



PS 163Q

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 25Q163

ADDRESS: 159-01 59TH AVENUE FLUSHING, NY 11365

TELEPHONE: 718-353-2514

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 163Q **SCHOOL NAME:** The Flushing Heights School

SCHOOL ADDRESS: 159-01 59th Avenue Flushing, NY 11365

SCHOOL TELEPHONE: 718-353-2514 **FAX:** 718-460-4224

SCHOOL CONTACT PERSON: Nicole Bullen **EMAIL ADDRESS:** Nbullen2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Pamela Gathers

PRINCIPAL: Nicole Bullen

UFT CHAPTER LEADER: Matthew Frisch

PARENTS' ASSOCIATION PRESIDENT: Jenny DelValle

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** 204

NETWORK LEADER: Diane Foley

SUPERINTENDENT: Diane Kay

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
NICOLE BULLEN	*Principal or Designee	
MATTHEW FRISCH	*UFT Chapter Chairperson or Designee	
JENNY DELVALLE	*PA/PTA President or Designated Co-President	
DENISE ENG	Title I Parent Representative/ <i>(suggested, for Title I schools)</i> /Secretary	
PAMELA GATHERS	Assistant Principal/Chairperson	
POLLY CHEA	Member/Parent	
VALERIE DELEGIANIS	Member/Teacher	
THANH HUYNH	Member/Parent	
KENNETH IP	Member/Parent	
CARLOS LIZCANO	Member/Parent	
ROBERTA ROWNER	Member/Teacher	
LUISA TIME	Member/Paraprofessional	
CHRISTINE TOSKOS	Member/Teacher	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The mission of P.S. 163Q is to engage all students in learning experiences that build upon their strengths and natural curiosities. We believe that each and every student is special and unique enabling us to better understand and nurture their gifts. Through a partnership with parents and teachers we will create an engaging, rigorous environment where students are able to talk about their thinking, challenge their ideas, grow new ideas and put their thoughts into action. Through this collaboration we are creating a body of learners that will have the skills to be the change agents of today's world. Our students will "USE THEIR MINDS TO CREATE CHANGE".

Our strong belief in preparing students for what lies ahead resonates in the academic programs we have established at our school. P.S. 163Q has established a partnership with Columbia University Teachers College Reading and Writing Project. In addition we have also implemented a period 1 literacy enrichment block, where students in grades K-2 are engaged in Read Aloud to develop reading comprehension and build vocabulary through accountable talk. Students in grades 3-5 are involved in Shared Reading, where they are looking at authentic text in various genres over the course of 5 days, tackling reading strategies and engaging in accountable talk around text.

In addition to this work we are engaging our students in writing across all content areas through the use of Math Diaries and more informational writing within the subjects. Students are also supported in the extended day program where they work in small groups 2 days a week and with instructional support staff that push-in during the school day to reduce class size during critical subject areas.

The school provides a balanced educational program for all students and engages students in small group instruction in ELA and Mathematics on a daily basis. Whole class instruction is taught through the workshop model and differentiated instruction is provided in order to meet the needs and abilities of all students.

To support our English Language Learners and lift the level of learning for all students PS 163Q offers, through a district lottery, entrance to an English/Mandarin Dual Language program. Currently, the program serves students from kindergarten to third grade and will continue add an additional grade each year.

The faculty uses data to engage in Professional Learning Communities and weekly inquiry studies in order to implement school-wide change to promote academic success in all students. Professional development is provided on an on-going basis through Teachers College, the CFN Network and in-house by administrators, instructional support staff and teachers.

This year PS 163Q has established Arts Partnerships with Chinese Theater Works, CUNY Creative Arts Team, Dancing Classrooms, LEAP and Young Audiences New York to provide enrichment opportunities allowing children to express themselves through different mediums.

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?
-

A comprehensive review of the PS 163Q educational program shows that in both ELA and Mathematics the number of students meeting proficiency has decreased by at least 30%. However when studying students scale scores more than 50% of the students in both grades 4 and 5 have made significant gains in Mathematics. When viewing our subgroup data we have identified that 15% of students currently enrolled in our Self-Contained and/or CTT classes met grade level proficiency in ELA and 20% met grade level proficiency in Math. Our English Language Learner data showed that 3% of all students eligible to take the ELA exam met grade level proficiency and 42% met grade level proficiency in Math.

As we reviewed our 2009-2010 NYSESLAT exam results the data showed that 21% of our students in grades 1-5 are Beginners, 39% are Intermediates and 39% are advanced. Modality analysis shows strength in listening and speaking. 73% of the students in grades 1-5 scored at the advanced or proficient levels in listening and speaking. 20% of the students scored on the intermediate level. Most of the students tested had 3 years or less of ESL instructions. Analysis of the reading and writing section of the NYSESLAT showed that 72% of the students scored in the intermediate or advanced level. 21% of the students scored at the beginner level and only 5% achieved proficiency. Furthermore, result of LAB-R for new admits shows there are 24 beginners, 6 intermediates and 13 advanced students. The data reflects that reading and writing are the areas in which our students appear to need additional support.

Over the past few years the school has had several successes. The integration of technology into the curriculum has become evident through the use of Smart boards. A grant provided by our councilman has enabled the school to install smart boards in over 80% of its classrooms. As a school community we have increased our overall awareness of instructional strategies to support English Language Learners through implementing a Period 1 Literacy Enrichment block focused on Academic Language and Accountable Talk in grades K-2 and Shared Reading in grades 3-5. This year we have also engaged our teachers in creating curriculum maps across the grades and content areas using the standards. This has allowed us to look at the horizontal and vertical alignment of our curriculum ensuring a consistent progression as students move through the grades alleviating repetition and gaps in their learning. This also provides opportunities for teachers in our Early Childhood Grades to provide scaffolds for the students as they move through the grades into 3-5.

The most significant barriers that we are faced with as a school is providing consistent professional development opportunities that focuses on developing conceptual understanding in the content areas that we teach (i.e. building students writing stamina/volume and raising the quality of writing pieces). Also on consistently using data qualitative and quantitative data to determine entry points for our students to provide them with individualized and small group support. Developing classrooms that promote rigor and increasing accountable talk around text. One of the most significant aids is being able to create a consistent schedule in which teachers and administrators are able to plan and collaborate on ways to differentiate the needs of our students through the current units of study.

