESL	27	2	2	24		3	1		1	52
<b>Total</b>	<b>46</b>	<b>2</b>	<b>2</b>	<b>25</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>72</b>

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	11		7		3		0		0		0								21	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>11</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>21</b>	<b>0</b>												

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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	3	6	5	7	14	3								38
Chinese						1								1
Russian				1										1
Bengali					1									1
Urdu														0
Arabic		1												1
Haitian		1		1										2
French						1								1
Korean														0
Punjabi														0

## 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
Polish														0
Albanian					1									1
Other	1	2	1			1								5
<b>TOTAL</b>	<b>4</b>	<b>10</b>	<b>6</b>	<b>9</b>	<b>16</b>	<b>6</b>	<b>0</b>	<b>51</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

PS 163 offers a freestanding ESL program for non-Spanish speaking second language learners, and for Spanish speaking students whose parents select not to enter the Dual Language program.

ELL students are grouped homogenously in general education classes. It is our goal to encourage push-in instruction for students wherever possible. Where it is not possible to provide push-in instruction, students will be grouped heterogeneously with students who achieve beginner, intermediate or advance status on the NYSELAT or LAB-R receiving 360 minutes of instruction, and more advanced students receiving 180 minutes of instruction.

The ESL program is based on the students' NYSELAT and LAB-R scores. The program is designed to provide services in increments of 55 minute sessions to meet the needs of each student as well as the time needed to implement the 180 or 360 minutes of instruction. The Dual Language classes given instruction in English three days a week and instruction is given in Spanish two days a week for grades two and above.

The ESL program where pull out instruction is the mode, the teacher uses the workshop model as a basis for instruction. The teacher addresses the four modalities. During the mini-lesson, the teacher presents a teaching point that relates to prior instruction. In teaching ELL students, the teacher assures that there is appropriate scaffolding of vocabulary, with appropriate visual supports including graphic organizers. The teacher models the concepts under consideration and assures there is guided practice. We encourage students to work in cooperative groups to provide ample opportunity for students to converse and write about their ideas. The classroom is filled with visual supports for learning, including charts and a word wall.

For push in ESL services, the ESL teacher coordinates the activities with the classroom teacher. The classroom teacher teaches the mini lesson

and the ESL teacher follows up by reinforcing the concepts and providing clarification, providing work with the concepts using the four modalities, developing content specific vocabulary, using vocabulary and concepts in their writing, and reading. The ESL teacher differentiates instruction to meet the linguistic and academic needs of the individual students.

With the advent of the Chancellor's 2006 program of 37.5 minutes of additional small group instruction, we are able to incorporate all new arrivals in small groups instruction for extra language support. The focus of instruction for these students is to develop academic English language vocabulary, concepts, and communication skills. ELL students who are part of either the receiving service 4 to 6 years or Long Term ELLs subgroups are also provided with additional services during the 37.5

In addition to the 37.5 minutes of small group instruction, we address the particular needs of ELL students in all grades through small group reading instruction during the school day. ELL students receive small group instruction both from our ESL teacher and from a bilingual teacher. Students also receive academic support through AIS on either literacy concepts or intense work on math skills. Students also receive academic support in math skills in the after school program, in addition to the extended day program and small group reading instruction during the day. The SIFE students who speak another language than Spanish are encouraged to participate in the general education program with ESL services.

#### Differentiating Instruction

Students receive instruction based on need. Students are assessed to determine their level of skill. Our school will take running records for students four times yearly in English and twice yearly in Spanish. Based on those outcomes the students are placed in guided reading or strategy reading groups where they receive necessary small group reading support using ESL strategies to ensure that students understand vocabulary and are making adequate progress in comprehending text. These services are also available in our dual language program. As students become increasingly proficient the extra scaffolds and supports are withdrawn. Extra academic support is available in the form of extended day, and as the year progresses in the form of after school groups. For students in the first grade our school will provide two hours of weekly after school support for twenty weeks to help students understand the decoding aspects of reading and promote vocabulary development and reading comprehension.

