



**ARTHUR SCHOMBURG ELEMENTARY SCHOOL
PS 163**

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

SCHOOL: 09X163
ADDRESS: 2075 WEBSTER AVENUE BRONX, NY 10457
TELEPHONE: 718 584-3045
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 163 **SCHOOL NAME:** Arthur A. Schomburg Elementary School

SCHOOL ADDRESS: 2075 Webster Avenue Bronx, NY 10457

SCHOOL TELEPHONE: 718 584-3045 **FAX:** 718 584-3276

SCHOOL CONTACT PERSON: Lorraine Garcia **EMAIL ADDRESS:** lgarcia21@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Meghan Murtough

PRINCIPAL: Dilsia Martinez

UFT CHAPTER LEADER: Pamela Shein

PARENTS' ASSOCIATION PRESIDENT: Jessica Rivera

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):** 109

NETWORK LEADER: Maria Quail

SUPERINTENDENT: Dolores Esposito

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/ronlyres/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 |
|--------------------|--|-----------|
| Dilsia Martinez | *Principal or Designee | |
| Pamela Shein | *UFT Chapter Chairperson or Designee | |
| Jessica Rivera | *PA/PTA President or Designated Co-President | |
| Joanne Brown | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| | DC 37 Representative, if applicable | |
| N/A | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Meghan Murtough | Member/ Teacher | |
| Jacqueline Johnson | Member/ Teacher | |
| Paul Woltmann | Member/ Teacher | |
| Keimoneia Redish | Member/ Parent | |
| Jessica Pineda | Member/Parent | |
| Guadalupe Nava | Member/Parent | |
| | Member/Parent | |

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 163 is a six-year, Kindergarten through Grade 5 (K-5), elementary school located in the Tremont Section of the South Bronx, one of the poorest congressional districts in New York. The school's current enrollment is currently 688 students, well over the building's physical capacity. Based on a review of the Free Meals Application 677 of our students receive free meals, 8 or % pay a reduced rate and only 3 students pay full price therefore we qualify for Title I with a

PS 163, founded in 1975 as an open corridor K-2 school, is a school without walls or doors. Throughout the years the school has significantly grown in population and has added grades 3-5; the last two grades were added in 2003 and 2005 respectively. Although there are significant challenges with this physical plant, it is a well-kept, semi-modern building where both teachers and students take pride in their work.

The main building houses twenty-five (25) of the thirty-three (33) classes while eight (8) of our classrooms are housed in four (4) transportable units in the upper schoolyard. The school is made up of four (4) full day general education Kindergarten classes, five (5) first grade general education classes, five (5) second grade general education classes, five (5) third grade general education classes, four (4) fourth grade general education classes, four (4) fifth grade general education classes and six (6) self contained special education classes representing grades 1-5.

At PS 163, we believe that, through student-centered teaching and learning, each child can reach his or her full potential. We are committed to providing a high quality instructional program for all students with an emphasis on the development of grade level proficiency in the areas of literacy, mathematics, and technology, through a standards-based curriculum that employs higher order thinking skills.

Our School Mission

We the staff, students, and parents of P.S. 163 are committed to creating a high quality and safe learning environment with high expectations for all students. We will continually work to improve ourselves and contribute positively to our community.

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.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | |
|---|---------------------------------------|---------------|--------|--------------------------|-------------|
| School Name: | Arthur A. Schomburg Elementary School | | | | |
| District: | 09 | DBN #: | 09x163 | School BEDS Code: | 32090010163 |