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Flushing Heights School				
District:	25	DBN #:	25Q163	School BEDS Code:	342500010163

DEMOGRAPHICS									
Grades Served in 2009-10:	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	● 6	● 7
	● 8	● 9	● 10	● 11	● 12	● Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	31	31	29		96.3	96.7	97.7		
Kindergarten	93	80	98						
Grade 1	78	95	89	Student Stability: % of Enrollment					
Grade 2	68	90	95	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	63	71	88		93.4	93.4			
Grade 4	82	67	82						
Grade 5	63	86	63	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					59.0	59.0	77.5		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					2	3	0		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	478	520	545		8	12	13		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-	38	32	27						

DEMOGRAPHICS							
Contained Classes							
No. in Collaborative Team Teaching (CTT) Classes	7	8	9	Principal Suspensions	1	2	6
Number all others	30	22	24	Superintendent Suspensions	1	4	1
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(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	N/A	N/A	N/A
# in Trans. Bilingual Classes	0	29	0	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	13	29	46				
# receiving ESL services only	101	99	92	Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(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	37	36	36
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			3
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	9	8	7
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	97.4	97.3	100.0
American Indian or Alaska Native	0.2	0.0	0.0	Percent more than two years teaching in this school	73.6	75.7	97.3
Black or African American	3.0	2.5	2.0	Percent more than five years teaching anywhere	73.7	75.7	89.2
Hispanic or Latino	19.2	14.3	15.6				
Asian or Native Hawaiian/Other Pacific Isl.	71.6	76.8	74.3	Percent Masters Degree or higher	89.0	92.0	100.0
White	6.0	6.4	6.4	Percent core classes taught by "highly qualified" teachers	98.0	100.0	100.0
Multi-racial			.35				

DEMOGRAPHICS						
Male	50.3	51.9	52.3	(NCLB/SED definition)		
Female	49.7	48.1	47.7			

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		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
All Students	x	x	x				
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	x	x					
Asian or Native Hawaiian/Other Pacific Islander	x	x					
White							
Multiracial							
Other Groups							
Students with Disabilities	x (sh)	x					
Limited English Proficient	x	x					
Economically Disadvantaged	x	x					

Student groups making AYP in each subject							
Key: AYP Status							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	91.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	57.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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.

ELA

By June 2011, at least 72% of students in grades K-5 will be able to complete writing tasks that require high order thinking skills in alignment with the grade appropriate Common Core Writing Standards in informational writing.

Description: It is our goal to improve students ability to complete higher ordering thinking skills that align with the Common Core Standards. Grades K-2 will focus on Read Aloud for the period one enrichment block. During this period students will engage in discussions around the same text/genre across 5 days. Through the accountable talk discussions, the students will be able to develop higher level thinking skills and build vocabulary. Grades 3-5 will focus on Shared Reading for the period one enrichment block. Using the same text over the course of a week students will be immersed in enriching literature across genres and engage in accountable talk discussions to help develop higher level thinking skills. During grade level planning/teacher team meetings all staff members will utilize and receive training from the Instructional Support staff on using Bloom's Taxonomy to develop questions and writing tasks that will promote rigor when planning for Read Aloud and Shared Reading.

WRITING

By June 2011, at least 70% of students will meet or exceed the benchmarks for writing as measured by the TCRWP Continuum for Assessing Narrative Writing.

Description: It is our goal to have our students meeting grade level benchmarks according to TCRWP Continuum for Assessing Narrative Writing. To achieve this goal we will use small group instruction such as Guided Writing Groups, Strategy Groups and Individual Conferences as a way to emerge students growth in writing. Teachers will administer the On-Demand Writing Assessments 3 times a year using the Narrative Writing Continuum to determine student levels. Onsite PD from TCRWP Staff Developers will focus on protocols for looking at student writing pieces and providing targeted feedback. The sharing of Instructional Practices at PLC and Teacher Team Meetings to build repertoire of strategies and monitor student progress toward the school goal.

MATHEMATICS

By June 2011, at least 65% of students with IEPs in our grades 3-5 Self Contained and CTT Programs will meet grade level proficiency in mathematics as indicated by the 2010-2011 periodic assessment data.

Description: Teachers will implement the Everyday Math Workshop Model during the math block. During the independent practice portion of the math block teachers will assess and monitor student progress using the RSA Checklist. Implementation of Math Diaries-Students will record and explain what they have learned during the day's lesson in their Math Diary. This will be a daily entry where students will explain their mathematical thinking in writing. Students will work in groups using manipulatives to solve the Exemplar Problem of the week, promoting critical thinking in math.

ACADEMIC LANGUAGE DEVELOPMENT FOR ELL STUDENTS

By June 2011, at least 60% (75 students) of our ESL students will move at least one level on the NYSESLAT exam.

Description: In order to support our English Language learners, teachers will participate in workshops and study groups delivered by network support specialists and the Assistant Principal in the development of academic language. Our work will focus on pedagogical practices that support social (BICS) and academic (CALP) vocabulary development. Teacher and support staff (ESL teachers) will meet bi-monthly to review ELL and content specific curriculum map and plan lessons that will support the development of academic language, comprehension and writing for ELLs. Instructional walkthroughs using a classroom checklist will be used to establish learning environments that support a Cognitive Academic Language Proficient (CALP) community. In addition, teachers will participate in intra-visitations and walkthroughs focused on Academic Language in the ELL Read Aloud Program to assess how students are responding to the instructional practices.

PARENT INVOLVEMENT

By June 2011, at least 65% of the staff will participate in professional development on building Academic Language for English Language Learners to improve student performance on the reading and writing portion of the NYSESLAT.

Description: School leaders and staff will engage families to support teaching and learning through: Curriculum Based Workshops delivered by teachers and administrators to support parents with strategies on improving student progress in all areas. Parent Coordinator will facilitate parent outreach and family support workshops for all parents. Dual Language Community Associate will coordinate parent outreach and family support workshops for parents of students in the Dual Language Program.

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 2009-10 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 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): 1. ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 72% of students in grades K-5 will be able to complete writing tasks that require high order thinking skills in alignment with the grade appropriate Common Core Writing Standards in informational writing.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • A first period literacy enrichment block will be implemented for the purpose of engaging students in rigorous accountable talk around various genres and levels of text. • Grades K-2 will focus on Read Aloud for the Pd 1 enrichment block. During this period students will engage in discussions around the same text/genre across 5 days. Through accountable talk discussions the students will be able to develop higher level thinking skills and build vocabulary. • Grades 3-5 will focus on Shared Reading for the Pd 1 enrichment block. Using the same text over the course of a week students will be immersed in enriching literature across genres and engage in accountable talk discussions to help develop higher level thinking skills. • During grade level planning/teacher team meetings all staff members will utilize and receive training from the Instructional Support staff on using Bloom’s Taxonomy to develop questions and writing tasks that will promote rigor when planning for Read Aloud and Shared Reading. The book titled <u>Comprehension through Conversation</u> will serve as a resource for our study. • Staff members will engage in intra-visitations during period 1 to observe shared reading and read aloud best practices with a focus on the questions being asked to drive the accountable talk discussions and the students’ responses. • Administrators will conduct low inference transcripts during period 1 shared reading and read aloud to focus on the types of questions being asked to prompt student discussions. • During grade level planning/teacher team meetings the staff will compile lists of read aloud/shared reading texts that have and will support critical thinking during accountable talk discussions. • School-wide instructional/core inquiry team will begin study on the period 1 focus and its alignment to the Common Core Standards. • Instructional Support Teacher and Administrative Team will provide Professional Development focusing on accountable talk and developing higher level questions. • TCRWP Staff Developers will support the teacher teams with composing rigorous tasks to support

