



**P.S.161x**  
**JUAN PONCE DE LEON ELEMENTARY SCHOOL**

**2010-2011**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (07/ BRONX/ 07X161)**  
**ADDRESS: 628 TINTON AVENUE BRONX, N.Y. 10455**  
**TELEPHONE: (718)292-5478**  
**FAX: (718)292-5476**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 07x161      **SCHOOL NAME:** Juan Ponce De Leon

**SCHOOL ADDRESS:** 628 Tinton Avenue Bronx, N.Y. 10455

**SCHOOL TELEPHONE:** 718-292-5478      **FAX:** 718-292-5476

**SCHOOL CONTACT PERSON:** Mark Weisman      **EMAIL ADDRESS:** [mweisma@schools.nyc.gov](mailto:mweisma@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Mark Weisman

**PRINCIPAL:** Mark Weisman

**UFT CHAPTER LEADER/C:** Darlene Ingram

**PARENTS' ASSOCIATION PRESIDENT:** Nancy Marrero

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 07      **CHILDREN FIRST NETWORK (CFN):** CFN 401

**NETWORK LEADER:** Alice Brown

**SUPERINTENDENT:** Yolanda Torres

## 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
Mark Weisman	*Principal or Designee	
Darlene Ingram	*UFT Chapter Chairperson/Co-Chairperson	
Nancy Marrero	*PA/PTA President or Designated Co-President	
Joselyn Blanco	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>N/A</b>	DC 37 Representative, if applicable	
<b>N/A</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
<b>N/A</b>	CBO Representative, if applicable	
Michelle Morrison	Member/Elementary (Gr.3-5)	
Ruth Keindl	Member/Early Childhood (Pre-K-2)	
Gloria Flores	Member/Bilingual	
Evelyn Dixon	Member/Special Education	
Karen Borsotti	Member/Out-of-Classroom	
Cheryl Cross	Member/Parent	
Lydia Martinez	Member/Parent	
Denise Corchado	Member/Parent	
Yolanda Rivera	Member/Parent	
Angel Santiago	Member/Parent	

\* 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.

---

Our mission, at P.S. 161, is to make our school child-centered in an environment of excellence. Through an open team approach involving our entire school community, we will create an atmosphere where children will show willingness to question, explore and share.

We will instill a love of learning so that all our students can reach their full potential and become contributing members of society. We will foster lifelong goals of independent thinking, responsible citizenship, and an appreciation of individual differences, academic excellence and high standards.

Currently we serve 629 students in grades Pre-Kindergarten through grade 5. Our programs include: Super-Start Plus Pre-Kindergarten classes, General Education classes, and Dual Language education model classes to develop native language and English speaking skills (K-5). In addition, we have Collaborative Team Teaching classes (K-5) and 5 self-contained special education classes.

Students at Public School 161 benefit from a rigorous and comprehensive curriculum balanced literacy approach and a strenuous mathematics curriculum including Everyday Mathematics.

Inquiry/Teacher Teams review data and student work in order to differentiate instruction and improve student learning which aids in driving instruction. Teacher observations and administrative walkthroughs ensure high expectations and rigorous instruction. Professional development is being provided for Common Core Standards and teacher teams are looking at curriculum implications.

Academic Intervention Services (AIS) are provided through all core curriculum areas and through a variety of programs targeting students who need additional assistance. This includes individual and small group instruction during and after school and on Saturday's. Our ELL students utilize an internet-based software program, Imagine Learning, that focuses on the specific levels and ELA needs of each ELL student.

The Library/Media Center functions as the core of our extensive literacy initiatives. The library is automated and is internet accessible. Our library program offers a flexible schedule with open access for students. The music program consists of two full-time music teachers and has been expanded to include a school chorus and guitar program. Our Physical Education cluster contributes to the development of the students through the mediums of movement and physical activity. Our 2

science/health specialists provide hands-on enrichment activities in alignment with the NYS Science Standards. The Social Studies cluster prepares students to meet the social studies standards while incorporating reading, writing and math into the curriculum.

Technology is evident throughout the school building. Computers are in every classroom, and we have recently updated our computer lab. Our technology coordinator provides instruction for students and offers professional development for staff and parents.

The P.S. 161 staff designates time for extracurricular activities that fosters team building, self-esteem and cooperation among students. These activities encourage a sense of community within the school and the surrounding neighborhood and create a well-rounded student body. The extracurricular activities include a teacher helper program, swimming, chess, track and field team, volleyball, basketball, and guitar club. P.S. 161 participates in various fundraising activities such as the Pennies for Patients program, which raises money for children with cancer, and is sponsored by the NYC Leukemia and Lymphoma Society; and an annual Canned Food Drive.

We are also very proud of our enhanced school-wide arts programs, which support our instructional programs for residencies with The National Dance Institute (dance and chorus), Studio In A School (art) and ArtsConnection (Drama).

## **SECTION III – Cont’d**

### **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.

---

## 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?
- 

Looking over data from the 2010 NYS ELA Exam Item Analyses, one area of needed improvement is Grades 3-5 performance on ELA continues to be constructed writing responses. According NCLB/SED NYS accountability status P.S. 161 is SINI- Year One – ELA Comprehensive.

The two sub-groups, Students with disabilities and Limited English Proficient students, continue to be an area of concern. On the 2010 NYS ELA Exam, overall, 13% of Students with Disabilities scored at Level 3 and above, and 15% of ELL students scored at Level 3 and 0% scored at Level 4. On the 2010 NYS Math Exam, overall, 16% of Students with Disabilities scored at Level 3 and above, and 26% of ELL students scored at Level 3 and 0% scored at Level 4.

SUBJECT	2006	2007	2008	2009	2010	TOTAL
ELA (% Level 3 and 4's)	38.8	46.3	50.0	51.7	29	43.16
Math (% Level 3 and 4's)	54.5	65.8	74.0	79.0	33	61.26

The original area referenced for improvement by our school's NCLB/SED was English Language Arts (Subgroups – Special Education and ELLs). Subsequently, during the years 2007 – 2009, we had met all NCLB/SED/NYC accountability areas and were in Good Standing for the 2009 – 2010 school year. According to the NYC Progress Report (2009-10) our school received an overall score of 40.5 which equates to a "C." Our focus will be to improve student performance for all students and special populations. Based on the 2009 – 10 NYC School Survey two areas of concern are academic expectations – level of assistance for extra help and assistance (8.1) and communication – receive information on services to help children (7.6).

We are extremely proud of our continuous positive trends in student performance in recent years. The indicators of progress are demonstrated by the NYS/NYC accountability and assessment resources. Subsequently, the indicators of progress are noted in the following:

- Removal from SINI (met AYP 2007, 2008). School In Good Standing
- School Report Card grade "A" 3 consecutive school year (2006, 2007, 2008)
- NYC Quality Review "Well Developed" in 2006 – 2007 and 2007 – 2008 school year
- Met (NCLB/SED) AYP; including, all sub – groups (2006 – 2007 and 2007 and 2008)
- Continuous improvement in student attendance
- Received 2008 & 2009 School-wide Performance Bonus (UFT/CSA)

- Improved levels 2, 3, 4 Science/Social Studies/NYSESLAT

The improved indicators and continuous upward trends are supported by a consistent supervisory staff as well as a support system for teaching and learning. This includes teacher support and professional development, a data/assessment coordinator, a full-time literacy coach and direct AIS support for at risk students, ELLs, and students with IEP's. Ongoing Inquiry Team action research/target population.

Barriers for Continuous Improvement:

- 28.32% of our students are ELLs
- 27.68% of our students have an IEP
- Particular focus on Teacher development is needed to address instructional needs of ELL's and students with disabilities

## 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.

---

### **Goal #1**

By June 2011, we will have increased and expanded our core instructional team to 90% participation as evidenced and measured by active participation in inquiry/teacher team meetings, common planning sessions, grade level leader feedback and data meetings.

### **Rationale:**

Encourage collaboration amongst all staff to focus on areas impacting student learning.

### **Goal #2**

By June 2011, 80% of teachers will utilize a school-wide data system in reading and writing to enable them to embed the practice of using assessment to inform specific instructional goals for the class, small groups and individual students.

### **Rationale:**

Monitor/track student data in reading and writing in order to target individual and groups of students requiring additional support.

### **Goal #3**

By June 2011 students in grades 3-5 will demonstrate a 5 % increase on the NYS ELA Exam

### **Rationale:**

Monitor/Analyze student performance in order grade equivalent standards in ELA

### **Goal #4**

By June 2010-2011 there will be a 5% increase in ELL students who score proficient in the reading and writing sections of the NYSESLAT Exam.

### **Rationale:**

Monitor/Analyze ELL sub-group data I reading and writing in order to target students that require additional support.

## SECTION VI: ACTION PLAN

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will have increased and expanded our core instructional team to 90% participation as evidenced and measured by active participation in inquiry/teacher team meetings, common planning sessions, grade level leader feedback and data meetings.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Beginning in the 2010-2011 School Year, each grade has designated a specific individual to serve as the grade leader for each respective grade.</li> <li>• SBO teacher team meetings – Thursday’s - 50 minutes, 2:35 P.M. – 3:25 P.M.)</li> <li>• Assistant Principals (2) attends teacher team meetings and debrief with principal (weekly).</li> <li>• Literacy coach attends teacher team meetings (weekly).</li> <li>• Grade leaders will facilitate work at grade level meetings at least once a week and additional common planning periods will be scheduled (monthly).</li> <li>• Grade leaders will represent grades on the Inquiry Home Team, and turn-key information back to the grade teams to continue the specific grades’ Inquiry work.</li> <li>• Grade leaders will attend key professional development workshops and meetings to turn-key valuable information back to the respective grade teams.</li> <li>• Parent Open House – Teacher will discuss process and classroom implications</li> <li>• Scheduling for weekly common grade team meetings scheduled in master schedule by the school administration.</li> <li>• Additional grade team meeting times will be scheduled in consultation with the school administration.</li> <li>• Purchase professional materials to support teacher teams.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Title I, TL, ARRA funds will support monthly teacher training and coaching.</li> <li>• Inquiry Team funds for per-session work at Home Team Inquiry Meetings.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Supervisor instructional walkthroughs (weekly)</li> <li>• Formal and informal observations</li> <li>• Work of the respective grade teams' inquiry study</li> <li>• Evidence of common planning, common assessments and common goals at each respective grade level</li> <li>• Periodic review (January) of teacher team goals, data and objectives to monitor progress and revisions</li> </ul>