| DEMOGRAPHICS | | | | | | | | | |
|--|--------------------------------|---------------------------------------|---------------------------------------|---|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------|----------------------------|
| Grades Served in 2009-10: | <input type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 0 | 0 | 0 | | 91.8 | 92.5 | 92.9 | | |
| Kindergarten | 101 | 96 | 100 | | | | | | |
| Grade 1 | 119 | 125 | 116 | Student Stability: % of Enrollment | | | | | |
| Grade 2 | 121 | 118 | 135 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 120 | 107 | 112 | | 87.2 | 85.6 | 87.6 | | |
| Grade 4 | 105 | 115 | 110 | | | | | | |
| Grade 5 | 103 | 89 | 109 | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | 0 | 0 | 0 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | 0 | 0 | 0 | | 93.3 | 99.4 | 99.8 | | |
| Grade 8 | 0 | 0 | 0 | | | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | 0 | 0 | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | 0 | 0 | 0 | | 9 | 92 | 75 | | |
| Grade 12 | 0 | 0 | 0 | | | | | | |
| Ungraded | 0 | 1 | 5 | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | 669 | 351 | 687 | | 18 | 16 | 19 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | 44 | 49 | 57 | | | | | | |
| No. in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Principal Suspensions | 41 | 58 | 33 | | |
| Number all others | 50 | 39 | 48 | Superintendent Suspensions | 5 | 2 | 2 | | |

DEMOGRAPHICS

| | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>These students are included in the enrollment information above.</i> | | | | | | | |
| English Language Learners (ELL) Enrollment: | | | | Special High School Programs: Total Number | | | |
| (BESIS Survey) | | | | (As of October 31) | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants | 2007-08 | 2008-09 | 2009-10 |
| # in Trans. Bilingual Classes | 73 | 85 | TBD | Early College HS Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | TBD | | | | |
| # receiving ESL services only | 139 | 138 | TBD | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 11 | 20 | TBD | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | 62 | 58 | 59 |
| | | | | Number of Administrators and Other Professionals | 14 | 14 | 7 |
| Overage Students: # entering students overage for grade | | | | Number of Educational Paraprofessionals | 3 | 3 | 7 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | 100 | 98.3 | 98.2 |
| American Indian or Alaska Native | 0.1 | 0.2 | 0.9 | Percent more than two years teaching in this school | 53.2 | 65.5 | 64.4 |
| Black or African American | 32.3 | 31.6 | 30.1 | Percent more than five years teaching anywhere | 35.5 | 36.2 | 40.7 |
| Hispanic or Latino | 64.6 | 65.1 | 67.8 | Percent Masters Degree or higher | 66.0 | 74.0 | 83.1 |
| Asian or Native Hawaiian/Other Pacific Isl. | 2.1 | 1.4 | 0.7 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 98.3 | 98.1 | 96.9 |
| White | 0.3 | 0.5 | 0.4 | | | | |
| Multi-racial | | | | | | | |
| Male | 52.3 | 49.2 | 47.0 | | | | |
| Female | 47.7 | 50.8 | 53.0 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | |
|---|---|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

| <u>Differentiated Accountability Phase (Check ✓)</u> | <u>Category (Check ✓)</u> | | |
|--|---------------------------|---------|---------------|
| | Basic | Focused | Comprehensive |
| In Good Standing (IGS) | ✓ | | |
| Improvement (year 1) | | | |
| Improvement (year 2) | | | |
| Corrective Action (year 1) | | | |
| Corrective Action (year 2) | | | |
| Restructuring (year 1) | | | |
| Restructuring (year 2) | | | |
| Restructuring (Advanced) | | | |

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

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | |
|--|--------------------------------|------|---------|------------------------|------|--------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate** | Progress Target |
| All Students | ✓ | ✓ | ✓ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | ✓ | ✓ | - | | | | |
| Hispanic or Latino | ✓ | ✓ | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | | |
| White | - | - | - | | | | |
| Multiracial | - | - | - | | | - | |
| Other Groups | | | | | | | |
| Students with Disabilities | ✓ | ✓ | - | | | | |
| Limited English Proficient | ✓ | ✓ | - | | | | |
| Economically Disadvantaged | ✓ | ✓ | | | | - | |
| Student groups making AYP in each subject | 6 | 6 | 1 | | | 0 | |