	<p>student learning and the transfer of literacy skills to writing.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • TL Fair Student Funding – Instructional Coach Title I SWP –Professional Development • Contract for Excellence- Instructional Coach • TL FSF- Curriculum Planning Per Diem • TL Summer School-Purchase Bloom’s Taxonomy Support Materials • TL NYSTL- Purchase Engaging Read Aloud texts, Shared Reading Article Subscriptions and Professional Book <u>Comprehension through Conversation</u>. • TL Children First Network-Support with Professional Development • TL Children First Inquiry-School-wide instructional and Core Inquiry Teams
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • <u>Daily:</u> Teacher Checklists to record student responses to text during accountable talk • <u>Interim: Information from low inference transcripts</u> with a focus on types/levels of questions being asked, accountable talk prompts and student responses. -Conferring, guided reading and strategy group notes in Data Binders • <u>School-Interim Checkpoints:</u> 4 times a year teachers will administer a Read Aloud/Shared Reading Writing Task that emphasizes higher level skills such as making opinions or judgments in response to a text. Teachers will use tasks and rubrics designed in house to monitor how the accountable talk and focus on critical thinking questions has raised the level of student writing. • <u>Running Records-</u> Teachers will record how students respond to Inference questions on running records. • Observations (Formal/Informal)

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 2009-10 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 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): 2. ELA-WRITING

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 70% of students will meet or exceed the benchmarks for writing as measured by the TCRWP Continuum for Assessing Narrative Writing.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will participate in professional development workshops focused on using and understanding the TCRWP Continuum for Assessing Narrative Writing. • Teachers will administer the On-Demand Writing Assessments 3 times a year using the Narrative Writing Continuum to determine student levels. • Data gathered from the On-Demand Writing Assessments will be used to form guided writing and strategy groups. • Quick Write Assessments will be administered at the beginning of each unit to determine strengths/areas for further development. These diagnostic assessments will provide teachers with data to support students between each On Demand Writing Assessment. • Use grade level/teacher team meetings to discuss student progress, analyze student work and review writing samples. • Onsite PD from TCRWP Staff Developers will focus on protocols for looking at student writing pieces and providing targeted feedback. • Teachers will receive Professional Development from TCRWP/CFN Team on creating Writing Tasks and Rubrics to support students as writers. • Intra-school visitations to observe writing lessons, strategy and guided group work. Focused walkthroughs • Onsite coaching by the Administrative Team and Instructional Coach to support looking at student work and planning for guided writing and strategy groups. • Sharing of Instructional Practices at PLC and Teacher Team Meetings to build repertoire of strategies and monitor student progress toward the school goal.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I SWP–Professional Development with TCRWP • Title I SWP-Intra classroom/school visitations (per diem-Curriculum Planning); Supplies to support Writing Program • Title I SWP-Instructional Support Coach • Fair Student Funding- Instructional Support Coach • TL Children First Network-Professional Development Support-creating tasks and rubrics.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • <u>Daily:</u> Teacher Conference Notes (individual, guided and strategy group) and Checklists in Data Binder • <u>Interim:</u> Quick Write Diagnostic Assessments at the beginning of each unit. Results on the CRAFT checklist used to evaluate writing pieces. • <u>School-Interim Checkpoints:</u> <ul style="list-style-type: none"> ○ On-Demand Writing Assessments 3x a year. ○ Student Writing Portfolios • Observations, Walkthroughs (Formal/Informal)-a focus on the implementation of teaching strategies from Professional Development Workshops and the direct impact on student learning.

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 2009-10 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 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): 3. MATHEMATICS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 65% of students with IEPs in our grades 3-5 Self-Contained and CTT Programs will meet grade level proficiency in mathematics as indicated by the 2010-2011 periodic assessment data.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will implement the EDM Workshop Model during the math block. • During the independent practice portion of the math block teachers will assess and monitor student progress using the RSA Checklist and pull small groups to provide targeted support. • The Instructional Coach will support Special Education teachers with strategies for differentiating and creating hands on lesson plans utilizing goals as stated on the student’s IEP’s. • The Instructional Support Coach will push-in during the math block to provide small groups of students with additional support; • Students will receive additional support in the After School Academic Program • Implementation of Math Diaries-Students will record and explain what they have learned during the day’s lesson in their Math Diary. This will be a daily entry where students will explain their mathematical thinking in writing. • Students will work in groups using manipulatives to solve the Exemplar Problem of the week, promoting critical thinking in math. • Students will engage in Fun Math Friday Activities through the use of differentiated centers. Centers will focus on areas of need and enrichment.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I SWP- Instructional Coach, Exemplar materials and Professional Development Fair Student Funding-Instructional Coach and Curriculum Planning Contract for Excellence – After school academic program School Support supplement- Professional Development TL Children First Network-Support with Professional Development</p>

Indicators of Interim Progress and/or Accomplishment

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

- Daily: Teacher Conference Notes and Checklists-Data Binder
- Interim: Periodic Assessments (Predictive and ITAs)
- EDM Benchmark Assessments and EDM Open Response Questions
- Exemplars
- Student Math Diaries
- Monitoring, Reviewing and Revision SMART Goals on IEPs'

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 2009-10 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 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): 4. ACADEMIC LANGUAGE DEVELOPMENT FOR ELL STUDENTS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 60% (75 students) of our ESL students will move at least one level on the NYSESLAT exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The ESL teachers will work with members of the Administrative team to analyze and discuss the NYSESLAT data. During these meetings the team will focus on two target areas: student performance in the reading and writing modalities and students identified as long-term ELLs. Student performance on the 2009-2010 NYS ELA will be analyzed as well. • Throughout the school year teachers will participate in workshops and study groups delivered by network support specialists and the Assistant Principal on the development of academic language. During this time teachers will use Dr. Lily Wong Filmore’s work <u>What Teachers Need to Know About Language</u> to inform their practice. • The school will utilize information from workshops and study groups to implement the ELL Read Aloud Program in all Dual Language and K-2 classrooms and in grades 3-5 by the ESL teachers. The ELL Read Aloud Program will support vocabulary development converting BICS (everyday words) to CALP (academic) words and comprehension. Teachers will meet monthly to review ELL and content specific curriculum maps to plan read aloud lessons that will support the development of academic language, comprehension and writing for ELLs. Teachers will also use this time to select high-interest books to support this work. • During grade level/teacher team meetings the ESL teacher will work with the classroom teachers to analyze student writing samples to determine if the juicy sentences/vocabulary work is evident in the student writing. This will help teachers form small groups for targeted instruction. Teachers will also create toolkits that include materials to support the transfer of the read aloud work during