**SECTION VI: ACTION PLAN**

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

**Reading & Writing**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 80% of teachers will utilize a school-wide data system in reading and writing to enable them to embed the practice of using assessment to inform specific instructional goals for the class, small groups and individual students.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The school data specialist (A.P.) and the school's literacy coach were trained by Cambridge Consultants (2009-2010) in the developing and the maintenance of various Excel data spreadsheets.</li> <li>• Classroom teachers will conduct reading assessments (Oct., Feb. June). Data is uploaded from PDA and data specialist creates spreadsheets.</li> <li>• Implement benchmark F&amp;P benchmark system (Gr. 2-5)</li> <li>• Classroom teachers will assess writing using the writing continuum (Oct., Feb., June)</li> <li>• The school data specialist and the school's literacy coach will input school data (2010-2011) to establish and maintain data spreadsheets.</li> <li>• The school data specialist, literacy coach, and administration will periodically (monthly) analyze data to assess strengths and weaknesses and develop goals.</li> <li>• Key individuals will meet with grade team leaders to distribute data, analyze data and discuss the implications and goals for each of the respective grade team levels.</li> <li>• Based on student data/analysis classroom teachers will create groups, targeted activities to meet student needs (Ongoing- - Sept. – June)</li> <li>• Tier I and Tier II interventions will be provided based on reading &amp; writing assessments.</li> <li>• Support staff will receive copies of benchmark data in order to improve student learning</li> <li>• Professional development - Aussie consultants implications for common core standards, units of study, organizing assessment resources</li> <li>• Supervisors articulate with AUSSIE consultant, literacy coach and teachers regarding data collection, tracking and next steps.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Student Fair Funding, Title I and Tax Levy Funds</li> <li>• UFT Teacher Center Funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Administration and Coach Periodic review/updates to the spreadsheets (Nov., March).</li> <li>• Monthly analysis by classroom teacher of data to assess strengths and weaknesses and develop goals.</li> <li>• Positive value added progress on the respective class data charts for Fountas and Pinnell Levels and writing (Grades K-5).</li> <li>• Increase performance level scores for each benchmark (Oct., Feb., June) to the next for each respective class (Grades 3-5) measured against the goals that are set.</li> <li>• Move minimum 1 reading level (increase) benchmark assessment (by June)</li> </ul>

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 students in grades 3-5 will demonstrate a 5 % increase on the NYS ELA Exam</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Through analysis (administrators, data specialist, coach, lead teachers, classroom and cluster teachers) of data charts and use of data systems, identify all level 1 and level 2 ELA students.</li> <li>• Implement 90 minute literacy block – reader/writer workshop</li> <li>• Classroom libraries are leveled and organized</li> <li>• 100 book Reading Challenge (gr. 2 – 5)</li> <li>• F&amp;P to determine reading levels and set goals (Oct., Feb., June)</li> <li>• Analyze 2010 NYS ELA exam</li> <li>• Classroom teacher will implement test sophistication utilizing learning materials.</li> <li>• Classroom and cluster teachers will differentiate instruction and work for these groups of students to push students at their specific level.</li> <li>• Weekly grade team meetings with portion of the time designated for the work of Inquiry.</li> <li>• Monthly Inquiry Home Team meetings to share findings of each respective grade team and turn-key new and vital information to lead team members.</li> <li>• Professional development – analyze student work/writing, differentiated instruction, plan and set goals (next goals), classroom intervisitation</li> <li>• Parent coordinator and staff will plan and conduct workshops for parents in ELA and how they can help their child at home to improve reading and writing skills.</li> <li>• Scheduling for weekly common grade team meetings scheduled in master schedule by the school administration.</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional grade team meeting times will be scheduled in consultation with the school administration.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Title I, Fair Student Funding, TL</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• At least 5% overall increase in performance level scores from assessment (Acuity) to the next for each respective class (Grades 3-5) measured against the goals that are set.</li> <li>• Review F&amp;P benchmark data to monitor the % of students achieving grade level benchmarks.</li> <li>• Supervisors will conduct formal and informal observations to ensure compliance with ELA coursework and program requirements.</li> <li>• Classroom teachers will administrator and review unit assessment data.</li> </ul>

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010-2011 there will be a 5% increase in ELL students who score proficient in the reading and writing sections of the NYSESLAT Exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Through analysis (administrators, data specialist, coach, lead teachers, classroom and cluster teachers) of data charts and use of data systems, identify those ELL students who scored low on the Reading and Writing sections of the NYSESLAT and on the NYS ELA exam; and identify the levels of all ELL students in the areas of reading and writing throughout the grades.</li> <li>• Review disaggregated data to focus in on sub-groups within the area of ELA.</li> <li>• Classroom teachers will differentiate instruction and work with ELLs based on the reading and writing sections of the NYSESLAT exam.</li> <li>• AIS support providers will target specific areas of need within ELA to target the instruction for ELLs. And ELLs with IEP's.</li> <li>• Enrolled ELL students will be organized by proficiency level during extended day.</li> <li>• Title III after-school (Gr. 3-5) and Title III Saturday Program (Gr. K-2) will focus on student reading and writing comprehension.</li> <li>• Implement 90 minute literacy block – reader/writer workshop</li> <li>• Classroom libraries are leveled and organized</li> <li>• 100 book Reading Challenge (gr. 2 – 5)</li> <li>• F&amp;P to determine reading levels and set goals (Oct., Feb., June)</li> <li>• Professional Development provided by Network 401, in-house staff, Citywide, BETAC</li> <li>• Title III Saturday Parent Computer Classes</li> </ul>

	<ul style="list-style-type: none"> <li>• Parent coordinator, ESL teacher and Dual Language Coordinator plan and conduct workshops for ELLs in order to encourage reading and writing in school and at home.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Title III, Fair Student Funding, Title I, TL</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• At least 5% of the ELL students will demonstrate overall increase in performance level scores from assessment (Acuity) to the next for each respective class (Grades 3-5) measured against the goals that are set.</li> <li>• This will be measured and assessed by having at least a 10% increase of all ELL students who score proficient on the Reading and Writing Sections of the 2011 NYSESLAT Exam (from 2009-2010 to 2010-2011).</li> <li>• Review F&amp;P benchmark data to monitor the % of ELL students achieving grade level benchmarks.</li> <li>• Supervisors will conduct formal and informal observations to ensure compliance with ELA/ coursework and program requirements for ELLs.</li> <li>• Classroom teachers will administrator and review unit assessment data.</li> </ul>

—

## **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	N/A	N/A		N/A	3	N/A
1	58	0	N/A	N/A		N/A	6	N/A
2	70	0	N/A	N/A		N/A	4	N/A
3	54	0	N/A	N/A	5	N/A	0	N/A
4	61	65	1	1	6	N/A	0	N/A
5	51	54	36	0	12	N/A	0	N/A
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b> Extended Period</p> <p>Saturday School Program</p> <p>AIS Literacy/ Writing</p> <p>ELL AIS (English Language Arts)</p> <p>Summer Program</p>	<p><u>Small Group Instruction (2:35 P.M. – 3:25 P.M., 2 days per week)</u> Data driven instruction for students that need extra academic help</p> <p>Grades 3-5 English Language Arts Test Prep Program Saturdays 3 hours per week in small groups (Rally Education-Test Success)</p> <p>The program is based on an 8 week cycle in small group setting. Students in Grades K-5 receive services in the subject of reading. In the lower grades (K-2), the focus is on learning to read. Students work on phonemic awareness skills, word building, decoding skills, etc. The focus in Grades 3-5, the focus is building their comprehension skills such as main idea, sequencing, inference, etc, and increasing their fluency and the accuracy of reading.</p> <p><u>Small Group Instruction During School Day 3 times a week for 30 minutes</u> Imagine Learning Program (online) Teacher led activities to help Spanish dominant students speaking, reading, and writing skills in English. The utilization of Imagine Learning online computer software that differentiates work for the specific, individualized learner.</p> <p>Summer instruction in July-August. Monday-Thursdays, 2 hours daily. Student in grades 3-5 who are at risk and students not meeting promotional standards.</p>
<p><b>Mathematics:</b> Extended Day Program</p> <p>Saturday School Program</p>	<p><u>Small Group Instruction (2:35 P.M.–3:25 P.M.) -Additional Extended Period 2x50 min. per week</u> Data driven instruction for students that need extra academic help</p> <p>Grade 3-5 Mathematics Test Prep Program - Saturdays 3 hours per week in small groups</p>

Math Intervention	Small Group Instruction during school day (A.I.S. Math Specialist) To provide students with differentiated math instruction. Materials used: Everyday Mathematics, manipulatives, number sense, computation, computers, Advantage Math, teacher assessments, Step Up to Math.
Summer Program	Summer instruction in July-August. Monday-Thursdays, 2 hours daily. Student in grades 3-5 who are at risk and students not meeting promotional standards.
<b>Science:</b>	Grades 4 – 5. Level 1 and 2 students are provided 100 additional minutes weekly of science enrichment during A.I.S. extended period in small groups.
<b>Social Studies:</b>	Grade 5 Level 1 and 2 students are provided 100 additional minutes of social studies enrichment during A.I.S. extended period.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Individual and Group Counseling, Crisis Intervention during school day in small groups and one to one. At-risk students – increase self-esteem and social networks (Funded-Title I) additional counselor
<b>At-risk Services Provided by the School Psychologist:</b>	Individual Counseling, Crisis/Intervention during school day in small group and one to one setting. At-risk students – increase self-esteem and social networks
<b>At-risk Services Provided by the Social Worker:</b>	Individual and Group Counseling, Crisis Intervention during school day in small group and one to one. At-risk students – increase self-esteem and social networks
<b>At-risk Health-related Services:</b>	School nurse provides health screenings, immunizations, asthma control referrals, and physicals (New Multi-Service Clinic- Urban Health Inc. - Spring 2011).
<b>At-risk SETSS</b>	The SETSS teachers (2) provides service to at-risk students based on referrals from the Pupil Personnel Team. These providers work with students in small groups to improve phonics, fluency, comprehension and math skills.

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

*NCLB/SED requirement for all schools*

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

---

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

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

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

**Section I. Student and School Information**

Grade Level(s) K-5                      Number of Students to be served: 48    LEP 22    Non-LEP 26

Number of Teachers 7                      Other Staff (Specify): 1 Bilingual Staff Developer/Program Director, 1 Supervisor & 1 Secretary

**School Building Instructional Program/Professional Development Overview**

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

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

---

**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.

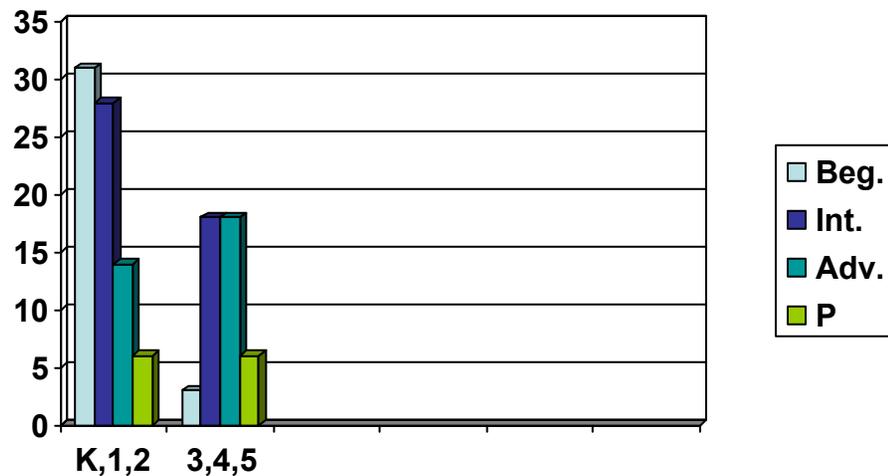
---

### **Introduction**

PS 161 in the South Bronx (District 7) offers the following English-Spanish bilingual programs for our English Language Learners: dual language, bilingual special education and English as a second language. We have dual language classes in grades K through 5 (11 classes). Grades K-5 teachers follow the 50:50 alternate day model with English instruction provided in the English room and Spanish instruction in the Spanish room in side by side rooms in kindergarten, grade 1, 2, 3, & 5. Grade four is a dual language, self-contained class. This year we have a grade one/two bilingual special education class. The following support personnel provide services to our LEP students in our dual language classes: a Bilingual SETTS teacher, a Bilingual Speech teacher, and a bilingual Guidance Counselor. There are two Academic Intervention teachers (Math and Writing) that provide academic intervention in English to a select number of ELL students in grades K, 1, 2, 3, 4, and 5. The Bilingual SETTS teacher, the bilingual speech teacher and the bilingual counselor provide intervention services mandated by evaluations done by the Committee on Special Education and as per the student's Individualized Educational Plan.