Key: AYP Status

| | | | | | |
|-----------------|-----------------------------------|---|---|----|---|
| √ | Made AYP | X | Did Not Make AYP | X* | Did Not Make AYP Due to Participation Rate Only |
| √ ^{SH} | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status | | |

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|------|---|----|
| Overall Letter Grade | C | Overall Evaluation: | NR |
| Overall Score | 33.3 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 4 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | 6.6 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | 21.7 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | 1 | Quality Statement 5: Monitor and Revise | |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

SECTION IV: NEEDS ASSESSMENT

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

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

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

Up until the release of the 2009-2010 New York State Assessments this summer, PS 163 had been making steady gains in all academic areas. In English Language Arts, PS 163 had reduced the number of students at Performance Level 1 (Below the Standard) by 18.6 % while raising the number of students at grade level standard to 68.2%. Similarly, in mathematics, PS 163 had reduced the number of students below the standard by 17.4% and had raised the number of students at or above grade level standard in mathematics to 85.3%. At the end of the 2008-2009 school year, PS 163's performance placed it within the range of performance achieved citywide thus resulting in achieving a School Progress Report of A, a significant improvement from the D achieved in 2006-2007, when the Progress Reports were first released by the City of New York.

However, as a result of the NYS Education Department's decision to raise the benchmark for proficiency, PS 163 like all New York City schools performance scores fell dramatically from one year to the other. This happened primarily because the scale score ranges associated with each performance level were changed by the state for the 2009-2010 school year resulting in many students failing to meet the standard or Performance Level 3. In fact, the changes to the scale score ranges resulted in students slipping back to lower performance levels than in previous administrations of the New York State exams.

The following chart provides information on how the scale score ranges changed for the 2009-2010 exam in English Language Arts.

**Scale Score Ranges Associated
with Each Performance Level
NYS ELA
2009-2010**

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|----------------------------|----------------------------|
| 3 | 475-642 | 643-661 | 662-693 (for 2009 only) | 694-780 (for 2009 only) |
| 4 | 430-636 | 637-667 | 668-719 | 720-775 |
| 5 | 495-646 | 647-665 | 666-699 | 700-795 |

As a result, currently only 31.3% of PS 163 students are at or above grade level standard in English Language Arts, which is 36.9% lower than the previous school year.

The New York State Department of Education also changed the scale scores associated with each performance level in Mathematics in 2009-2010. The chart below indicates the ranges associated with each performance level in Mathematics.

**Scale Score Ranges Associated
with Each Performance Level
NYS Mathematics
2010-2011**

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|---------|
| 3 | 470-660 | 661-683 | 684-706 | 707-770 |
| 4 | 485-635 | 636-675 | 676-706 | 707-800 |
| 5 | 495-639 | 640-673 | 674-701 | 702-780 |

Similarly, in the area of mathematics, only 44.3% of the students met grade level benchmark during the 2009-2010 school year, which is significantly lower by 41%.

Upon close analysis of the data, one can find that although the performance scores for our school significantly dropped to levels not achieved since 2002, the number of students demonstrating one year's growth in English Language Arts was 65% while 54% of our students made one year's progress on the NYS Math exam.

Citywide there is a sense of urgency that we must elevate the teaching and learning for our students to achieve the new, more rigorous, benchmarks established by the state. Moreover the implications for PS 163 are even more pressing as our decline was greater than the citywide decline in both ELA and Mathematics during the 2009-2010 school year.

A closer review of the data allows us to identify gaps between our school's performance on the New York State exams and that of the state average. A closer review of the gap by performance indicators on the NYS ELA demonstrates that we have to deepen the work in the following areas:

- Read to collect and interpret data, facts and ideas from multiple sources.
- Read view, and interpret literary texts from a variety of genres.
- Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details.
- Distinguish between fact and opinion
- Identify literary elements, such as setting, plot, and character, of different genres
- Identify essential details for note taking

For example, in Mathematics a close review of data derived from questions measuring proficiency in the Content Strand on Number Sense of Operations reveals that there significant gaps in 5 performance indicators. These are to: identify odd and even numbers, understand the place value structure of the base ten number system, develop fluency with single digit multiplication facts, check reasonableness of an answer by using estimation, and use and explain the commutative property of addition and multiplication.