	<p>Writers Workshop.</p> <ul style="list-style-type: none"> • Four times a year teachers will administer a Read Aloud Task where students are required to demonstrate their understanding of a text and the infusion of CALP words into their writing pieces. Grade level/teacher team meetings on unpacking the NYSESLAT assessment and scoring rubrics will be a part of this study beginning in December. • Teachers will participate in intra-visitations and walkthroughs focused on Academic Language in the ELL Read Aloud Program and how the students are responding to the text and using the language. • The school has aligned its resources to support these goals i.e., using Per Diem funds to release classroom teachers for PD sessions and per diem work to support teachers who will engage in this study. Funds were also allocated to purchase high interest read aloud books and Professional Texts.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I SWP-Professional Development (Per Diem to release classroom teachers) Contract for Excellence-After school support for ESL students. Materials and Supplies for program. TL Fair Student Funding-Assistant Principal that will support with Academic Language Work TL Children First Network-Support with Professional Development TL NYSTL- High interest books to support Academic Language. TL Children First Inquiry Teams- Teacher Team Meetings before or afterschool</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher Checklists and observations of how students are using and capturing the vocabulary during the ELL Read Aloud. <u>-Evidence of Read Aloud vocabulary in student folder (daily writing pieces)</u> • Four times a year teachers will administer a Read Aloud/Shared Reading Writing Task that where students are required to demonstrate their understanding of a text and the infusion of CALP words into their writing pieces. • Student work as demonstrated through their writing samples. • Informal/formal observations • ELL Instructional Walks, class visitations and the development of a CALP community • NYSESLAT

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 2009-10 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 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): 5. PARENT INVOLVEMENT

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Parent communication will improve by 12% from the previous school year as evidenced by attendance at school wide events.</p>
<p>Action Plan <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>School leaders and staff will engage families to support teaching and learning through:</p> <ul style="list-style-type: none"> • Curriculum Based Workshops delivered by teachers and administrators to support parents with strategies on improving student progress in all areas • Parent Coordinator will facilitate parent outreach and family support workshops for all parents • Dual Language Community Associate will coordinate parent outreach and family support workshops for parents of students in the Dual Language Program • Parent Network meetings to discuss data, school wide initiatives and special programs. • ARIS Parent Workshops to help parents understand student performance • Open House to share instructional practices, expectations and routines with families • Monthly newsletter to inform parents of what students are learning in each unit across the grades so they support their children at home. • Distribution of family guides from Department of Education • Bi Monthly PTA School Happening Newsletters to showcase student work • School Messenger System to keep parents abreast of what’s happening in the community, parent workshops, meetings and school wide events • School Website listing school events, curriculum and outreach support resources for families, and helpful student links • All communication will be translated in Chinese, Spanish and English to reach the entire school community. Preferred language surveys will be distributed.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I Parent Involvement/Title I ARRA SWP -Support parents with materials to help the students at home and to organize supplies for parent workshops Title I Translation Services-support with translation of documents to engage all parents as partners Tax Levy Translation Services-support with translation of documents to engage parents NYSTL Software-purchase computer programs to support with translation TL FSF – Dual Language Community Associate TL Parent Coordinator – Parent Coordinator NYSTL – Global Connect Messenger System Title I SWP – Supplies for school newsletter</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Parent feedback forms at the conclusion of each workshop. • Attendance at workshops, school events, students' celebration. • In house parent surveys • School website access reports • Decrease in teacher referrals and concerns regarding student performance (academic/social)

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	0	0	N/A	N/A	0	0	0	0
1	28	28	N/A	N/A	0	0	0	0
2	23	23	N/A	N/A	0	0	0	0
3	31	31	N/A	N/A	1	0	1	2
4	39	39	5	0	0	0	0	3
5	41	41	0	5	1	0	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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>AIS ELA:</p> <ul style="list-style-type: none"> • Focused instruction in strategy and guided reading groups 2 days a week every other week during Extended Day. • Students identified as a level 2 in the TCRWP will receive focused instruction using Fountas and Pinell Level Literacy Intervention • Targeted students with IEP’s will receive support using the Wilson program in small groups. • Our ELL students will receive support through the LEAP program and the ELL Read Aloud cycle. • Students will attend a Title 1 program focusing on the NYS ELA Exam
Mathematics:	<p>AIS Math:</p> <ul style="list-style-type: none"> • Focused instruction in strategy and small groups 2 days a week every other week during Extended Day. • Support staff will push in to targeted classrooms during math workshop to reduce class size and work on writing in math using the hands on approach. • Targeted students will be engaged using Investigations Math and Math Games during independent practice during the math workshop. • Students will attend a Title 1 program focusing on the NYS Mathematics Exam
Science:	<p>AIS Science:</p> <ul style="list-style-type: none"> • Harcourt/Foss inquiry approach focusing on concepts and understanding of science modules 4 – 45 minute sessions per week. • Assessing students’ progress using Observations and Summative Assessments 4 to 6 times throughout the school year.
Social Studies:	<p>AIS Social Studies:</p> <ul style="list-style-type: none"> • Aligning non-fiction reading with Social Studies themes for a duration of 3 – 45 minute sessions per week. • Assessing students’ progress using Observations and Summative Assessments 4 to 6 times throughout the school year.

At-risk Services Provided by the Guidance Counselor:	Strategies/ activities for meeting needs of all students and families, socializing skills, counseling support services provided during the lunch periods as needed.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	Provide small group intervention on social interaction for students as needed
At-risk Health-related Services:	Eye, ear screening for all kindergarten and 1 st grade students who are new to the school. Open airway asthma – small group instruction as needed.

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.

Our Title III programs will address the needs of our ELL students above and beyond the mandated time. Understanding the need for oral language development, and early literacy skills, particularly in kindergarten, we will be utilizing title III funding to provide our students with a 6 week residency with LEAP artists in the ACTIVE LEARNING LEADS TO LITERACY™ program. ALLL uses drama, visual arts, music, creative movement, cooking, games, and storytelling to improve young and emerging readers' decoding skills, vocabulary, language fluency, reading comprehension, and writing skills.