Fifty one English Language Learners, as per parental choice, receive ESL services from our ESL certified teacher. The ESL instructor provides daily ESL instruction by incorporating listening, speaking, reading and writing skills. The following cluster teachers' Spanish-speaking ability provides additional support to our ELL students: the early childhood music teacher, the physical education teacher and the technology specialist. All other cluster teachers scaffold their lessons to accommodate the various proficiency levels of our ELLS.

When we compare the students' performance (151 ELLS) on the Spring 2010 **NYSESLAT exam** that were in grades K through 5 (now currently in grades 1-4) scores, we found that the overall proficiency level obtained is as follows:



Grades	K-2	Grades	3-5
Students		Students	
Beginners	32	Beginners	11
Intermediate	28	Intermediates	20
Advanced	16	Advanced	30
Proficient	8	Proficient	6
Total	84	Total	67

The results of the table above demonstrate that we had many more students (84) take the NYSESLAT in grades K-2 where only 67 students in Grades 3-5 took the NYSESLAT. But of more significance and relevance is the fact that the table also indicates that there are many more beginners and intermediate students in the early childhood grades and less beginners and intermediates in the upper grades where children have received more years of instruction in English. In general, we only had 8 students that showed no progress or regressed. Specifically, there were 3 students that showed no progress (remained at the same proficiency level) and 5 that regressed (went from a higher proficiency level to a lower proficiency level.)

The above data leads us to the conclusion that the more years that students are in bilingual education programs (dual language, ESL, etc.) the level of English acquired becomes greater. This supports the research that English Language Learners/LEP students require 5 – 7 years of English language instruction before the second language (English) is acquired. As Virginia Collier, a well-known bilingual researcher/writer has stated: “Research shows that it takes *second language learners* two to three years to learn basic interpersonal communication skills (BICS) and five to seven years to achieve cognitive academic language proficiency (CALP) if ... in his/her first language, CALP will take seven to ten years or more (Virginia Collier, 1995). ...”

This year we will utilize the Title III funds to continue to focus on the improvement of our LEP/ELL students writing and reading comprehension in both languages.

## **Supplemental Instructional Activity #1**

Consequently due to these results, this school year, 2010-2011, our intention is to utilize the Title III funds to target those students that are holdovers, potential holdovers, failed to show progress and former ELLS to provide transitional services. The focus will be teaching nonfiction writing in the areas of Social Studies and Science to the K -5 students. Instruction will be provided separately in each language (English and Spanish) by two bilingually certified kindergarten teachers and one bilingually certified first grade teacher. We will also have one bilingually certified teacher in a grade 2/ 3 that will focus on ESL and ELA, and another grade 2/3 /4/5 teacher whose focus will be to teach Spanish as a second language to our English Proficient students/and/or ELLS who need additional instruction in the Spanish native language. We will also have 1 bilingually certified teacher for grades 4 & 5 that will focus on non-fiction writing in the content area of either Science or Social Studies. Instruction will also be in both languages on an alternate day basis.

In addition we will have a teacher that will focus on providing and reinforcing the basic English as a second language skills necessary for newly arrived students in grades 2 through 5. English as second language strategies, such as TPR, use of visuals, realia, listening tape cassettes and games will be utilized to present the beginning skills necessary, i.e., the colors, the days of the week, classroom objects, months, numbers and basic greetings and phrases in the English language.

PS 161 will provide supplementary instruction in English as a Second Language (ESL) and Native Language Arts (NLA) to a total of 66 students which will include English Language Learners (ELLs) and EPS (English proficient) from the dual language program, ELLs from the ESL program, former ELLs that have recently (1 to 2 years) achieved English proficiency. This will meet the requirement to provide transitional services to former ELL students. We will also include ELL/LEP students with an IEP (Individualized Education Plan.)

As stated above, instruction for students in grades K, 1, 2, 3, 4 and 5 will focus on providing additional support in teaching non-fiction writing through links in reading in the content areas of Social Studies and Science. Teachers in grades K & 1 will follow the Scope and Sequence in Social Studies or Science to utilize the themes that will in turn improve writing K-3, and comprehension skills. Tony Stead explains in his book “Is that a Fact? Teaching Nonfiction writing” some of the key purposes for writing nonfiction (Based on work by Martin 1985): to describe/explain, to respond, to instruct, to persuade, to retell information about oneself, another person or past event, to explore and maintain relationships with others, and to entertain and narrate fictional narrative. Students will write for some of these key purposes which will focus on the four areas (listening, speaking, reading, and writing) that are the four areas that are crucial to learning a second language. Kindergarten, first second, third, fourth and fifth grade teachers will utilize the plethora of books and resources we have in our school to support students’ reading and writing in the content areas. The materials, books and strategies utilized will integrate the aforementioned four skill areas (listening, speaking, reading, and writing.) We will also purchase ESL and Spanish computer internet based programs for the students in the newcomer class and for the Spanish 2/3/4/5 class.

### *Anticipated Measurable Outcomes*

The projected end result will be demonstrated by an increase in the students’ English proficiency levels in both areas of Listening and Speaking and Reading and Writing on the 2010 NYSELAT. But specifically our focus will be to see an increase in students’ progress on the Reading and Writing section of the NYSELAT. The rationalization for this focus is that the BICS (basic interpersonal communication skills) are more easily obtained while the CALP (Cognitive academic language proficiency) takes longer for ELLs to obtain. The research states that it takes four Our purpose is to assist our LEP/ELLs that have 4 to 6 years of service progress from the intermediate level to the advanced and from the advanced level to the proficient level. Our goal is to increase the number of intermediate and advanced students in grades K-2 while increasing the number of advanced and proficient students in grades 3-5 in the area of Reading/Writing. While not expecting the grade K-2 LEP/ELL students to become proficient in 3 years, we do expect to see a larger number of grade 3-5 LEP/ELL students become proficient in years 5 and 6.

Teachers will model, guide and support the students to promote the principles of second language learning and the language development necessary for them to succeed in acquiring English proficiency. The program is also designed to strengthen the acquisition of Spanish language skills. We will look at the students' percentile score in grades 3, 4 & 5 on the ELE (Examen de Lectura en Español.) to determine progress in the native language. We will also purchase an additional assessment in Spanish (i.e., Supera, Logramos or LAS links) to measure student's (ELLS and EPS) progress in Spanish in the Dual Language classes. We will also have a class specifically for newly arrived Spanish dominant students in grades 2, 3, 4, & 5 where the teacher will provide English as a second language. Overall, students' English and NLA skills will improve by allowing them to be creative and innovative in a relaxed environment. Students will use their imagination and also express it through art activities linked to reading and writing.

Evidence of teachers implementing strategies and the program according to training received will also demonstrate professional development content acquired. Observations in the classroom will also indicate that the program is flowing and that the students are truly engaged. Furthermore, the students' attendance will reflect the students' level of interest in the program. Increased parent involvement via workshops will also demonstrate program success.

### **Program Implementation**

The Title III after school program for students in grades 3, 4, & 5 will begin on Tuesday, December 14<sup>th</sup>, 2010 and end on Wednesday, April 13, 2011. The students will attend on Tuesdays and Wednesdays from 3:35 p.m. to 5:05 p.m. during the months of December, 2010 and during January, February, March and April 2011. Each session will be one and one half hours long for a total of 48 hours of instruction during the week. The Saturday program for K to 3 students will begin on Saturday, December 11<sup>th</sup>, 2010 from 9 am to 12 pm and will continue through April 9<sup>th</sup>, 2011. The service providers consist of 7 bilingual certified teachers, one computer literacy teacher and one bilingual staff developer/program director, one supervisor and one secretary. The bilingual staff developer/program director will provide professional development to the teachers once every month for one hour in the a.m. or p.m. hours. The bilingual staff/ developer/ program director will alternate with a Supervisor in the supervision of the computer literacy teacher, the parents during the Saturday computer class sessions and the K-5 students and teachers on Saturdays. The bilingual staff developer will also provide translations in English and Spanish for all letters and flyers sent to the parents. In addition, we will have one secretary to complete payroll in a timely basis for all staff members involved in our Title III program.

The following general supplies and materials will be utilized as needed to support the activities: primary writing paper, copy paper, composition paper, pencils, crayons, markers, pens, glue, tape, construction paper, oak tag, pocket folders, stickers, post-it-notes and rewards.

### **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.**

We will utilize funds to purchase the Nonfiction Writing book and DVD: Intentional, Connected, and Engaging, Grades K-2 written by Linda Hoyt and Tony Stead to provide professional development to our teachers by the certified bilingual Staff Developer/Program Director. This book and DVD, "model more than a dozen ready-to-use strategies for supporting excellent nonfiction writing." The second DVD "models the planning and the payoffs involved in teaching extended writing units." The goal of the staff development is to empower teachers to use non-fiction text in the areas of Social Studies and Science to teach writing. The lessons in the aforementioned areas will facilitate children's acquisition of language when they listen to their peers and teachers, when they read to themselves, when they retell to assess comprehension, when they engage in conversations (speaking) with their peers and when they write by themselves and in collaboration with others.

### **Parental Involvement**

PS 161's Parent Coordinator and other school staff consistently provide a variety of workshops for parents. In addition, the Title III Bilingual Staff Developer will also provide and guide informative workshops in English and Spanish for our parents on Saturdays and/or during school hours. Workshops will focus on the importance of supporting their child's education in the home by reading with the child, and encouraging them to write. The following specific activities will encourage parent involvement: the Program Director/Staff Developer and the teachers will encourage parents of the kindergarten through fifth grade students to come to the library to read to their children individually and participate in teacher directed projects. We will utilize Title III funds to provide breakfast and supplies to motivate parents to attend on Saturdays/and or weekdays. Studies show that children do much better in school when their parents are involved in their education. Parents will also be invited to the students' culminating activities in the auditorium and a field trip at the end of the Saturday program. We will also purchase any necessary supplies and books to be utilized with and by the parents during the workshops and at home to build the home-school connection that will allow them to bond and assist their child at home.

### **Supplemental Instructional Activity #2**

In addition, this year we will have a Saturday computer literacy class for parents. The sessions will begin on Saturday, December 11, 2010 and continue on selected Saturdays through April 2011. The parents will be in attendance from 9 a.m. to 12:00 p.m. The computer literacy teacher will provide parents with basic computer skills and that will assist them in aiding their children with homework assignments and will provide skills that will improve their chances of obtaining gainful employment in the future. The computer literacy teacher will also inform parents about specific websites in English and Spanish that will further support their children's literacy skills. And as a culminating and educational activity, the computer literacy teacher will accompany the parents to the Apple Store in Manhattan.