Due to the fact that our Progress Report scores at PS 163 were high, we have not participated in a School Quality Review (SQR) process since December 2007. In 2007, PS 163 achieved a rating of Well Developed in 3 of the 5 Quality Statements, which indicates that School Leaders and faculty consistently gather data and use it to understand what each student knows and is able to do, and monitor the student's progress over time. PS 163 was also rated Well Developed in the ability to align its academic work, strategic decisions and resources, and effectively engage students around its plans and goals for accelerating student learning. Another area that was rated as Well Developed was Quality Statement 3, which states that the school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

According to the December 2007 review, the school would benefit from addressing the following areas:

- Widen the impact of differentiation of instruction,
- Identify further support systems to safeguard the personal and academic development of students at risk,
- Building on and establish consistency of classroom organization and further enrich the classroom areas visually to compensate for the serious limitations placed on teachers and students,
- Continue to work positively with parents to encourage them to support their children's learning more effectively,
- Relentlessly pursue issues around the school's facility.

While we have not had a SQR since December 2007 we believe that our school community has continued to demonstrate progress because the administration and staff work collaboratively to provide a safe, caring, learning environment that supports the academic and social emotional development of all students. The adoption of a Caring School Community at PS 163 allows our staff and students to address the social emotional areas in our school daily. Cooperative learning structures such as Turn and Talk and allow the boys and girls to work cooperatively and in engage in purposeful talk in respectful ways. This is further supported by our most recent School Environment Survey in which 93% of the parents surveyed affirm that their children are able to learn in a safe and nurturing environment that fosters a culture of respect between students and adults in the building. Our current year to date attendance rate is 94.6% and overall last year we attained at 92.9% which also demonstrates that students enjoy coming to school and engage in lessons that require their active participation with adults who encourage them in their development.

As a school community we continue to focus on the ongoing collection and analysis of student data because it helps us monitor student performance and progress of individuals and groups of students. Teacher teams and administration effectively analyze a wide range of data to understand the school's strengths and needs of the school. The practice of collecting and analyzing data begins with the Instructional Leadership Team (ILT), composed of the Principal, Assistant Principals, Coaches, Technology Coordinator, IEP Teacher and Cluster Teacher (also UFT Chapter Leader) meet weekly to effectively evaluate school level instructional and organizational decisions. This leads to effective planning around appropriate intervention strategies in daily instruction, extended programs, and long-term goals.

At PS 163, our teachers also work effectively in collaborative teams focused on improved student learning. Teachers meet regularly (every 10 days) for scheduled grade level meetings to review and analyze the various sources of data, share best practices, plan lessons and establish cohesion or make adjustment to curriculum as needed.

We believe on continually improving our professional practice and therefore dedicate a considerable amount of time, energy and resources to professional learning. In 2010-2011 we have 3 full time coaches one for grades K & 1, a second for grades 2 & 3 and a third coach works with staff of grades 4 & 5. In addition to the in-school coaching, the school provides a variety of other professional learning opportunities that promote individual and shared reflection thus enabling teachers to evaluate, revise and improve their practice. On ongoing partnership with AUSSIE consultant, Michelle Kunnen, has enabled our teachers to gain a deeper understanding of best practices around differentiation of instruction in the areas of Literacy. Our staff also participate in Monthly Math Curriculum Calendar Days which are supported through collaborative professional development initiatives with CFN 109, under the leadership of Maria Quail. Further still, our full-time Technology Coordinator works on not only making improvements to our technological infrastructure but assisting in embedding technology into the daily teaching and learning at PS 163. This work is further developed and supported by our partnership with Teaching Matters. Consultant, Howard Better, who works with teachers and students on developing digital documentary projects clearly linked to Social Issues or History.