PS 163 provides targeted intervention for ELL students in ELA, math and content areas during our extended day program, within small groups in classrooms and will be offered in after school. Teachers conduct assessments of students in reading and in math throughout the year. Based on these outcomes, teachers provide targeted small group work to help students learn concepts and develop skills. The results of assessments are shared with the ESL teacher so he too may work on specific skills during ESL instruction. ELL students participate in extended day where they work on ELA two days per week and math two days per week. Teachers engage in guided reading and in depth work on reading comprehension. The math instruction for these students is set up through EDM math games and enhancing their learning skills that were identified as areas of need on the baseline and unit math assessments. In addition, ELL students will be eligible to participate in our after school remedial programs and in language development groups for younger students.

ELL Students are provided with the same instructional and enrichment opportunities offered all other students. We use push in instruction wherever possible so students can participate in the mini lesson conducted by the teacher and then receive additional support by the ESL teacher. Of course, in the dual language program, the dual language teacher will provide the small group support that the ELL students require using ESL methods to improve their understanding of content. ELL students participate in all enrichment clusters in grades 3 through 5 and arts enrichment activities throughout the grades.

When teaching social studies and science content, teachers in general education classes with ELL students and Dual language teachers are aware of the need to focus on clarifying vocabulary, repeating instructions and using visual supports to promote learning for all students but particularly for ELL students. We offer intensive science and/or social studies instruction prior to the social studies or science test for all students including ELL students during extended day and during the school day as well.

Instruction for newcomer is given phonemic awareness through Foundations. The ESL teacher will supported the newcomer in the monolingual program with Foundations for reading and writing, read aloud for fluency and listening skills. Foundations and read aloud were also used to help the students develop and improve reading and comprehension skills with the introduction of new word and unfamiliar words. As students progress and start to acquire vocabulary they are given instruction in reading through guided reading to understand the elements of a story. All SIFE students begin instruction in Foundations and as they progress they are given instruction in reading through small guided reading groups. They are also given math instruction through AIS services and the math after-school program. Students who are receiving service from the past 4 to 6 years are given ESL instruction in small group instruction through guided reading. The ESL teacher will work with the classroom teacher and administered running records conferences to assess the students' reading levels and the next steps for the student.

The ESL teacher will also assess the students reading knowledge to design the small group instruction to meet the students' needs in understanding different reading concepts and structures.

## B. Programming and Scheduling Information--Continued

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

The ESL teacher will focus the long term ELL learning instruction based on the language modalities that the students had not received proficiency in the NYSESLAT test. Students receive instruction based on need. Students are assessed to determine their level of skill. Our school will take running records for students four times yearly in English and twice yearly in Spanish. Based on those outcomes the students are placed in guided reading or strategy reading groups where they receive necessary small group reading support using ESL strategies to ensure that students understand vocabulary and are making adequate progress in comprehending text. These services are also available in our dual language program. As students become increasingly proficient the extra scaffolds and supports are withdrawn. Extra academic support is available in the form of extended day, and as the year progresses in the form of after school groups. For students in the first grade our school will provide two hours of weekly after school support for twenty weeks to help students understand the decoding aspects of reading and promote vocabulary development and reading comprehension.

PS 163 provides targeted intervention for ELL students in an extended day program, within small groups in classrooms and will be offered in after school. This program is designed to support students throughout the year. Based on these outcomes, teachers provide targeted small group work to help students learn concepts and develop skills. The results of assessments are shared with the ESL teacher so he too may work on specific skills during ESL instruction. ELL students participate in extended day where they work on ELA two days per week and math two days per week. Teachers engage in guided reading and in depth work on reading comprehension. The math instruction for these students is set up through EDM math games and enhancing their learning skills that were identified as areas of need on the baseline and unit math assessments. In addition, ELL students will be eligible to participate in our after school remedial programs and in language development groups for younger students.

ELL Students are provided with the same instructional and enrichment opportunities offered all other students. We use push in instruction wherever possible so students can participate in the mini lesson conducted by the teacher and then receive additional support by the ESL teacher. Of course, in the dual language program, the dual language teacher will provide the small group support that the ELL students require using ESL methods to improve their understanding of content. ELL students participate in all enrichment clusters in grades 3 through 5 and arts enrichment activities throughout the grades.