**Section III. Title III Budget**

**School: 07x161**

**BEDS Code: [320700010161](#)**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must Account for fringe benefits)		
Teacher Per Session -Saturday	\$ 10500	5- 42 hrs. x \$50 = 10500
Teacher Per Session-After School	\$ 4800	2 -48 hrs. X \$50 = 4800
Computer Teacher Per Session	\$ 2500	1 -42 hrs. X \$50 = 2100
Bil. Staff Developer/Program Director Per Session	\$ 1050	1 X 21 hrs X \$50 = 1050
Supervisor Per Session	\$ 1092.	1 X 21 hrs X \$52= 1092
Payroll Secretary Per Session	\$ 620	1 X 20 hrs X \$31 = 620
7 Teacher Trainee Rate	\$ 1610	7 X 10 hrs. X \$23 = 1610
1 P.D. Teacher Per Session	\$ 500	1 X 10 hrs. X \$50= 500
Books for teachers (professional development)	\$ 500	Professional development books for teachers
Spanish Assessments	\$ 2000	Supera, Logramos or LAS Links
ESL and Spanish programs Internet based	\$ 300	BrainPop ESL, BrainPop Español, Foreign language House
Parent Involvement	\$ 488	Breakfast, supplies, admission fees, etc.
Transportation	\$ 1900	4 Buses for field trip
<b>TOTAL</b>	<b>\$ 27460</b>	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

---

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

Approximately 87% of our ELLs' native language is Spanish; Spanish is the secondary language of the school. We also consider the fact that some of the parents of English proficient students are not proficient in the English language and have a need for translations. We obtain this information from the Home Language Survey and initial interview when students are registered in our school. In addition, on-going open communication with teachers, other staff members and parents' needs. Bilingual members of our staff are available to parents for oral translations when they visit the school (including parent-teacher conferences). School letters, flyers and calendars are always provided in both languages: English and Spanish.

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.

As stated above, 87% of our ELLs' native language is Spanish; therefore Spanish is the secondary language of the school. Our parent coordinator informs parents that translation services are available to them as needed. Our Parents Association is also aware of the fact that translation services are available to our school community. All meetings and school communication letters/flyers/calendars are translated (English and Spanish).

## Part B: Strategies and Activities

---

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

The norm in our school is that all meetings and school communication letters/flyers/calendars are translated (English and Spanish) in a timely fashion. Bilingual members of our staff are always available to parents for oral translations when they visit the school. Designated bilingual staff members are in charge of translating calendars and all school communication letters/flyers to parents.

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.

Bilingual members of our staff are always available to parents for oral translations when they visit the school. Designated bilingual staff members are in charge of translating calendars and all school communication letters/flyers to parents.

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>.

Bilingual members of our staff are always available to parents for oral translations when they visit the school. Designated bilingual staff members are in charge of translating calendars and all school communication letters/flyers to parents. We also obtain information from the Home Language Survey and initial interview when students are registered in our school. In addition, on-going open communication with teachers, other staff members and parents keep us informed of the parents' needs.

**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:	604,301	152,233	756,534
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,043	0	6,043
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	30,215	*	
4. Enter the anticipated 10% set-aside for Professional Development:	60,430.10	*	

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.
- Title I set aside funds for tuition payment
  - Canvas NYCDOE recruitment office
  - Teaching Fellows and Teach for America
  - Open Market
  - Attendance at Hiring Fairs

\* 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.

### **I. General Expectations**

Public School 161X, Juan Ponce De Leon agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - that parents play an integral role in assisting their child’s learning;
  - that parents are encouraged to be actively involved in their child’s education at school;
  - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. Public School 161X, Juan Ponce De Leon will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Encourage parents to join the School Leadership Team
  - Have the Parent Coordinator hold information sessions and send out School Environment surveys to receive parental input
  - Create a “pool” of interested parents in the form of parent representatives from each class/grade.
  - Provide, via the P.S. 161 Parents Association, a vehicle for school volunteers to assist children/school (Learning Leaders).
  - Include parents in school trips and evening school activities
  - Provide ESL and computer classes for parents
2. Public School 161X, Juan Ponce De Leon will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Review the process of “quality reviews” with parents and SLT.
  - Conduct an “in-house” quality review
  - Provide assistance with School Environment survey
  - Provide assistance with Parents Association meetings and/or parent initiated activities
  - Distribute NYS/NYC school report cards
  - Debrief and discuss results and areas in need of improvement with SLT.
3. Public School 161X, Juan Ponce De Leon will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Provide information sessions at the beginning of the school year both during the day and in the evening to review school data and implications for improvement
4. Public School 161X, Juan Ponce De Leon will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Universal Pre-K, by:
  - Providing a Family Worker who will facilitate Parent Leadership workshops

5. Public School 161X, Juan Ponce De Leon will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - These evaluations will be conducted via Learning Environment surveys which will be distributed during Parent Meetings.
  - The school's Parent Coordinator will be responsible for disseminating and collecting the surveys.
  - The results of the surveys will be presented to the Principal and the SLT for review and action in modifying the School's Plan.
6. Public School 161X, Juan Ponce De Leon will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
      - Teachers will provide parents with explanations of student assessments and provide the parents with the opportunity to experience the kinds of assessment that their children are taking.
      - Additional workshops will be conducted by the Parent Coordinator and Literacy and Math Coaches which will give parents insights as to the skills needed to achieve standard and the tests used to measure success.
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Parents will receive training on obtaining ARIS, NYC/NYS web-based information for their individual children.
    - Parent meetings will be conducted by the Literacy Coach that will provide materials that will help parents assist their children at home.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - Providing newsletters and other written communications that will describe school activities for parents to participate with their children
    - Inviting parents to be regular partners in the library, computer lab and two open houses (September and March).
    - Invite parents to present in their children's classes experiences that they have had in their native countries to celebrate the cultures represented in the school.
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Literacy Programs, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Implementing the use of the Family Worker and Parent Coordinator to provide workshops for parents to participate
  - Plan trips for parents to attend with their children (Saturday and Evening Activities – Movie Night, Family Day)
  - Plan classroom activities for parents to partner in their children’s education (Open House in September and March).
  - Provide computer and English as a 2<sup>nd</sup> Language classes for parents (Saturday).
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Provide written communication in English and Spanish.
  - Provide summaries of meetings and duplicate any information for parents to receive if they are unable to attend the meetings
  - Use the Parent Coordinator as the “clearing house” for all pertinent school information
  - Monthly School Calendar

Use DOE translation services

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request

#### **IV. Adoption**

- This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team Agenda. This policy was adopted by the Public School 161X, Juan Ponce De Leon on September 2009 and will be in effect from this date. The school will distribute this policy to all parents of participating Title I, Part A children on or each September.

**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.

#### **2. School-Parent Compact**

Public School 161X, Juan Ponce De Leon, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-11.

#### **Required School-Parent Compact Provisions**

##### School Responsibilities

Public School 161X, Juan Ponce De Leon 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:
  - Using appropriated funds to provide reduced class size in all grades.

- Providing additional Academic Intervention Services to students who need the extra assistance in learning the concepts needed to achieve at standard.
  - Extending the school day to provide tutorial to academically at risk students.
  - Provide High Quality teacher/staff with continuous professional development
  - Provide extensive Arts and Sports Programs including chess, dance, volleyball, swimming, art, chorus, drama, instrumental, music
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
    - At the beginning of the school year (Open House – Fall & Spring - PreK – 5)
    - For the first marking period when report cards are distributed
    - For the second marking period when report cards are distributed.
  3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
    - At the end of specific assessments such as the Reading 3D, ELA and Math Predictive and ITA Assessments, Terranova, DIBELS at the beginning of the school year. Informal conferences will be scheduled to review the results of these initial assessments.
    - The above meetings are in addition to the regular parent teacher conferences that are held in the fall and the spring of the school year.
    - Parents will also receive their children's standardized test results as soon as the school is notified.
  4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - Staff will be available for consultation twice during the school year for formal Parent – Teacher Conferences
    - In addition, the staff will provide their schedule to the parents for them to come at their convenience and meet with the individual teacher during his/her preparation period, lunch period, before or after school.
  5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
    - Parents will be encouraged to come to school to volunteer for all classroom activities. The Parent Coordinator will schedule these opportunities.
    - Learning Leaders Parent Volunteer Program
    - Designated day/times for school library open access to parents.
    - Parents have the opportunity to schedule observations at any time that is convenient for them.
  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 Schoolwide 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.

Parent Responsibilities

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

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

**Optional Additional Provisions**

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

**SIGNATURES:**

P.S. 161, JUAN PONCE DE LEON  
SCHOOL

\_\_\_\_\_  
PARENT ASSOCIATION PRESIDENT

\_\_\_\_\_  
DATE

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

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

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

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

Looking over data from the 2010 NYS ELA Exam Item Analyses, one area of needed improvement is Grades 3-5 performance on ELA constructed writing responses. According NCLB/SED NYS accountability status P.S. 161 is SINI- Year One – ELA Comprehensive.

The two sub-groups, Students with disabilities and Limited English Proficient students, continue to be an area of concern. On the 2010 NYS ELA Exam, overall, 13% of Students with Disabilities scored at Level 3 and above, and 15% of ELL students scored at Level 3 and 0% scored at Level 4. On the 2010 NYS Math Exam, overall, 16% of Students with Disabilities scored at Level 3 and above, and 26% of ELL students scored at Level 3 and 0% scored at Level 4.

SUBJECT	2006	2007	2008	2009	2010	TOTAL
ELA (% Level 3 and 4's)	38.8	46.3	50.0	51.7	29	43.16
Math (% Level 3 and 4's)	54.5	65.8	74.0	79.0	33	61.26

The original area referenced for improvement by our school’s NCLB/SED was English Language Arts (Subgroups – Special Education and ELLs). Subsequently, during the years 2007 – 2009, we had met all NCLB/SED/NYC accountability areas and were in Good Standing for the 2009 – 2010 school year.

According to the NYC Progress Report (2009-10) our school received an overall score of 40.5 which equates to a “C.” Our focus will be to improve student performance for all students and special populations. Based on the 2009 – 10 NYC School Survey two areas of concern are academic expectations – level of assistance for extra help and assistance (8.1)and communication – receive information on services to help children (7.6).

We are extremely proud of our continuous positive trends in student performance in recent years. The indicators of progress are demonstrated by the NYS/NYC accountability and assessment resources. Subsequently, the indicators of progress are noted in the following:

- Removal from SINI (met AYP 2007, 2008). School In Good Standing
- School Report Card grade “A” 3 consecutive school year (2006, 2007, 2008)
- NYC Quality Review “Well Developed” in 2006 – 2007 and 2007 – 2008 school year

- Met (NCLB/SED) AYP; including, all sub – groups (2006 – 2007 and 2007 and 2008)
- Continuous improvement in student attendance
- Received 2008 & 2009 School-wide Performance Bonus (UFT/CSA)
- Improved levels 2, 3, 4 Science/Social Studies/NYSESLAT

The improved indicators and continuous upward trends are supported by a consistent supervisory staff as well as a support system for teaching and learning. This includes teacher support and professional development, a data/assessment coordinator, a full-time literacy coach and direct AIS support for at risk students, ELLs, and students with IEP's. Ongoing Inquiry Team action research/target population.

Barriers for Continuous Improvement:

- 28.32% of our students are ELLs
- 27.68% of our students have an IEP
- Particular focus on Teacher development is needed to address instructional needs of ELL's and students with disabilities

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.

As a School-wide program school we address the needs of all children. We provide a reduced class size model for all general education classes in grades K – 5, a highly qualified teacher in each classroom, and scientifically based instruction for all. We

provide instruction focused on the five components of effective reading instruction (Phonemic awareness, Phonics, Fluency, Vocabulary development, Comprehension). In mathematics, social studies, and science we follow the NYC Core Curriculum which uses effective methods and strategies which are research based.