As indicated by the December 2007 SQR our school facility continues to serve as the greatest barrier to school improvement. The unique structure of most classrooms often poses serious barriers to the teaching and learning in our school. Originally envisioned as an open corridor school

for grades K-2, PS 163 houses nearly 700 students in grades K-5. For example, based on the DOE, the average square footage of a classroom for students in grades 1-3 is 600-750 square feet. The square footage of the classrooms for students in Grades 1-3 at PS 163 is approximately 420 feet, significantly smaller than the average New York City school. If each student is entitled to 30 square feet, as recommended by the DOE, our classrooms should only house 14 students. Nonetheless, our average class size remains between 23-25 students. The size of the classrooms is not the only barrier created by the physical plant. More than 50% of our classrooms are divided by office partitions that do not extend to the ceiling. The classrooms are enclosed by an exterior wall and office partitions on two sides creating an open corridor that runs through each corridor. These two factors greatly contribute to the noise pollution that flows from classroom to classroom, posing a significant barrier to student achievement. In addition, open corridor classrooms do not allow for full implementation of instruction in vocal or instrumental music. Further still, eight (8) of our classrooms are housed in transportable units in the school yard. Having eight classrooms in the school yard with individual doors, increases difficulties with security, reduces play space for the children and makes it difficult to consistently supervise the teaching and learning process in these classrooms. Because our school facility does not have a gymnasium, our students are not able to take part of a regular physical education program in a safe environment. The limited space also poses a challenge implementing the breakfast and lunch program. In order to feed our growing school population safely in our limited sized student cafeteria, we must offer lunch 4 periods a day. We anticipate that this November the School Construction Authority will finally begin the multi-million dollar school modernization project to address our concerns with the physical plant of the school. The two-year project is aimed at improving physical conditions at PS 163 by building floor to ceiling walls on the 2nd and 3rd floors, upgrading the lighting, electrical capacity and ventilation systems of the school as well as repair multiple leaks in the roof.

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: To improve student performance in the Area of English Language Arts.

Measurable Objective: By June 2011, 35% of all students in grades 3-5 will meet or exceed the ELA performance standards as measured by the New York State ELA.

Goal #2: To improve student performance in the area of Mathematics.

Measurable Objective: By June 2011, 48% of all students in grades 3-5 will meet or exceed the Mathematics performance standards as measured by the New York State Math Exam.

Goal #3: To improve the depth and breadth of our Professional Learning by creating a culture and climate for inquiry and critical thinking.

Measurable Objective: By June 2011, 90% of all teachers will participate in professional learning activities aimed at improving teacher practice in the use of data to improve instruction as measured by student progress on the F & P and Student Showcase Portfolios.

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): LITERACY

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2011, 35% of all students in grades 3-5 will meet or exceed the ELA performance standards as measured by the New York State ELA.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Provide focused and explicit literacy instruction through the workshop model which includes a mini-lesson, guided instruction, independent practice and effective conferencing to ensure that the assessed needs of students are met.</p> <p><u>In the area of reading</u>, use nonfiction and fiction read-aloud books to build community, enjoy a common experience while directly teaching students comprehension strategies that build upon background knowledge and expand their vocabulary. These comprehension strategies may include: retelling, using schema and or making connections, visualizing, wondering and questioning, making inferences, determining important ideas, understanding text structure, summarizing and synthesizing information.</p> <p>Provide opportunities for students discover the joy of reading and build good reading habits by reading independently every day.</p> <p>Equip classroom libraries with a wide variety of leveled fiction and nonfiction books which will allow all students to find books they can read successfully for pleasure, information, or exploration.</p> <p>Review and analyze existing summative assessment data in grades 3-5 to inform instructional decisions. Identify discrepancies between current and desired outcomes as well as identify and analyze gaps between PS 163 and other NYC Schools.</p> <p>Further assess students in grades K-5 using the Fountas and Pinnell Benchmark Assessment System (F & P). F & P is used to identify each student’s current independent and instructional reading level as measured by the standardized or benchmark books.</p> <p>Analyze the results of the F & P assessment as it yields information regarding reading accuracy, fluency, and on comprehension. Further analyze student’s strengths and weaknesses by administering</p> |