When teaching social studies and science content, teachers in general education classes with ELL students and the cluster teachers are aware of the need to focus on clarifying vocabulary, repeating instructions and using visual supports to promote learning for all students but particularly for ELL students. We offer intensive science and/or social studies instruction prior to the social studies or science test for all students including ELL students during extended day and during the school day as well.

Instruction for newcomer is given phonemic awareness through Foundations. The ESL teacher will supported the newcomer in the monolingual program with Foundations for reading and writing, read aloud for fluency and listening skills. Foundations and read aloud were also used to help the students develop and improve reading and comprehension skills with the introduction of new word and unfamiliar words. As students progress and start to acquire vocabulary they are given instruction in reading through guided reading to understand the elements of a story.

Students who are receiving service from the past 4 to 6 years are given ESL instruction in small group instruction through guided reading. The ESL teacher will work with the classroom teacher and administered running records conferences to assess the students' reading levels and the next steps for the student. The ESL teacher will also assess the students reading knowledge to design the small group instruction to meet the students' needs in understanding different reading concepts and structures. The ESL teacher will focus the long term ELL learning instruction based on the language modalities that the students had not received proficiency in the NYSESLAT test.

PS 163 offers a freestanding ESL program for non-Spanish speaking second language learners, and for Spanish speaking students whose parents select not to enter the Dual Language program.

ELL students are grouped together in general education classes. It is our goal to encourage push-in instruction for students wherever possible. Where it is not possible to provide push-in instruction, students will be grouped by grade level, with students who achieve beginner or intermediate status on the NYSELAT or LAB-R receiving 360 minutes of instruction, and more advanced students receiving 180 minutes of instruction.

The ESL program is based on the students' NYSESLAT and LAB-R scores. The program is designed to provide services in increments of 55 minute sessions to meet the needs of each student. The Dual Language classes given instruction in English three days a week and instruction is given in Spanish two days a week for grades two and above.

The ESL program where pull out instruction is the mode, the teacher uses the workshop model as a basis for instruction. The teacher addresses the four modalities. During the mini-lesson, the teacher presents a teaching point that relates to prior instruction. In teaching ELL students, the teacher assures that there is appropriate scaffolding of vocabulary, with appropriate visual supports including graphic organizers. The teacher models the concepts under consideration and assures there is guided practice. We encourage students to work in cooperative groups to provide ample opportunity for students to converse and write about their ideas. The classroom is filled with visual supports for learning, including charts and a word wall.

For push in ESL services, the ESL teacher coordinates the activities with the classroom teacher. The classroom teacher teaches the mini lesson and the ESL teacher follows up by reinforcing the concepts and providing clarification, providing work with the concepts using the four modalities, developing content specific vocabulary, using vocabulary and concepts in their writing, and reading. The ESL teacher differentiates instruction to meet the linguistic and academic needs of the individual students.

With the advent of the Chancellor's 2006 program of 37.5 minutes of additional small group instruction, we are able to incorporate all new arrivals in small groups for extra language support. The focus of instruction for these students is to develop academic English language vocabulary, concepts, and communication skills. ELL students who are part of either the receiving service 4 to 6 years or Long Term ELLs subgroups are also provided with additional services during the 37.5

In addition to the 37.5 minutes of small group instruction, we address the particular needs of ELL students in grades 3 and 4 during our after school program. ELL students receive small group instruction both from our ESL teacher and from a bilingual teacher. Students work on either literacy concepts or intense work on math skills.

### 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)?

PS 163 provides a Dual Language program in Spanish and English. There are currently five self-contained classes in grades kindergarten through fifth grade. There are three Gifted and Talented classes in grades two through five. These classes follow the self-contained fifty/fifty model. Students in those grades receive 2 and half days of instruction in each language. Tuesdays and Thursdays are Spanish days. On Fridays, the teachers have the option to divide the day by language or alternate Fridays. Mondays and Wednesdays are English language instruction days. The fourth grade class due to budget constraints was collapsed into the Gifted and Talented class. Twelve students receive instruction in Spanish on Tuesdays and Thursdays by an F-Status teacher. The F-Status teacher and the Monolingual teacher collaborate once a week on the following the same fourth grade curriculum to be taught in Spanish on the two days that the students are pulled out to match the

monolingual curriculum.