In the spring, our first and second grade students will be participating in an after school program in conjunction with LEAP that focuses on developing writing skills through the arts. In looking at the different modalities of the NYSESLAT, we found that many of our students continue to need support in all the modalities. The LEAP program will focus on Puppetry and Literacy. The artists will make literature come to life as students create character puppets and perform for their class. Puppet plays help students improve their speaking and listening comprehension skills. Students will analyze characters, understand the plot, and interpret setting and mood. Students will also write and enact original plays.

In the fall, our third through fifth grade students will participate in an after school program in conjunction with LEAP with a focus on writing through mime. Through this program students will master a wide variety of writing skills as they participate in this silent art. They will learn to organize their ideas, practice punctuation, and understand sequencing and sentence structure as they use miming games to act out sentences, paragraphs, and pieces of literature.

In the spring our 3-5th grade students will participate in an early morning program where they will work closely with a teacher to further develop their reading and writing skills. Teachers will use shared reading and writing approaches to further support reading and writing skills as well as support strategies that re being taught during the day.

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.

Both classroom and ESL teachers will participate in professional development aimed at supporting our English Language Learners. Both through in house and ICI professional development our teachers will continue to expand their knowledge of how to support our ELLs. Teachers will also attend TCRWP calendar days aimed at meeting the needs of ELLs. The knowledge attained at all of these professional development opportunities will be shared school-wide during professional development days and grade wide meetings..

Section III. Title III Budget

School: 163 BEDS Code: 342500010163

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$5,787.24	116 hours of per session for ESL and General Ed teacher to support ELL Students: 116 hours x \$49.89 (current teacher per session rate with fringe) 64 hours x \$52.22 for supervisor per session
Purchased services - High quality staff and curriculum development contracts.	\$13,375.04	Partnership with LEAP. Purchase of services for teaching artists for ALLL program and LEP after school program.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,937.72	Books on Tape, Cassette Recorders, Headphones, and leveled Books)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$ 24,100	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The Home Language Survey has been distributed to families and the information from this survey is used to identify the language preference.

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 Home Language Survey showed that we need to provide translation to the following segment of our school population:

- 39% Chinese
- 05% Spanish
- 01% Korean

The major findings showed that we were not reaching our school community by only distributing documents in English. During PTA and staff meetings, it was announced that all letters being sent home will be translated and that we would be using a translator at schoolwide meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

- All letters are sent to the Translation Unit to be translated prior to distribution.
- All communication is done with a translator (staff members), if possible or Translation and Interpretation Unit is called.

Letters or any other documentation is sent to translation unit before being distributed. If the completion date is not quite enough and we have a staff member who can translate it, we will use them.

There are posters posted around the school in different languages informing the parents of translation and oral interpretation.

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.

Oral interpretation is done by staff members, if possible, or Translation and Interpretation Unit is called.

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>.

Any and all documents going out to parents will include web address for English, as well as translated versions. All links posted on our website will include links for non-English web addresses as well. Phone messenger is also used for communication with parents and the messages that go out to parents are communicated in multiple languages.

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:	302, 562	14,001	316,563
2. Enter the anticipated 1% set-aside for Parent Involvement:	3021	144	3165
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15,828	*	
4. Enter the anticipated 10% set-aside for Professional Development:	31, 650	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 163 will:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The staff at PS 163 has taken a joint stand to improve the quality of teaching and learning by placing a strong emphasis on professional development in the areas of balanced Literacy, Mathematics and Writing instruction. We are committed to creating a collaborative, nurturing environment where students, parents, teachers and supervisors work together to achieve academic excellence.
- 2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held 2 times a year during the months of November and March.
- 3) Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards will be distributed at the end of each marking period. The school will also provide parents with a January Interim Progress report between the November and March parent teacher conference dates.
- 4) Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During parent teacher conferences, before and after-school, and during teacher prep periods with scheduled appointments made by the teacher and the parent.
- 5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: All parent volunteers will meet with the Parent Coordinator and Assistant Principal to review school procedures and policies as well as scheduled activities for parents volunteers to sign-up to participate in. Parents have the opportunity to observe the classroom activities at any time as long as an appointment has been made with the teacher.
- 6) Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- 7) Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- 8) Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

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

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: School-wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School-wide 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.

Refer to pages 6 and 7

2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide 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.

Refer to pages 5, 12, 15-22, 28 and 29

3. Instruction by highly qualified staff.
 - 100% of our staff is highly qualified
 - Professional Development is differentiated to meet the needs of our teachers
 - Training is provided in-house by Administration and Teaching staff
 - Partnerships have also been developed with TCRWP and the network team to focus on writing in alignment with the new Common Core Standards
 - All teachers participate in inter-visitations with local schools in the district to view and share best practices.
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 School-wide Program to meet the State's student academic standards.
 - See above (page 37, number 3)
 - Paraprofessionals participate in in-house professional development delivered by teachers.
5. Strategies to attract high-quality highly qualified teachers to high-need schools
 - A hiring committee is put together when filling quality vacancies
 - Licenses and criteria is established before interviewing
 - Partnerships with local colleges and universities are established to help support and develop aspiring teachers.
6. Strategies to increase parental involvement through means such as family literacy services.
 - Refer to page 25

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.
 - Universal Pre-k for ½ day – 2 classes
 - The Dolphin News informs parents of what their child will be learning in Pre-k
 - Parent workshops facilitated by the Social Worker and Parent Coordinator on early childhood development (social, physical and cognitive) and ways parents can support their child at home.

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.
 - Ongoing PD on the DOE Instructional Tools
 - Instructional Team – consists of administration, representatives from each grade and service provider meets to make schoolwide decisions and look at data vertically
 - Collaborative Inquiry Teams – teachers engage in collaborative discussions using student data as an anchor.
 - Assessments binders are used to collect, reflect and analyze data during monthly grade level 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.
 - Period 1 Enrichment block
 - Extended day
 - Intervention services
 - Morning and afterschool support

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.

The school's parent coordinator works diligent with outside agencies to organize and lead specialized programs for parents.

Section II: "Conceptual" Consolidation of Funds in a Title I School-wide Program (SWP)

Explanation/Background:

Title I School-wide 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, School-wide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, a School-wide 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 School-wide 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 School-wide pool to support any activity of the School-wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School-wide 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 School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School-wide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School-wide 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 School-wide 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, School-wide 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 School-wide Program school must identify in its School-wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School-wide 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 School-wide 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 School-wide 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 school-wide 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 School-wide Program, the amount each program contributes to the consolidated School-wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the School-wide Program (<input checked="" type="checkbox"/>)			Amount Contributed to School-wide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	Page #(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal	X			2,500	X 31	
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a School-wide 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 School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds. Most School-wide 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.

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

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

APPENDIX 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: _____ **SURR³ 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.