sub-tests to assess student's knowledge of phonemic awareness, phonics, letter learning, and high frequency word knowledge.

All classroom teachers will review and analyze available data sources to inform instructional decisions.

The F & P Benchmark Assessment System will guide our teachers to:

- Inform whole group instruction
- create small flexible groups for instruction
- select texts that will be productive for student instruction
- assess the effectiveness of teaching.
- Identify students in need of intervention
- Monitor students progress across a school year as the F & P will be administered 3 times per school year (Fall, Winter and Spring.)
- Inform parent conferences.

All classroom teachers will differentiate instruction by process, content, materials, time and product.

Students identified as approaching the standard for the grade, performance level 2, will receive small group instruction daily for 30 minutes.

Students identified as far below the standard for the grade, performance level 1, will receive small group instruction daily for 50 minutes.

Identified At- Risk students will participate in the Extended Day Program 37 ½ minutes before school Monday-Thursday. Identified At-Risk students will participate in our After-school Program, 2 days per week.

In the area of writing, students learn about the craft and process of writing by engaging in read aloud of high quality trade books for genre immersion and author studies which teach and reinforce the skills and conventions competent writers use. At all levels students will write independently every day. Students will have opportunities to write for a variety of purposes and audiences, share their writing and have ongoing opportunities to reflect on their understandings. The students in K-2 focus on drafting, revising, and publishing their writing. In grades 3-6, students repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing.

Students will learn to write personal narratives, fictional stories, expository and functional nonfiction as well as poetry and in grades 4 & 5 persuasive nonfiction using the Being a Writer Program.

Teachers will identify each student's phase of writing development by observing each child's writing

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| | behaviors as evidenced by baseline, midline and endline writing pieces and provide instruction in whole and small groups to meet the needs of the writers. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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> | <p>Tax Levy Fair Student Funding Tax Levy Stabilization School Support Supplement Title II, Reduced Class Size Funding Title I, Title I ARRA Contract for Excellence</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>The school will periodically collect and analyze data from a variety of sources such as:</p> <ul style="list-style-type: none"> • Fountas and Pinnell Benchmark Assessment System, Fall, Winter and Spring • Acuity Interim Assessments • Classroom Observations and Conference Notes • Student Assessment Profiles and Student Showcase Portfolios |