The Kindergarten classes follow the eighty/twenty model. The daily language of instruction is Spanish with one period designated for ELA instruction. Specials are conducted mostly in English. During the 37.5 period, the students receive additional English language literacy instruction.

The two first grade classes follow the sixty/forty model. On Mondays and Wednesdays all subject area instruction is in English. On Tuesday, Thursday, and Friday instruction is in Spanish. During the 37.5 period, the students receive additional English language literacy instruction.

The kindergarten and two first grade classes include 50% of students who are English dominant and 50% who are Spanish dominant or bilingual. Students in those classes were interviewed to determine language dominance. Selection was based on the DOE admission policies; parent interest and commitment; as well as the student's language dominance.

The increased amount of Spanish instruction in the kindergarten benefits both linguistic groups of students, as they move through the grades. All but one student in the two kindergarten classes of 2008-2009 met the literacy benchmarks in both Spanish and English.

#### Reading in the Dual Language Classroom

As part of the literacy program, students receive reading and writing instruction in both languages (simultaneous). In reading, we use the Teachers College Readers workshop. We augment the workshop with other aspects of balanced literacy. The literacy program provides instruction in all aspects of balanced literacy in both languages including guided reading, shared reading and interactive read aloud. Phonemic awareness and early phonological processing skills are taught in both languages. Foundations is the program PS 163 has adopted for English language instruction and Estrellitas for Spanish language instruction. Estrellitas is currently used in K and first grade. Each classroom has two libraries, which includes various leveled text in both languages. Guided reading is essential for building capacity for reading and guided reading sets are available in both languages. Literacy assessments (running records) are conducted in both English and Spanish (EDL2). Teachers monitor students growing capacity to read and comprehend in both languages. The levels obtained in conducting running records will assist us in providing rigorous guided reading instruction.

The PS 163 Dual Language program received a grant from a private organization to purchase multiple copies of Spanish language books to supplement our Spanish book closet. These books are used by teachers for guided reading and other small group instruction.

#### Writing in the Dual Language Classroom

We use the Teachers College Writers workshop model as the basis for writing instruction in both languages. In addition to using the writing units, teachers will teach content area writing skills in both languages. Teachers' plans also included language goals. They expect to teach for each unit of study and work on those goals should be visible during each lesson.

#### Dual Language Classroom Environmental Supports

All charts are color coded for ease of recognition of each language. Word walls and specialized content area word walls are available in both languages. Word study is conducted in both languages. Environmental supports including charts will be designed as references for students. ESL teaching practices and strategies are used during instruction. Rigorous homework will be available in both English and Spanish to reinforce classroom instruction.

#### Math in the Dual Language Classroom

Everyday Math is taught in both languages in grades first through fifth. In kindergarten, it is taught exclusively in Spanish. Manipulatives and games support math instruction as they acquire mathematical concepts. Parents receive the home letter to support their child's work in their native language. Math workshops for parents are conducted in both languages.

#### Science and Social Studies in the Dual Language Classroom

Instruction in science and social studies using a variety of materials, techniques and field trips takes place in both languages, Lab science is taught in English but classroom teachers support that work in Spanish. In kindergarten, the science (FOSS) and social studies themes are integrated into all areas of the curriculum. For example, teachers select books for the read aloud that are related to the science and social studies themes. Center activities provide the students with additional opportunities to learn science and social studies concepts as well as develop oral academic language.

#### Cluster subjects

To whatever extent possible cluster subjects are scheduled in the language of the day. Our technology, gym, and library teachers can teach in Spanish. Our music teacher who does not speak Spanish teaches songs in Spanish.

### Supporting Oral Language Development in the Dual Language Classroom

Teachers will support the development of second language acquisition in a number of ways. They will carefully adhere to the language of the day and avoid code switching. Teachers will use small group work and partner activities to support the acquisition of the second language (L2) are in Spanish or English. Encouraging students to make oral presentations to classmates in L2 will foster skills and confidence in using L2. The use of song, poetry, and Readers Theater can help to strengthen skills in the second language. To help students become truly bilingual and bi-literate, teachers from two classes may partner students for selected activities that will encourage the use of one language or the other. Activities might include buddy class partner reading, field trips in Spanish, and other activities that will promote the sustained use of Spanish. Students who are learning English as a second language have more role models both in the school and in the community at large than those learning Spanish. It is, therefore, crucial then that the school create more opportunities for the students to practice Spanish.