We provide each student with appropriate ELA and Mathematics instructional blocks. In addition, we provide all at risk students with additional, scheduled AIS during the school day (ELA, writing workshop, mathematics). We also provide after school programs for all at risk students (Extended Period, Saturday Academy, and Summer Program). Throughout the year we also provide additional enrichment programs (chorus, violin, guitar, chess club, swim club, modern and ballet dance programs).

Approximately 90.6% of our students are Title I eligible (free lunch). We encourage all students' educational needs to be addressed in the classroom setting. Simultaneously, we provide various supplemental programs to enhance their ability and meet achievement standards. Most of our English Language Learners are provided instruction using the Dual Language Model and being placed and grouped by levels (NYSESLAT/LAB). Additional Title III funds allocated provide additional AIS for students at risk and ELL's.

Teacher and staff are provided with an extensive array of professional development, materials for the classroom, and parental involvement opportunities. Our Dual Language Coordinator (full-time) ensures that all NYS/NYC and federal guidelines are met. The students with IEP's are generally in self-contained, Co-Teaching classrooms and General Education classes with related services and/or SETSS. Again, all children's educational needs are provided with a host of supplemental supports provided by AIS teachers, throughout the day, during the Extended Day period, and after school. Support is also provided by a special education support teacher, IEP teacher, and SAT Team.

We continue to enhance the educational needs of the low achieving students and those at risk of not meeting achievement standards. These children are the focus of our School-wide Inquiry Team/Teacher Teams. Hence, we plan extensive professional development for teachers and AIS for the students. In addition to the usual array of services, we extend special targeted instruction in vocabulary development, writer's workshop, and mathematics instruction. We enhance the teaching and learning with additional counseling team members, speech services, mentoring for new teachers, professional development (coaches) for all teachers, and IEP driven services for all special education students.

### 3. Instruction by highly qualified staff.

Our highly qualified teaching staff is provided with extensive professional development throughout the year. Our focus for all students is the writer's workshop, vocabulary development, and comprehension skills.

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

Professional development opportunities are shared with staff via the workshop section of the Principal Weekly. Coach, Dual Language Coordinator, A.P.'s and AUSSIE (ELA and Math) provide in-house professional development. Other professional development opportunities are provided my postings in the main office and network.

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

As acquiring high quality staff is not at issue, we do continue to make connections with universities, alternative licensing programs, hiring fairs, and NYC Open Market system.

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

Parental Involvement continues to be a strong area of our school. Parents are given ample opportunity to become involved, such as Learning Leaders, parent computer classes, and ESL classes. Additionally, weekly workshops include topics of use to parents assisting their child to meet academic standards.

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

We encourage the appropriate transition of community based early childhood programs, as well as our Pre-K turning 5 special education students.

- a. Day Care Visitation
- b. Outreach to community day care
- c. Full Day Superstart Plus' including 3 & 4 year old special education students
- d. Open house

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.

Teacher input is solicited in order to make decisions regarding Interim Assessments, ITA, and Predictive assessments given prior to all NYS Assessments. Results of assessments are provided to teachers to enhance "next steps" for their instructional planning. Teachers are trained to use web based ARIS, Acuity, NYSTART, and programs for student results are utilized for proper grouping and individualized instruction.

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.

Students who are at risk of not meeting professional standards are met with effective additional assistance. Teachers (Grades K-5) review with Coach and Supervisor/data assessment coordinator on areas of concern/failure. Teachers are immediately directed towards materials, lesson plans, and specific instructional strategies to improve areas of weakness (next steps). Teachers (Grades K-5) meet with the literacy coach to review class-level and individual data, as to pin-point areas of need and concern and develop next steps.

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.

Federal funding provides a breakfast program for all students. AIDP – STH funding supports the needs of students in temporary housing. NCLB orientation sessions are held for entitled SES and choice students. SES vendor fair is offered to assist parents in selecting provider for tutoring services.

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

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

---

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**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:** SINI – YEAR 1                      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

P.S. 161 has been identified as a Title I School SINI year 1 in the area of English Language Arts. The specific area within the ELA subgroup where we did not meet our annual yearly progress was within the Students with Disabilities category. Special Education students continue to be an area of concern. Several factors have that might have impacted Students with Disabilities from meeting expected targets over the last two years are:

1. The school has a large number of students with IEP’s, which has resulted in low academic achievement on state and city assessments.
2. There was a limited amount of Academic Intervention Services available for students with special needs.
3. The data related to student achievement showed a greater need to differentiate instruction by looking more closely at student work and standardized test results. Specific weaknesses were in properly grouping students based on available data and then using those groupings to help guide instruction.
4. Planning and collaborating amongst professionals in common grades indicated a need to be provided more frequently.

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.

The school has been implementing the following support to help improve student achievement in the area of English Language Arts for Students with Disabilities:

1. Additional support for At-Risk students has been provided through Extended Day (100 min./week), Title III After School and Saturday Program, AIS, SES, and Title I Saturday Program.
2. Grade level teacher team meetings are conducted 50 min./week. During this time they analyze data, look at student work and set goals.
3. Literacy and Mathematics Professional Development by AUSSIE consultants provides additional training in the areas of methodology, current research, and program implementation.
4. Parent involvement is further encouraged through additional workshops for parents to obtain tools to help their child at home.
5. Technology specialist supports teachers and parents in the use of on-line tools and data.
6. Opportunities for teachers to make inter-class visitations are in place.
7. Literacy and writing instruction is further enhanced through a more focused whole, small and independent instructional block.
8. Intervention materials and programs were put in place in order to improve areas of weakness. These programs include the 100 Book Challenge and Imagine Learning.

## 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.

Title I allocation for Professional Development (\$60,430.10)

P.S. 161 hired AUSSIE consultants to provide support to classroom teachers, coach, and administrators. [Consultants are focusing](#) on writing units and helping teachers to assess and plan next steps for students, reading records, conference notes and other forms of data in order to help teachers differentiate and utilize various modalities during instruction. PD to help teachers manage small group instruction, conduct reading conferences and target specific skills during guided reading lessons. The staff will also have opportunities to attend in-house, network and citywide professional development workshops, make inter-classroom visitations, and will be given time for “backward planning.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.  
The school has in place a Literacy Coach, a Buddy Teacher Support System for new teachers, Grade Leaders on each grade, a Dual Language Coordinator, a Technology Specialist and AUSSIE consultants who will provide additional support for new teachers (based on professional development) The mentor will assist new teachers with classroom management strategies, effective lesson planning. Inter-visitations will be scheduled to allow new teachers to observe and learn from master teachers in the school.

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.

P.S 161 will notify parents about the school’s identification for school improvement through letters sent home, school calendar, and parent meetings. These notifications will be translated in Spanish. Parents who speak a language other than English or Spanish will be assisted through an interpreter either in-house or through the DOE translation services. Other notifications will be provided at school leadership meetings and during PA meetings.

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

---

### **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.)

P.S. 161 has 22 students living in temporary housing.

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

Supervisors, counselors, social workers, family workers, parent coordinator and teachers are trained in accordance with McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780. STH are supported:

- Counseling/Social Worker services (as necessary)
- Attendance Outreach (Family Assistant)
- Parent Workshops – housing, health services, parental rights, community services, McKinney Vento Act.
- School uniforms, instructional materials, school supplies, transportation, meals, school excursions/trips
- After-school programs

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 161 Ponce De Leon					
<b>District:</b>	7	<b>DBN:</b>	07X161	<b>School</b>		320700010161

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	30	35	32		91.9	92.8	91.7
Kindergarten	89	94	106				
Grade 1	76	102	99	<b>Student Stability - % of Enrollment:</b>			
Grade 2	106	87	105	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	85	97	85		87.0	90.3	88.8
Grade 4	85	85	97				
Grade 5	79	91	94	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		82.9	90.8	94.1
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	13	23
Grade 12	0	0	0				
Ungraded	0	8	13	<b>Recent Immigrants - Total Number:</b>			
Total	550	599	631	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	10	9

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	35	44	62	Principal Suspensions	27	18	17
# in Collaborative Team Teaching (CTT) Classes	60	59	44	Superintendent Suspensions	5	6	8
Number all others	72	72	79				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	119	19	TBD	Number of Teachers	60	63	62
# in Dual Lang. Programs	106	103	TBD	Number of Administrators and Other Professionals	19	17	9
# receiving ESL services only	37	38	TBD				
# ELLs with IEPs	6	60	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	5	13

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	98.3	100.0	100.0
				% more than 2 years teaching in this school	75.0	71.4	95.2
				% more than 5 years teaching anywhere	71.7	73.0	83.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	86.0	93.5
American Indian or Alaska Native	0.5	0.2	0.2	% core classes taught by "highly qualified" teachers	98.7	98.7	100.0
Black or African American	24.4	26.0	28.2				
Hispanic or Latino	72.5	72.3	70.5				
Asian or Native Hawaiian/Other Pacific	0.4	0.3	0.3				
White	0.7	0.3	0.8				
<b>Male</b>	53.5	51.4	54.5				
<b>Female</b>	46.5	48.6	45.5				

#### 2009-10 TITLE I STATUS

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

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	40.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>401</b>	District <b>7</b>	School Number <b>161</b>	School Name <b>Juan Ponce de León</b>
Principal <b>Mr. Mark Weisman</b>		Assistant Principal <b>Mr. Mark Fili/Ms. Ibis López</b>	
Coach <b>Ms. Maritza Salcedo</b>		Coach	
Teacher/Subject Area <b>Ms. Milagros Castro</b>		Guidance Counselor <b>Ms. Candace Oreiro</b>	
Teacher/Subject Area <b>Ms. Karin Nieves</b>		Parent <b>Ms. Lydia Martínez</b>	
Teacher/Subject Area <b>Mrs. Myra Santiago</b>		Parent Coordinator <b>Ms. Denise Jourdan</b>	
Related Service Provider <b>type here</b>		Other <b>Mrs. Gloria Flores-Lugo</b>	
Network Leader <b>Ms. Alice Brown</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>10</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>5</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

### C. School Demographics

Total Number of Students in School	<b>629</b>	Total Number of ELLs	<b>181</b>	ELLs as Share of Total Student Population (%)	<b>28.78%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## 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.

1. The initial identification process of the English language learner begins with the parental completion of the Home Language Survey at registration. This survey enables us to determine that a student is eligible for testing (LAB-R) when the parent indicates that another language other than English is spoken at home. The informal oral interview in English and in the native language and the formal initial assessment is administered by our ESL certified teacher, Ms. Myra Santiago. If Ms. Santiago is not present to conduct these interviews, Ms. Gloria Flores-Lugo, the Dual Language Coordinator will conduct the aforementioned interviews. The school secretary will provide the HLIS to the parent during the registration process and Ms. Myra Santiago will complete the determination of eligibility for testing. She will then administer the LAB-R (if necessary) in English and the Spanish LAB (only if Spanish was indicated on the HLIS) to the student, within 10 days of admission. The LAB-R measures language proficiency in English and is used to determine entitlement to ESL/Bilingual programs for students that speak another language other than English.

The student's LAB-R score determines whether the student is eligible for bilingual placement, and if they are, they are then placed within that 10 day time frame in a bilingual or ESL program according to parental choice. Ms. M. Santiago, the ESL teacher, provides the parents notification of their child's eligibility to bilingual/ESL services with the Entitlement letter for bilingual/ESL placement based on the results of the LAB-R. This letter also indicates the date of the Parent Orientation session which provides information about our Bilingual/ESL programs. The parents are shown the Parent Orientation video and given the ELL parent brochure and the Parental Survey and Program Selection form at this meeting. The parent indicates his/her choice for his child's placement in either a bilingual transitional, dual language or ESL program on the Program Selection form.