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.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

N/A

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

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 dollar

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 163 Flushing Heights					
District:	25	DBN:	25Q163	School		342500010163

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	31	29	36		96.3	96.7	96.2
Kindergarten	80	98	85				
Grade 1	95	89	107	Student Stability - % of Enrollment:			
Grade 2	90	95	84	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	71	88	90		93.4	93.4	92.8
Grade 4	67	82	85				
Grade 5	86	63	80	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		59.0	77.5	76.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	3	3
Grade 12	0	0	0				
Ungraded	1	1	2	Recent Immigrants - Total Number:			
Total	521	545	569	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	12	13

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	31	27	11	Principal Suspensions	1	2	0
# in Collaborative Team Teaching (CTT) Classes	8	9	11	Superintendent Suspensions	1	4	8
Number all others	23	24	24				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	29	0	TBD	Number of Teachers	37	36	40
# in Dual Lang. Programs	29	46	TBD	Number of Administrators and Other Professionals	15	12	8
# receiving ESL services only	99	92	TBD				
# ELLs with IEPs	4	22	TBD	Number of Educational Paraprofessionals	1	0	7

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	97.3	100.0	100.0
				% more than 2 years teaching in this school	75.7	80.6	82.5
				% more than 5 years teaching anywhere	75.7	72.2	80.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	89.0	92.5
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	1.9	2.0	3.0				
Hispanic or Latino	15.7	15.6	16.0				
Asian or Native Hawaiian/Other Pacific	75.4	74.3	76.8				
White	5.8	6.4	3.9				
Male	48.9	52.3	53.4				
Female	51.1	47.7	46.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	44.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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

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

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

Public School 163Q

159-01 59th Avenue
Flushing, NY 11365

Phone: 718-353-2514 Fax: 718-460-4244

www.PS163.org



Nicole Bullen-Stinchcomb, Principal

Pamela Gathers-Bullard, Asst. Principal
Maggie Klocek, Asst. Principal

PS 163Q Parent Involvement Policy

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.

PS 163 will:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The staff at PS 163 has taken a joint stand to improve the quality of teaching and learning by placing a strong emphasis on professional development in the areas of balanced Literacy, Mathematics and Writing instruction. We are committed to creating a collaborative, nurturing environment where students, parents, teachers and supervisors work together to achieve academic excellence.
- 2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held 2 times a year during the months of November and March.
- 3) Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards will be distributed at the end of each marking period. The school will also provide parents with a January Interim Progress report between the November and March parent teacher conference dates.
- 4) Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During parent teacher conferences, before and after-school, and during teacher prep periods with scheduled appointments made by the teacher and the parent.
- 5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: All parent volunteers will meet with the Parent Coordinator and Assistant Principal to review school procedures and policies as well as scheduled activities for parents volunteers to sign-up to participate in. Parents have the opportunity to observe the classroom activities at any time as long as an appointment has been made with the teacher.

- 6) Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- 7) Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- 8) Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- 9) Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- 10) Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- 11) On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- 12) Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- 13) Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

PS 163Q- SCHOOL PARENT COMPACT

SCHOOL

We understand the need to convene meetings for Title I parents to familiarize them with the Title I program and their right to be involved.

We understand the need to offer a flexible number of meetings at various times and, if necessary, seek funds to provide transportation or childcare, when possible.

We understand the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.

We understand the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

We understand the need to provide quality curriculum and instruction.

We understand the need to deal with communication issues between teachers and parents through:

- Parent/Teacher Conferences
- Reports to parents on their children's progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class
- Observation of classroom activities

We understand the need to assure that parents may participate in professional development activities, i.e. literacy classes, and workshops on reading strategies.

Parent's Signature

PARENT/GUARDIAN

I understand the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

I understand the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teacher and learning strategies.

I understand the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.

I understand the need for me to monitor my child's:

- Attendance at school
- Homework
- Television watching/Video Games/Internet Usage
- Health needs

I understand the need to share responsibility for my child's improved academic achievement.

I understand the need to communicate with my child's teachers about his/her educational needs.

I understand the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.

Date

**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 204	District 25	School Number 163	School Name The Flushing Heights
Principal Nicole Bullen-Stinchcomb		Assistant Principal P. Gathers-Bullard/M. Klocek	
Coach		Coach	
Teacher/Subject Area B. Davis/ESL		Guidance Counselor J. Rodriguez-Diaz	
Teacher/Subject Area L. Reed/SC ESL		Parent	
Teacher/Subject Area W. Shi/ESL		Parent Coordinator Ruth Bauch	
Related Service Provider		Other M. Catalanotto/DL Teacher	
Network Leader Diane Foley		Other A. Lai/DL Teacher	

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	4	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	4	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	573	Total Number of ELLs	162	ELLs as Share of Total Student Population (%)	28.27%
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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 ELL Identification at PS163Q begins with informal interview upon registration. At registration, parents complete a HLIS form, which determines eligibility for students to be tested as ELLs, based on home language. School pedagogues, our ESL teachers or instructional coach conducts an informal interview with the students as part of the identification process. Lab-R test is then administered within a ten-day period upon student registration. In addition to the ESL Teachers, the instructional coach and assistant principal are also trained to administer the LAB-R. Those students who score at or below a cut-off score are identified as ELLs and are mandated to receive English as a second language services. Spanish speaking students are given a Spanish Lab test as part of the assessment for bilingual programs. Chinese and Korean bilingual programs are also offered at various sites throughout the district. Students remain in the ESL program until they meet state requirements for achievement on the NYSESLAT. Once students' eligibility is identified, letters are sent to parents in English and/or their Native Language to inform the parents of the results. In addition, parents are invited for an orientation of the three programs offered: Free Standing English as Second Language, Transitional Bilingual Education, and Dual Language, that is conducted by ESL pedagogues with the support of the parent coordinator and administration. At the orientation, highlights of CR Part 154 & Title III are shared with parents. A Department of Education video is shown in English, Chinese and Spanish, followed by a question and answer period. Various school personnel are available to welcome parents and translate for parents in appropriate languages, when needs arise. If a student enters the school, after the initial orientation/overview of the ESL options, parents meet with a designated representative to review options and student placement. When possible, translation accommodation is provided for parents. Most parents request Free Standing English as a Second Language instruction, and a lottery that takes place in May, by District 25, is used for students to enter into the Dual Language Program. A list of schools offering Transitional Bilingual Program and Dual Language Program are also provided to parents. Second notices are sent to parents who do not attend or return the forms. As default, students are then placed in the Free Standing ESL Program.