## 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.

PS 163 will continue to support ELL students to meet the city and state standards by having the bilingual professional development specialist provide professional development services to teachers in the dual language program, provide coaching for new and experienced bilingual teachers, model lessons for new teachers, and help develop and adapt curriculum specifically to meet the needs of second language learners. For the 2010-2011 academic year, the ELL specialist will meet with the dual language teachers on a weekly basis for 55 minutes for professional development to continue the development of a comprehensive Spanish language word study, grammar, and vocabulary development curriculum, which will be aligned to the one, used for English language instruction. In addition, the ELL specialist will work with the dual language staff to incorporate language goals into all the content areas. The ELL specialist will also work with the ESL teacher on a weekly basis for 55 minutes of professional development to continue the development instruction of the reading workshop for reading instruction to develop the students' vocabulary, reading, writing, and listening skills.

The dual language program designed and distributed a comprehensive second language progress report which will provide parents with information about their children's development in their second language, specifically in the areas of listening comprehension, speaking, vocabulary, grammar, and spelling.

Teachers in third, fourth and five grades will meet for four two-hour sessions, after school, to plan a word study curriculum. The focus will be planning lessons that will a develop vocabulary, grammar and spelling in Spanish that is aligned with the new word study curriculum which is being developed in English.

## 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?

Parents of ELL students are provided with numerous opportunities to participate in a multitude of school activities and organizations. The parent coordinator, who is bilingual (Spanish/English), translates at PTA meetings. He also conducts the weekly Café 163 where parents concerns are addressed.

At dual language parent meetings, second language acquisition stages are discussed. They are encouraged to use their first language to support the oral language and literacy development of their children.

PS 163 offers a weekly parent program called Café 163. During these sessions, parents meet to discuss topics of interest to the entire community as well as specific topics effecting second language learners. Topics include helping your child with homework, using ARIS, curriculum in English Language Arts, math, and the content areas. Parents also can participate in workshops specifically designed for immigrant parents.

PS 163 will offer an after school Family Math series of workshops for parents and their children, conducted in Spanish and English, will begin in December 2009. Students and their parents will engage in math games and activities from the Every Day Math curriculum. The math coach

and dual language program facilitator will discuss practical ways in which parents can support the mathematical understandings of their children using everyday home experiences.

## 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)	12	6		2	2	1								23
Intermediate(I)		9	5	1	1	3								19
Advanced (A)	2	1	4	6	13	3								29
Total	14	16	9	9	16	7	0	0	0	0	0	0	0	71

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	8	3		13
5		5			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	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		1		9		2		13
5			5						5
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									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

PS 163 conducts a variety of assessments to help our teachers plan effective instruction for students. Teachers conduct running records four times each year in English using the TCRWP assessments. We also conduct running records in Spanish twice a year. These assessments in addition to the NYSESLAT, ELA and State math tests provide information to help us plan more effectively for our students.

Students who score a beginning level on the LAB-R are given instruction in Foundations for letter awareness and phonics. As the students progress they are placed in small guided reading groups to develop reading comprehension skills. Students who score at the intermediate or advanced level on the LAB-R are placed in guided reading groups during extended day, during the regular school day for the ESL push-in and pull-out services. This instruction format is included in the dual language program too. As students move into next level based on the NYSESLAT test, guided reading instruction will occur at their instruction reading level based on the student's running records. Of the seventy-one ELL students

need to increase the amount of guided reading and strategy group work in reading and the need to increase for small group work in reading and writing.

### 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.

All former ELLs are permitted to have testing accommodations on state tests for up to two years of passing the NYSESLAT. This limited two-year extension in testing accommodations will provide former ELLs an opportunity to demonstrate their content knowledge while they continue to develop their linguistic and academic skills.

## 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		