The ESL Teacher also provides the following letters at the beginning of the school year: the continued eligibility letter, the placement letter, the non-entitlement letter, and the Non-entitlement transition/letter. The continued eligibility letter informs parents that as a result of their child's spring NYSESLAT score he or she remains eligible for a bilingual or ESL program. The placement letter informs the parent of the child's placement for the entire school year due to the student's ELL status and as per the parent's choice on the Parental Survey and Program Selection form. The non-entitlement/transition letter informs the parent that as a result of the Spring NYSESLAT assessment, his/her child is proficient in English and the child can transition to a monolingual class. The parent is given the opportunity to discuss their child's continued placement in a dual language or transitional bilingual class.

The NYSESLAT is administered every spring to all ELL students in the dual language, bilingual, special education and monolingual classes. It is also administered to X-coded students, whom as per their IEP (Individual Educational Plan), are exempt from ESL instruction. The Testing Coordinator and the ESL teacher collaboratively select the testing dates within the appropriate time frame. ELL students, ELL students with IEPs and former ELLs are provided the appropriate testing accommodations.

2. We provide an initial parent orientation in English and Spanish for parents of new incoming ELL students which includes the Parent Orientation video that explains the three program choices to parents. After the parents view the video we provide more information regarding bilingual programs, curriculum, assessments and conclude the meeting with a question and answer session. We continue to provide ongoing Parent Orientations whenever new students are registered throughout the year. We also provide a Parent Information Session for Dual Language Parents during the Fall, Winter and Spring of each year. And we provide a Pre-Kindergarten Parent Orientation Session for Parents in the spring in order to recruit new students for the kindergarten dual language classes. The Pupil Personnel secretary provides a Dual Language flyer at registration to inform the parents of new incoming students about the dual language program.

3. We provide assistance at each Parent Orientation Session to ensure that forms are returned at that same session. If the Parent Survey and Program Selection form are not returned, Ms. Santiago calls the parent to remind him/her to return the form/forms. Please note that Ms. Santiago and Ms. Flores-Lugo inform the parents at the orientation session that if they do not return a form, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. However, since we do not have Transitional Bilingual Education classes in our school, the default program is Dual Language. Parents are also informed that they can transfer their child to a school that has a transitional bilingual education class if this is the type of bilingual program that they want for their child.

4. Identified ELL students are placed in bilingual or ESL instructional programs within ten days of registration in school. The LAB-R is given to these students within the prescribed 10 days.

5. The trend in program choices is dual language classes and ESL for the parents that do not want their child in a dual language classroom. Eighty percent of parents request dual language classes while 20% request ESL. Please note that parents are provided information about the Dual Language program at registration by the secretary and at specific meetings throughout the school year..

6. Yes, the program models offered at the school are aligned with parent requests.

# Part III: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>		1												1
<b>Dual Language</b> <small>(50%:50%)</small>	2	2	2	2	1	2								11
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	2	2	2	2	2	2								12
<b>Total</b>	4	5	4	4	3	4	0	0	0	0	0	0	0	24

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	181	Newcomers (ELLs receiving service 0-3 years)	152	Special Education	21
SIFE	2	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	11		11							11
<b>Dual Language</b>	103			11						114
<b>ESL</b>	38		7	13		2	1		1	52
<b>Total</b>	152	0	18	24	0	2	1	0	1	177

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		7	4											11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>11</b>									

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
Spanish	23	22	22	22	26	14	19	12	11	12	13	14							114	96
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French		1			1														1	1
Other		5		1		4		2		5		1							0	18
<b>TOTAL</b>	<b>23</b>	<b>28</b>	<b>22</b>	<b>23</b>	<b>27</b>	<b>18</b>	<b>19</b>	<b>14</b>	<b>11</b>	<b>17</b>	<b>13</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>115</b>	<b>115</b>

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>61</u>	Number of third language speakers: <u>4</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>10</u>	Asian: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>
	Hispanic/Latino: <u>96</u>
	Other: <u>19</u>

**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	7	2	5	5	6	6								31
Chinese														0
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian					1									1
French	1		3			1								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	3	2	3	1	3							T	14
<b>TOTAL</b>	<b>11</b>	<b>5</b>	<b>10</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>0</b>	<b>52</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

The dual language program follows the 50/50 model that ensures an equal amount of language instruction in English and Spanish. The kindergarten, first and second, third, fourth and fifth grade teachers follow the alternating language of the day model and also provide content area instruction in both languages (English and Spanish) to our ELLS and EPS. Fifty percent of ELLS and EPS are integrated in one language room to ensure collaboration between English dominant and Spanish dominant students. The dominant Spanish students provide language models for the non-dominant Spanish students when in the Spanish room and the dominant English students provide language models in the English room for the Spanish-dominant students. Teachers can either group the students heterogeneously or homogeneously utilizing language dominance, NYSESLAT proficiency levels following the CR Part 154 English Language Requirements Commissioner's when in the English room; depending on the objectives of the lesson and/or the needs of the students. Content area is taught in English and Spanish using second language acquisition strategies. Lessons are provided in the target language (Spanish) and continued the next day in English and vice versa. This ensures that students receive instruction in English and their native language. Teachers scaffold instruction in various ways: speaking slowly to ensure comprehension, paraphrasing, elaboration, providing the contextual definition, repetition, graphic organizers, small groupings, cooperative learning groups, providing models and examples, etc.

LEP/ELL students whose parents did not choose dual language or bilingual transitional (in another school) are serviced by our certified ESL teacher. Fifty-two English Language Learners, as per parental choice, receive English as Second Language instruction from the ESL teacher. The ESL instructor provides daily ESL instruction by incorporating listening, speaking, reading and writing skills. The groups are grouped heterogeneously and/or homogeneously mixed. This depends on the needs of the students which is incorporated into the lesson's objective/s. The proficiency level, as per CR Part 154 determines the mandated instructional time: Beginner and Intermediate students receive 360 minutes (8 periods) of ESL instruction per week, Advanced students receive 180 minutes (4 periods) of ESL instruction and 180 minutes (4 periods) of ELA instruction per week.

The content area of instruction is integrated through the use of various sources including Moving Into English, Hands-on Alphabet activities, NYSESLAT review books, games, Daily Language Review, and an ESL Teaching Ideas Resource book. Activities for grades K to five students include the use of picture cards, games, grammatical activities, vocabulary builders, etc. ESL strategies consist of the use of graphic organizers, modeling, visuals i.e., pictures, diagrams and charts and the use of the 4 square writing method to scaffold instruction.

The ESL teacher develops and improves the following skills in students that have 0-3 years of services: listening, oral and writing skills that will allow them to express their thoughts and interrelate and integrate vocabulary into their spoken and written language. Students with 4- 6 years are provided instruction that continue to develop listening and speaking skills with an emphasis on the further development of reading comprehension and writing skills.

Our certified dual language and bilingual special education classroom teachers as well as our English as a Second language teacher provide the mandated ESL, NLA and ELA instruction as specified in CR Part 154. The ELL students are provided the appropriate number of minutes in ESL, ELA and native language instruction. Beginner and Intermediate students receive 360 minutes (8 periods) of ESL instruction per week. Advanced students receive 180 minutes (4 periods) of ESL instruction and 180 minutes (4 periods) of ELA instruction per week. Native language arts is provided for more than the required 300 minutes to 450 minutes per week for Beginners and Intermediates. Advanced students also receive more than the required 225 minutes per week.

SIFE students will be provided every intervention program available (Math & Writing) according to their specific needs. They are included in the extended day, after school programs, and Saturday academy. They will utilize the Imagine Learning internet based program which provides targeted first-language support for English learners by translating key vocabulary words, customizing activities, and using a proprietary L1 fade technology.

b. Describe you 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.

Students in the dual language classes who have less than 3 years (newcomers) are provided alternate day instruction in English and Spanish. Research has shown that students show more progress when the Native language is utilized for instruction and strengthening the native language accelerates English language acquisition. Appropriate ESL strategies such as TPR, visuals and realia are utilized to motivate and engage ELL newcomers. They are also invited to attend our Title III Saturday program that will begin in December 2010. We will again have a class specifically for newcomers where English as a second language instruction will be provided. And of course all newcomers utilize the Imagine Learning, internet based program.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Students who have completed 4 to 6 years are invited to our Title III after school program where they will receive additional instruction in English as A Second Language, English Language Arts, and Native Language Instruction. At risk ELLs that have received 4 to 6 years of service are also provided with pull-out math and reading intervention by our intervention teachers.

d. Describe your plan for Long-Term ELLs (completed 6 years)

Long-Term ELLs are mandated to stay for the extended day period on Tuesdays and Wednesdays. They are also invited and encouraged to attend our Title III after school program where they will receive additional instruction in English as A Second Language, English Language Arts, and Native Language Instruction. They are also entitled to pull-out writing and math academic intervention services during the day.

e. Describe your plan for ELLs identified as having special needs.

Teachers utilize students' Individualized Educational Plans to provide instruction. ELLs that have special needs are included in all intervention, extended day, after school, and Saturday programs. They also utilize the Imagine Learning internet based program that provides language support for English language learners.

Aside from receiving ESL services, special needs students can also receive (as per IEP) counseling services, bilingual resource room instruction (SETTS) and /or bilingual speech services. Occupational therapy and physical therapy is also provided. They also receive academic intervention in the areas of reading and mathematics and at-risk services. We ensure that all ELL and students with IEPs receive the appropriate testing modifications as per their ELL status or Individualized Educational Plan.

We will continue to provide our gifted ELLs a challenging, more rigorous academic program that is geared towards their individual needs and skills. They will also continue to participate in extended day programs and activities such as the Chess in the school, Chess in the after school program and fourth graders will participate with their teacher in the National Dance Institutes' dance program.

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

## B. Programming and Scheduling Information--Continued

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

We provide math and reading intervention programs in English for our ELL students including former ELLs in grades K- 5. Students are selected according to the following criteria: teacher input, holdover status, not showing progress in the subject area, and/ or as a result of the DIBELS/IDEL score. The Title III After school Program will target students according to language need to provide supplemental instruction to ELL and former ELL students in grades 3, 4 & 5 on Tuesdays and Wednesdays. K,1 and 2. ELL and former ELL students will be invited to our Title III Saturday Academy. This year we will have the Easy Tech internet program for ELL students in English and Spanish and the Imagine Learning to provide supplemental support for our English Language Learners in English. ELL students are included in all day and after school programs such as the NDI Dance Institute and the Chess Club. We even have a swim program that is offered to ELL students in the second and third grade students. Our kindergarten, first and our second grade dual language classes and our first grade bilingual special education class participate in the Seeds to Trees and Studio in the Art School day programs.

Our Dual language classrooms have a variety of Spanish literature books in different content areas. Throughout the years, we have

purchased materials from the following companies: Lectorum, Benchmark Education, Flame, Rigby, Santillana, National Geographic, Bebo Hampton Brown, Attanasio and Associates, Leap Frog Schoolhouse to supplement native language literacy instruction. The Scholastic News in English and in Spanish is also purchased on a yearly basis for our K-5 DL classes to supplement the science and social studies curriculum. In order to expand the library's Spanish collection, our school librarian places orders for Spanish books. We have purchased Time content area kits in Spanish and English for the third, fourth and fifth grade dual language classes. Alfa-Rimas was also purchased for the kindergarten Spanish dual language class and the first/second grade bilingual special education class.