Part III: ELL Demographics

A. ELL Programs

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

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	To t#
Transitional Bilingual														0

Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)	2	2	2	2										8
Freestanding ESL														
Self-Contained		1												1
Push-In	2	0	2	2	2	2								10
Total	4	3	4	4	2	2	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups							
All ELLs	162	Newcomers (ELLs receiving service 0-3 years)			148	Special Education	1
SIFE		ELLs receiving service 4-6 years			12	Long-Term (completed 6 years)	2

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

ELLs by Subgroups											
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/> 68	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 68	
ESL	<input type="checkbox"/> 80	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 11	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 91	
Total	<input type="checkbox"/> 148	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 11	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 159	

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish			1				1												2	0
Chinese	15		24		13		16												68	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	15	0	25	0	13	0	17	0	0	0	0	0	0	0	0	0	0	0	70	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 100

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 5

Asian: 163

Hispanic/Latino: 13

Native American:

White (Non-Hispanic/Latino): 3

Other: 1

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	1		1	1	1	1								5
Chinese	11	19	10	9	7	8								64
Russian														0
Bengali														0
Urdu	1		1	2										4
Arabic					1									1
Haitian														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
French														0
Korean		1												1
Punjabi	2	2		2	2	1								9
Polish														0
Albanian														0
Other	1	1	1											3
TOTAL	16	23	13	14	11	10	0	87						

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.

We have 3 full time ESL teachers who all follow a push in model for servicing their students. Students are carefully grouped in June in classrooms where they are provided with support from both a general education teacher with extensive ESL training and an ESL teacher who “pushes in” to that classroom. Children who are at the beginner and intermediate proficiency level receive 360 minutes per week as required under the CR Part 154 mandate. Students deemed at the proficiency level of advanced receive 180 minutes a week of instruction from an ESL teacher in a push in model. In addition to the mandated services, there is an extended day period which supports selected ELLs. In addition, students that need additional support are provided with SETTS services, guidance and speech. All instruction is provided in English incorporating the four modalities, listening, speaking, reading and writing.

Our instructional approach to teaching of ELLs is rooted in our belief that in order for our students to be successful in all academic areas they needed to be able to make sense of the materials provided, particularly in the content areas of Science and Social Studies. The goal of our ESL program is to develop academic language and enhance student understanding of English while learning grade level content. Our focus is directly targeted at developing academic vocabulary and grammatical structures that often impede ELLS from comprehending content area material. Through a year long study of Dr. Lilly Wong Fillmore's research on analyzing text, we have adopted strategies for developing our students use and understanding of the language commonly found in content area material. These strategies include not only developing academic language and vocabulary but also opportunities for oral discussions to build and assess comprehension. The key piece to the successful delivery of these strategies is that both ESL and classroom teachers are trained in how to deliver this instruction.

Ongoing professional development is provided for all teachers of ELLs.

As a team we are well aware that our students' English proficiency levels vary greatly thus we are always cognizant of the need for differentiation not only of grouping but of instruction. ESL teachers provide additional support for our population of newcomers by providing these students with additional supports in developing social and academic language as well as providing additional literacy instruction. Careful attention is given to the support of these students in test taking as they are required to take state tests after only one year of residency in the United States. Students are provided with instruction on using glossaries in their native language allowable on certain state tests. Newcomer's taking state exams are provided with testing accommodations that include taking the test in a separate location, extended time and on certain tests, native language test booklets.

In planning for our long term ELLs, we have decided as a team to look carefully at all the data we have on the particular student(s) and determine which areas these children need the most support in. ESL teachers will provide instruction using a myriad of ESL strategies and some children may be offered Academic Intervention Services to help them overcome their academic challenges.

ELLs with special needs will be provided with ESL services as dictated by their Individualized Educational Plan.

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

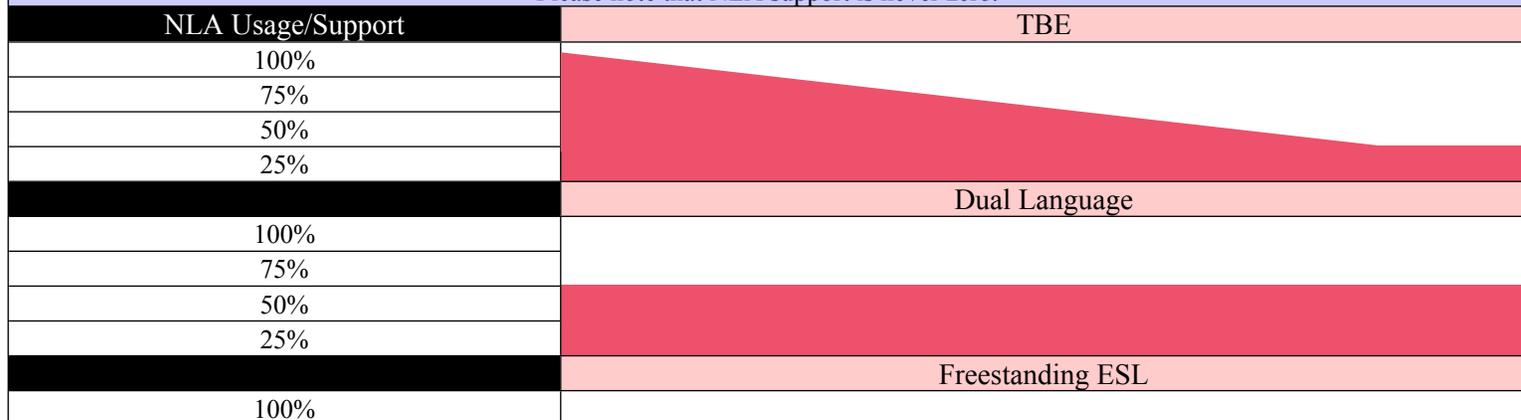
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

ESL instruction at PS163Q is delivered through various models. In addition to our Dual Language for grade K, 1, 2 and 3 we also have one self-contained first grade class. Our free-standing ESL programs follows a push in model with pull outs taking place for beginner students in grade 5 above and beyond the mandated minutes. Mandated number of units as outlined by the NYS CR Part 154 law are ensured throughout homogenous grouping of ELLs at each grade level. Students who are ELLs are placed in one class, except in Kindergarten. In their work with ELL students, the ESL teachers follow the Balanced Literacy curriculum and, through guided reading and small group strategy lessons, they place an emphasis on small group instruction. During content area push-in periods, ESL teachers support students with the language necessary to support concepts learned. Instructional strategies such as scaffolding are used to develop students' language and comprehension of content development. Teachers use various types of scaffolding methods, such as modeling, bridging, contextualization, schema building, text re-presentation and meta-cognition, to help students build English language skills. Classrooms are integrated with Smartboard Technology to assist in lesson instructions. LEAP Frogs, listening centers and computer work stations are also employed to support content area as well as language acquisition. ELLs who have demonstrated a lack of progress in last two to three years on the NYSESLAT participate in Extended Day, small group instruction, three times a week after school. Students in Extended Day are grouped by grade and their NYSESLAT progress trends. Strategies used in these Extended Day Classes are results from study groups and the school's Inquiry Team research on academic language development. In addition, all beginners in grades 1-5 receive targeted homogeneous instruction during Extended Day time.

Students in 1-5 are invited to participate in an after school Title III program. Title III Program consists of 16 sessions. We will be working with teaching artists from LEAP to develop the speaking and listening comprehension skills of children in grades 1-2 through

puppetry and literacy. Students will have an opportunity to analyze characters, understand story and interpretation of story through writing and acting in their own plays. Children in grades 3-5 will participate in a residency through LEAP of writing through mime. Students will master a variety of writing skills as they participate in this residency. They will learn to organize their ideas, practice punctuation and understand sequencing and sentence structure as they use miming games to act out pieces of literature. Students in grades 3-5 will also be afforded an opportunity to attend a morning program focusing on developing their writing skills in the content area.

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)?

P.S.163Q's Dual Language side-by-side English-Mandarin program consists of 250 children in kindergarten, grade 1, 2 and 3. Language instruction employs 50-50 model. The classrooms are distinguished by color. Red is for Mandarin and Blue for English. We follow the standard New York City curriculum for instruction. The English and Mandarin curriculum complements each other. This allows students to utilize what they are familiar with in the Native Language classroom to the application of the learning in the second language classroom. We also offer a project-based learning environment.

The students learn the core academic areas in both English and Mandarin to develop academic proficiency. The class make-up consists of English dominant students and Mandarin dominant students who are English Language Learners. Students are integrated for the entire day. Literacy instruction in English and Mandarin alternate daily. Word study/Phonics, math, science, and social studies are alternated daily in both languages as well.

In an effort to help students develop an appreciation and respect for cultural diversity, students receive an additional instruction of culture. During this time, students are integrated for cross-cultural studies and activities. Our Mandarin instruction is delivered using Traditional Characters, in order to build a foundational system for learning. As students progress through this program, they will be introduced to Simplified Characters.

Our Dual language teachers participate in professional development offered by NABE, NYSABE, CAIS, Columbia University Teachers' College, New York University Dual Language Symposium and Integrated Curriculum and Instruction (ICI), our School's Learning Support Organization. The assistant principals, ESL teachers, Dual Language teachers, and other teachers who work with ELLs participate in an ongoing study group offered by ICI Network ELL Specialist, focusing on Academic Language.

To strengthen parent involvement, monthly parent network meetings are held. During these meetings, parents' concerns are discussed and needs are assessed. A full time Community Associate has been brought on full time to help support the needs of our Dual Language parents.

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.

Both classroom and ESL teachers will participate in professional development aimed at supporting our English Language Learners. Both through in house and ICI professional development our teachers will continue to expand their knowledge of how to support our ELLs. Teachers will also attend TCRWP calendar days aimed at meeting the needs of ELLs. The knowledge attained at all of these professional development opportunities will be shared school-wide during professional development days and grade wide meetings. Teachers will receive a minimum of 7.5 hours of ELL training during in house professional development and through training with the ICI. Ongoing articulation with the current and middle school teachers will keep all stakeholders informed of the needs of the incoming middle school students.

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?

School leaders and staff will engage families to support teaching and learning through:

- Curriculum Based Workshops delivered by teachers and administrators to support parents of ELLs with strategies on improving student progress in all areas
- Parent Coordinator will facilitate parent outreach and family support workshops for all parents of ELLs
- Dual Language Community Associate will coordinate parent outreach and family support workshops for parents of students in the Dual Language Program
- Parent Network meetings to discuss data, school wide initiatives and special programs.
- Open House to share instructional practices, expectations and routines with families
- Monthly newsletter to inform parents of what students are learning in each unit across the grades so they support their children at home.
- Distribution of family guides from Department of Education
- Bi Monthly PTA School Happening Newsletters to showcase student work
- School Messenger System to keep parents abreast of what's happening in the community, parent workshops, meetings and school wide events
- School Website listing school events, curriculum and outreach support resources for families, and helpful student links
- All communication will be translated in Chinese, Spanish and English to reach the entire school community. Preferred language surveys will be distributed.

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)	20	17	5	4	3	4								53
Intermediate(I)	0	20	7	11	4	5								47
Advanced (A)	11	6	14	17	6	4								58
Total	31	43	26	32	13	13	0	0	0	0	0	0	0	158

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		6	3	0	1	1							
	I		15	4	3	0	2							
	A		12	16	2	1	3							
	P		10	2	23	9	7							
READING/ WRITING	B		17	4	2	2	4							

	I		20	5	11	4	5							
	A		5	8	15	5	4							
	P		1	8	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	8	0	0	10
4	3	5	1	0	9
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3	0	4	1	1	0	1	1	11
5	2	0	4	0	2	2	1	2	13
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

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

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

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

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

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

To assess the early literacy skills of our ELLs, the LAB-R is administered to all eligible students. Students are also administered the TCRWP testing letter identification, letter sound identification, word identification and concepts of print. Running records are administered individually to determine reading levels. The data indicates a need to work on comprehension skills with all ELLs. The data indicates that many of our ELL students in grades 4 and 5 for ELA fall in the range of level 2. Much work needs to be done to develop literacy skills that will support students in being able to comprehend texts and respond to literature regardless of genre. As a school, we need to also challenge our level 3 students. Through challenging them, students will rise to their potential which will be reflected in the movement from level 3 to 4. Level 1 students need to be provided with intense academic intervention services from both ESL and classroom teachers. Math scores indicate that our ELLs score primarily within level 2. Efforts need to continue to challenge our students and provide them with instruction that will propel them to higher levels.

Scantron assessments are used to inform instruction for our ELL students. Additional support is given in the areas of need. Students take these assessments throughout the school year to give teachers more information about what students have learned. Teachers use these assessments—along with other school work and what they see in class—to learn where students need more help and plan targeted instruction.

These assessments are designed to provide teachers with detailed information about their students' strengths and weaknesses in English language development and will serve as a resource to help plan individual and group instruction. The ELL assessments are aligned with New York State English as a Second Language (ESL) standards and New York State English Language Arts standards.

All school assessments help the school by:

1. Giving up-to-date information about what each student knows and can do so that teachers can target instruction to meet the learning needs of every child.
2. Predict student's performance on the standardized assessments so that teachers can help every student meet or exceed State Learning Standards.
3. Measure student learning within a grade and from grade-to-grade to help schools keep students on track for success in high school and beyond.

These assessments are also used by the teachers and instructional cabinet to analyze results, identify intervention groups, define and implement an academic improvement plan and monitor student progress.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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