Imagine Learning software was purchased last year with funds from a Title VII grant to assist our ELLs in need of supplemental tutoring in English. This year, we purchased more licenses (180 licences) for all ELL Students in monolingual, bilingual special education and dual language classes. Teachers also use the Easy Tech web based computer program which provides instruction in English and Spanish. Title VII funds have provided computers in every dual language classroom. We were also able to purchase a mobile Apple laptop cart with the Title VII funds to use in daily instruction as well as during our extended day program. We were awarded funds through the 2010 Dual Language Grant and have purchased iPods and flip cameras for our dual language classes in grades K-5. Our dual language classes use the Hartcourt Trophies/Trofeos series to provide reading to our ELL/EP students in the Dual Language classes. We utilize the FOSS kits for Science. This also provides supplemental books in Spanish. We do not foresee discontinuing any programs or services for ELLs.

### 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)?

The dual language classes in grades K, 1, 2, 3, and 5 use the side by side model so that classrooms are physically side by side or in close proximity to make transitions smoother. We use the 50:50 model to ensure that the two languages are covered equally during a two-week cycle. Our fourth grade dual language class is self-contained. ELLs and EPs are integrated for the entire day in all dual language classrooms. The kindergarten, first and second, third, fourth and fifth grade teachers follow the alternating language of the day model and content area instruction is integrated into the literacy block in both languages (English and Spanish). All content area instruction is taught in both languages in an alternating day pattern of instruction. The Spanish teacher teaches the Spanish language to a combination of ELL and EP students for an entire day while the English teacher teaches in English to a combination of ELL and EP students for an entire day. Emergent literacy is taught on a simultaneous basis.

### 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.

This year we plan to focus our professional development sessions on the SIOP (Sheltered Instruction Observation Protocol). We will also focus our professional development on integrating and utilizing technology into our lessons. The technology consists of laptops, iPods, flip cameras and smartboards. We will also focus our professional development sessions on incorporating Spanish assessments to measure the progress of students in the native language and as Spanish as second language learners. The minimum 7.5 hours of ELL training as per José P. for all staff (including non-ELL teachers) will be scheduled during the staff development days. ELL students that are making the transition from fifth grade to middle school will preview the middle school experience by either middle school representatives visiting our school or ELL students visits with their class and teacher to prospective middle schools. Students are exposed to special programs that are provided within the particular middle school. Parents are provided assistance in completing the middle school application in a timely manner at a workshop provided by school personnel or on a daily basis.

Please note that the following books and resources are available for teacher use and professional development:

- Scaffolding Language, Scaffolding Learning by Pauline Gibbons
- Reflective Teaching in Second Language Classrooms by Jack C. Richards
- Fifty Strategies for teaching ELLS by Adrienne L. Herrel
- Rubrics and Assessments for ELLs by Valdez, O'Malley and Pierce
- Learning to Learn in a Second Language by Pauline Gibbons

- The Project Approach Book 1: Making Curriculum come alive by Sylvia C. Chard
- The Project Approach Book 2: Managing Successful Projects by Sylvia C. Chard
- The Learning Strategies Handbook by Anna Uhl Chamot, Sarah Barnhardt, Pamela Beard El-Dinary, Jill Robbins
- Let's Write: A Practical Guide to Teaching Writing in the Early Grades

The following books have been added as resources for the teachers and some will be specifically utilized for Professional Development:

- Writing Sense: Integrated Reading and Writing Lessons for English Language Learners K-8\*
- Easy Ways to Reach & Teach English Language Learners: Strategies, Lessons, and Tips for Success with Ells in the Mainstream Classroom
- Balanced Literacy for ELLS, K-2
- 99 Ideas and Activities for Teaching English Learners with The SIOP MODEL\*
- Making Content Comprehensible for English Learners: The SIOP Model Handbook\*
- Assessing and Beginning Writers: Every Picture Tells a Story\*
- Teaching English Language Learners: Strategies that Work\*
- When English Language Learners Write: Connecting Research to Practice\*

### 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?

#### Parental Involvement

The school offers orientation meetings, ongoing support and educational programs for our parents. We provide ongoing Parent Orientation meetings for parents of ELLs as per CR part 154. We also facilitate workshops on a variety of topics from asthma to heart disease to how to prepare children for the state/city tests. A "get acquainted breakfast" and an Open House in the fall and spring provide parents the opportunity to meet other parents, school personnel and to obtain information regarding workshops and programs offered in our school. We offer computer classes for parents on Saturdays so that our parents can further assist their children as well as further their own education. School letters, flyers and calendars sent home are always written in both languages: English and Spanish. Translation is consistently provided at parent meetings, workshops and in the main office, as needed.

The PS 161 Parent Coordinator, the Dual Language Coordinator, the Testing Coordinator, our Literacy coach, and outside agencies (i.e., Cornell University, St. Barnabas Hospital, Segundo-Ruiz Belvis/Lincoln Hospital, and Boricua College) have facilitated a variety of workshops with translations provided to all (this includes ELL parents) our parents. Some examples of the workshop topics are as follows: Asthma, Healthy Homes, Halloween Arts & Crafts, Nutrition, Domestic Violence, Fire Safety, Parent Involvement in the Dual Language Classroom, Preparing Your Child for NYS Assessments, etc. As you can see the parental involvement activities address the needs of the parents because they are providing information that parents require for their knowledge as well as for their use in their children's education. We evaluate the needs of the parents by listening to the parent's requests during workshops and during school visits. We will also provide a survey to determine what are the areas that parents are interested in so that we can target those areas via informative workshops.

The Parent Coordinator schedules monthly Saturday trips for parents and their children to museums and cultural events. In addition, all parents are invited to assembly programs (including cultural events and special performances by theatre companies), the Perfect Attendance Breakfast, the Scholastic Book Fair, the Halloween Parade and the PS 161 June Carnival.

## 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)	25	16	6	6	5	8								66
Intermediate(I)	4	9	17	13	3	5								51
Advanced (A)	17	2	14	7	11	11								62
Total	46	27	37	26	19	24	0	0	0	0	0	0	0	179

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	4	6	2	5	1							
	I	7	5	12	4	3	1							
	A	15	18	7	10	13	13							
	P	10	14	2	3	7	12							
READING/ WRITING	B	19	12	7	4	4	3							
	I	12	13	11	5	3	3							
	A	0	10	8	11	12	18							
	P	1	10	1	3	7	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	10	1	0	16
4	5	10	0	0	15
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	6	0	9	2	1	1	0	0	19
4	4	2	11	1	1	0	0	0	19
5	2	0	13	1	13	0	0	0	29
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	3	0	7	2	14	1	5	0	32
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	1	4	2	1	5	2	1	0	16
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	1	6	10	2	0	7	21	7

## 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.

P.S. 161 uses the Harcourt Trophies/Trofeos series in grades K-5 for reading instruction during the literacy block. Trophies/Trofeos provides an assessment component to monitor Language Arts literacy levels and unit assessments assist the teacher to monitor progress in the Spanish language. DIBELS (Dynamic Indicators of Basic literacy skills) is administered in English and IDEL ( Indicadores Dinámicos del Exito en la Lectura) in Spanish is a screening tool that provides teachers with information on student skills in the core components of beginning reading including: phonological awareness, the alphabetic principle, accuracy and fluency reading connected text, vocabulary and comprehension. IDEL also includes a measure that assesses letter naming fluency as an added indicator of risk fluency and vocabulary comprehension. EL Sol is an early childhood literacy assessment system in Spanish for grades K-3. Teachers observe, record, and analyze individual students' behavior/response in listening, speaking, reading, and writing in Spanish to inform instruction.

In addition this year, Reading 3D will be utilized for grades K-3. Reading 3D focuses on assessing reading comprehension. It correlates with DIBELS data and replaces E-CLAS 2. The Everyday Math series in English and Spanish is used in the K-5 DL classes and unit assessments are also utilized. Fountas & Pinnell benchmark assessment kits in English are utilized in conjunction with the Story Town (upper grade component of the Trophies/Trofeos Harcourt series. to determine independent and guided reading levels. Mondo reading passages on palm pilots will also generate F&P level. Story Town provides assessments in Spanish and EDL2 en español will also assist teachers to acquire reading levels . We are attempting to obtain a standardized assessment in Spanish (Supera, LAS or Logramos) to get better assess our students in Spanish. The ELL Periodic Assessment Distribution Report will be utilized by the classroom teacher to guide individual and group instruction in the areas of Reading, Writing and Listening. The ELL Periodic 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 the New York State English Language Arts standards. The data patterns across proficiency levels on the LAB-R/NYSESLAT reveal and confirm what Jim Cummins research supports and that is that students acquire BICS (Basic Interpersonal Communication Skills) more easily than the CALP (Cognitive Academic Language Proficiency). Therefore, we have to look at the proficiency levels obtained in the areas of Listening & Speaking and Reading & Writing to inform us that students need instruction in those specific areas where they did not perform well. The proficiency levels indicate that we had more first grade and fourth grade students proficient in reading and writing than kindergarteners, second graders and even fifth graders. The data also revealed that more kindergarteners, first graders and fifth graders obtained proficiency in the listening and speaking modality than second, third and fourth graders. These patterns determine areas of need and indicate that differentiation is needed in specific areas in order to increase proficiency levels. English Proficient students in the dual language classes are assessed with EL SOL and the ELE (Examen de Lectura en Español) the Spanish New York State Assessment. Our English Proficient students' performance on the ELE has actually surpassed our ELL students' performance. E.P.s and ELLs performed well on the Science and Math New York State Assessments. They did not perform as well on the now defunct Social Studies assessment. We evaluate the success of our program by a variety of elements. We take all of the following into consideration: teacher- student observations, dialogue, conferences with the students, students' standardized test scores, students' performance on teacher made tests, interim assessments, classroom assignments, portfolios, homework, and rubrics.

## 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.

## Part VI: LAP Assurances

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

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

	Other		



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

*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:	\$604,301	\$152,233	\$756,534
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,043.01	\$1,522.33	\$7,565.34
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$30,215.05	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$60,430	*	

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.
- Title I set aside funds for tuition payment
  - Canvas NYCDOE recruitment office
  - Teaching Fellows and Teach for America
  - Open Market
  - Attendance at Hiring Fairs

\* 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.

### **I. General Expectations**

Public School 161X, Juan Ponce De Leon agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - that parents play an integral role in assisting their child’s learning;
  - that parents are encouraged to be actively involved in their child’s education at school;
  - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. Public School 161X, Juan Ponce De Leon will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Encourage parents to join the School Leadership Team
  - Have the Parent Coordinator hold information sessions and send out School Environment surveys to receive parental input
  - Create a “pool” of interested parents in the form of parent representatives from each class/grade.
  - Provide, via the P.S. 161 Parents Association, a vehicle for school volunteers to assist children/school (Learning Leaders).
  - Include parents in school trips and evening school activities
  - Provide ESL and computer classes for parents
2. Public School 161X, Juan Ponce De Leon will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Review the process of “quality reviews” with parents and SLT.
  - Conduct an “in-house” quality review
  - Provide assistance with School Environment survey
  - Provide assistance with Parents Association meetings and/or parent initiated activities
  - Distribute NYS/NYC school report cards
  - Debrief and discuss results and areas in need of improvement with SLT.
3. Public School 161X, Juan Ponce De Leon will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Provide information sessions at the beginning of the school year both during the day and in the evening to review school data and implications for improvement
4. Public School 161X, Juan Ponce De Leon will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Universal Pre-K, by:
  - Providing a Family Worker who will facilitate Parent Leadership workshops
5. Public School 161X, Juan Ponce De Leon will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater

participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- These evaluations will be conducted via Learning Environment surveys which will be distributed during Parent Meetings.
  - The school's Parent Coordinator will be responsible for disseminating and collecting the surveys.
  - The results of the surveys will be presented to the Principal and the SLT for review and action in modifying the School's Plan.
6. Public School 161X, Juan Ponce De Leon will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
      - Teachers will provide parents with explanations of student assessments and provide the parents with the opportunity to experience the kinds of assessment that their children are taking.
      - Additional workshops will be conducted by the Parent Coordinator and Literacy and Math Coaches which will give parents insights as to the skills needed to achieve standard and the tests used to measure success.
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Parents will receive training on obtaining ARIS, NYC/NYS web-based information for their individual children.
    - Parent meetings will be conducted by the Literacy Coach that will provide materials that will help parents assist their children at home.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - Providing newsletters and other written communications that will describe school activities for parents to participate with their children
    - Inviting parents to be regular partners in the library, computer lab and two open houses (September and March).
    - Invite parents to present in their children's classes experiences that they have had in their native countries to celebrate the cultures represented in the school.
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Literacy Programs, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
    - Implementing the use of the Family Worker and Parent Coordinator to provide workshops for parents to participate
    - Plan trips for parents to attend with their children (Saturday and Evening Activities – Movie Night, Family Day)

- Plan classroom activities for parents to partner in their children’s education (Open House in September and March).
  - Provide computer and English as a 2<sup>nd</sup> Language classes for parents (Saturday).
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Provide written communication in English and Spanish.
  - Provide summaries of meetings and duplicate any information for parents to receive if they are unable to attend the meetings
  - Use the Parent Coordinator as the “clearing house” for all pertinent school information
  - Monthly School Calendar

Use DOE translation services

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request

### **IV. Adoption**

- This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team Agenda. This policy was adopted by the Public School 161X, Juan Ponce De Leon on September 2009 and will be in effect from this date. The school will distribute this policy to all parents of participating Title I, Part A children on or each September.

**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.

## 2. School-Parent Compact

Public School 161X, Juan Ponce De Leon, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-11.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

Public School 161X, Juan Ponce De Leon 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:
  - Using appropriated funds to provide reduced class size in all grades.
  - Providing additional Academic Intervention Services to students who need the extra assistance in learning the concepts needed to achieve at standard.
  - Extending the school day to provide tutorial to academically at risk students.

- Provide High Quality teacher/staff with continuous professional development
  - Provide extensive Arts and Sports Programs including chess, dance, volleyball, swimming, art, chorus, drama, instrumental, music
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
    - At the beginning of the school year (Open House – Fall & Spring - PreK – 5)
    - For the first marking period when report cards are distributed
    - For the second marking period when report cards are distributed.
  3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
    - At the end of specific assessments such as the Reading 3D, ELA and Math Predictive and ITA Assessments, Terranova, DIBELS at the beginning of the school year. Informal conferences will be scheduled to review the results of these initial assessments.
    - The above meetings are in addition to the regular parent teacher conferences that are held in the fall and the spring of the school year.
    - Parents will also receive their children's standardized test results as soon as the school is notified.
  4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - Staff will be available for consultation twice during the school year for formal Parent – Teacher Conferences
    - In addition, the staff will provide their schedule to the parents for them to come at their convenience and meet with the individual teacher during his/her preparation period, lunch period, before or after school.
  5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
    - Parents will be encouraged to come to school to volunteer for all classroom activities. The Parent Coordinator will schedule these opportunities.
    - Learning Leaders Parent Volunteer Program
    - Designated day/times for school library open access to parents.
    - Parents have the opportunity to schedule observations at any time that is convenient for them.
  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 Schoolwide 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.

### Parent Responsibilities

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

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

### **Optional Additional Provisions**

#### Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

#### **SIGNATURES:**

**P.S. 161, JUAN PONCE DE LEON**  
SCHOOL

\_\_\_\_\_  
PARENT ASSOCIATION PRESIDENT

\_\_\_\_\_  
DATE

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

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

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

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

Looking over data from the 2010 NYS ELA Exam Item Analyses, one area of needed improvement is Grades 3-5 performance on ELA constructed writing responses. According NCLB/SED NYS accountability status P.S. 161 is SINI- Year One – ELA Comprehensive.

The two sub-groups, Students with disabilities and Limited English Proficient students, continue to be an area of concern. On the 2010 NYS ELA Exam, overall, 13% of Students with Disabilities scored at Level 3 and above, and 15% of ELL students scored at Level 3 and 0% scored at Level 4. On the 2010 NYS Math Exam, overall, 16% of Students with Disabilities scored at Level 3 and above, and 26% of ELL students scored at Level 3 and 0% scored at Level 4.

SUBJECT	2006	2007	2008	2009	2010	TOTAL
ELA (% Level 3 and 4's)	38.8	46.3	50.0	51.7	29	43.16
Math (% Level 3 and 4's)	54.5	65.8	74.0	79.0	33	61.26

The original area referenced for improvement by our school's NCLB/SED was English Language Arts (Subgroups – Special Education and ELLs). Subsequently, during the years 2007 – 2009, we had met all NCLB/SED/NYC accountability areas and were in Good Standing for the 2009 – 2010 school year.

According to the NYC Progress Report (2009-10) our school received an overall score of 40.5 which equates to a “C.” Our focus will be to improve student performance for all students and special populations. Based on the 2009 – 10 NYC School Survey two areas of concern are academic expectations – level of assistance for extra help and assistance (8.1) and communication – receive information on services to help children (7.6).

We are extremely proud of our continuous positive trends in student performance in recent years. The indicators of progress are demonstrated by the NYS/NYC accountability and assessment resources. Subsequently, the indicators of progress are noted in the following:

- Removal from SINI (met AYP 2007, 2008). School In Good Standing
- School Report Card grade “A” 3 consecutive school year (2006, 2007, 2008)
- NYC Quality Review “Well Developed” in 2006 – 2007 and 2007 – 2008 school year
- Met (NCLB/SED) AYP; including, all sub – groups (2006 – 2007 and 2007 and 2008)
- Continuous improvement in student attendance
- Received 2008 & 2009 School-wide Performance Bonus (UFT/CSA)
- Improved levels 2, 3, 4 Science/Social Studies/NYSESLAT

The improved indicators and continuous upward trends are supported by a consistent supervisory staff as well as a support system for teaching and learning. This includes teacher support and professional development, a data/assessment coordinator, a full-time literacy coach and direct AIS support for at risk students, ELLs, and students with IEP's. Ongoing Inquiry Team action research/target population.

Barriers for Continuous Improvement:

- 28.32% of our students are ELLs
- 27.68% of our students have an IEP
- Particular focus on Teacher development is needed to address instructional needs of ELL's and students with disabilities

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

As a School-wide program school we address the needs of all children. We provide a reduced class size model for all general education classes in grades K – 5, a highly qualified teacher in each classroom, and scientifically based instruction for all. We provide instruction focused on the five components of effective reading instruction (Phonemic awareness, Phonics, Fluency, Vocabulary development, Comprehension). In mathematics, social studies, and science we follow the NYC Core Curriculum which uses effective methods and strategies which are research based.

We provide each student with appropriate ELA and Mathematics instructional blocks. In addition, we provide all at risk students with additional, scheduled AIS during the school day (ELA, writing workshop, mathematics). We also provide after school programs for

all at risk students (Extended Period, Saturday Academy, and Summer Program). Throughout the year we also provide additional enrichment programs (chorus, violin, guitar, chess club, swim club, modern and ballet dance programs).

Approximately 90.6% of our students are Title I eligible (free lunch). We encourage all students' educational needs to be addressed in the classroom setting. Simultaneously, we provide various supplemental programs to enhance their ability and meet achievement standards. Most of our English Language Learners are provided instruction using the Dual Language Model and being placed and grouped by levels (NYSESLAT/LAB). Additional Title III funds allocated provide additional AIS for students at risk and ELL's. Teacher and staff are provided with an extensive array of professional development, materials for the classroom, and parental involvement opportunities. Our Dual Language Coordinator (full-time) ensures that all NYS/NYC and federal guidelines are met. The students with IEP's are generally in self-contained, Co-Teaching classrooms and General Education classes with related services and/or SETSS. Again, all children's educational needs are provided with a host of supplemental supports provided by AIS teachers, throughout the day, during the Extended Day period, and after school. Support is also provided by a special education support teacher, IEP teacher, and SAT Team.

We continue to enhance the educational needs of the low achieving students and those at risk of not meeting achievement standards. These children are the focus of our School-wide Inquiry Team/Teacher Teams. Hence, we plan extensive professional development for teachers and AIS for the students. In addition to the usual array of services, we extend special targeted instruction in vocabulary development, writer's workshop, and mathematics instruction. We enhance the teaching and learning with additional counseling team members, speech services, mentoring for new teachers, professional development (coaches) for all teachers, and IEP driven services for all special education students.

3. Instruction by highly qualified staff.

Our highly qualified teaching staff is provided with extensive professional development throughout the year. Our focus for all students is the writer's workshop, vocabulary development, and comprehension skills.

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

Professional development opportunities are shared with staff via the workshop section of the Principal Weekly. Coach, Dual Language Coordinator, A.P.'s and AUSSIE (ELA and Math) provide in-house professional development. Other professional development opportunities are provided my postings in the main office and network.

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

As acquiring high quality staff is not at issue, we do continue to make connections with universities, alternative licensing programs, hiring fairs, and NYC Open Market system.

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

Parental Involvement continues to be a strong area of our school. Parents are given ample opportunity to become involved, such as Learning Leaders, parent computer classes, and ESL classes. Additionally, weekly workshops include topics of use to parents assisting their child to meet academic standards.

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

We encourage the appropriate transition of community based early childhood programs, as well as our Pre-K turning 5 special education students.

- a. Day Care Visitation
- b. Outreach to community day care
- c. Full Day Superstart Plus' including 3 & 4 year old special education students
- d. Open house

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.

Teacher input is solicited in order to make decisions regarding Interim Assessments, ITA, and Predictive assessments given prior to all NYS Assessments. Results of assessments are provided to teachers to enhance "next steps" for their instructional planning. Teachers are trained to use web based ARIS, Acuity, NYSTART, and programs for student results are utilized for proper grouping and individualized instruction.

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.

Students who are at risk of not meeting professional standards are met with effective additional assistance. Teachers (Grades K-5) review with Coach and Supervisor/data assessment coordinator on areas of concern/failure. Teachers are immediately directed towards materials, lesson plans, and specific instructional strategies to improve areas of weakness (next steps). Teachers (Grades K-5) meet with the literacy coach to review class-level and individual data, as to pin-point areas of need and concern and develop next steps.

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.

Federal funding provides a breakfast program for all students. AIDP – STH funding supports the needs of students in temporary housing. NCLB orientation sessions are held for entitled SES and choice students. SES vendor fair is offered to assist parents in selecting provider for tutoring services.

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

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal				\$503,613	✓	11-18
Title I, Part A (ARRA)	Federal				\$150,710	✓	5, 9, 12, 17, 20, 21
Title II, Part A	Federal				\$47,590	✓	6, 20, 22, 37, 41
Title III, Part A	Federal				\$18,043		18, 29
Title IV	Federal				0		-
IDEA	Federal				N/A		-
Tax Levy	Local				\$3,785,282		11-18

<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.