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

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, 48% of all students in grades 3-5 will meet or exceed the Mathematics performance standards as measured by the New York State Math Exam.</p> | | | | | | | | | | | | | | | |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Continue to use the Everyday Mathematics Program to present the six strands of mathematical knowledge to students they are: Number and Numeration, Operations and Computation, Data and Chance, Measurement, Geometry, Patterns, Functions and Algebra.</p> <p>Provide focused and explicit small group instruction in the use of math skills and strategies to all students through Math Centers.</p> <p><u>The 5 Math Centers are:</u></p> <table border="0"> <tr> <td>Center 1</td> <td>Do the Math</td> <td>Examples from the Student Math Journal</td> </tr> <tr> <td>Center 2</td> <td>Improve Your Score</td> <td>Small Group Instruction</td> </tr> <tr> <td>Center 3</td> <td>Math in The World</td> <td>Extended Response Questions</td> </tr> <tr> <td>Center 4</td> <td>Virtual Math</td> <td>Everyday Math Online</td> </tr> <tr> <td>Center 5</td> <td>Let’s Play</td> <td>Everyday Math Games</td> </tr> </table> <p>All classroom teachers will assess students using the Everyday Math End of Year Assessment System to identify students not meeting the standards for the previous grade.</p> <p>All classroom teachers will review and analyze available data sources to inform instructional decisions.</p> <p>All classroom teachers will differentiate instruction by process, content, materials, time and product.</p> <p>Students identified as approaching the standard for the grade, performance level 2, will receive small group instruction daily for 30 minutes.</p> <p>Students identified as far below the standard for the grade, performance level 1, will receive small group instruction daily for 50 minutes.</p> <p>Identified At- Risk students will participate in the Extended Day Program 37 ½ minutes before school Monday-Thursday.</p> <p>Identified At-Risk students will participate in our After-school Program, 2 days per week.</p> | Center 1 | Do the Math | Examples from the Student Math Journal | Center 2 | Improve Your Score | Small Group Instruction | Center 3 | Math in The World | Extended Response Questions | Center 4 | Virtual Math | Everyday Math Online | Center 5 | Let’s Play | Everyday Math Games |
| Center 1 | Do the Math | Examples from the Student Math Journal | | | | | | | | | | | | | | |
| Center 2 | Improve Your Score | Small Group Instruction | | | | | | | | | | | | | | |
| Center 3 | Math in The World | Extended Response Questions | | | | | | | | | | | | | | |
| Center 4 | Virtual Math | Everyday Math Online | | | | | | | | | | | | | | |
| Center 5 | Let’s Play | Everyday Math Games | | | | | | | | | | | | | | |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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> | <p>Tax Levy Fair Student Funding Tax Levy Stabilization School Support Supplement Title II, Reduced Class Size Funding Title I, Title I ARRA Contract for Excellence</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Everyday Math End of Year Assessment in the Fall and Spring Everyday Math Unit Exams throughout the school year Acuity Interim Assessments Classroom Observations and Conference Notes Student Assessment Profiles and Student Showcase Portfolios</p> |

Subject/Area (where relevant): PROFESSIONAL LEARNING

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, 90% of all teachers will participate in professional learning activities aimed at improving teacher practice in the use of data to improve instruction as measured by student progress on the F & P and Student Showcase Portfolios.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>As the school’s instructional leader, effectively communicate the school vision, school goals, current student achievement data, and progress towards the attainment of goals with all members of the school community.</p> <p>Nurture and develop the leadership capabilities of others by expanding the Instructional Leadership Team (ILT) from an Administrators and Coach Model to include other key members of the staff such as the IEP Teacher, Technology Coordinator and UFT Chapter Leader.</p> <p>Engage the entire staff in analyzing student achievement data through Collaborative Inquiry Teams that will identify discrepancies between current and desired outcomes.</p> <p>Facilitate the identification of priority needs, based on the data analysis, to address in a school-wide effort. Consistently model the use of data to make decisions.</p> <p>Uses a variety of tools including technology to organize and analyze data in purposeful ways.</p> <p>Identify with staff the knowledge and skills that teachers need to implement the school improvement instructional strategies by establishing a goal setting process. Provide on-going opportunities for staff to learn about research-based strategies that address the identified problem(s).</p> <p>Provides opportunities for staff to seek successful strategies from similar schools that have outperformed them through inter-visitations.</p> <p>When conferring with teachers following formal and informal observations ask staff to identify the data they used in making instructional decisions.</p> <p>Evaluates the assessment competencies of teachers and supports gaps with staff development through the use of the Teaching Standards.</p> <p>Provide refresher course on gathering, analyzing and evaluating student comprehension questions on the Fountas and Pinnell Reading Assessment to ensure greater coherence between assessed needs and</p> |

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| | <p>instructional decision making.</p> <p>Provide refresher training on the use of data systems such as ARIS and Acuity to ensure greater coherence between assessed needs and instructional decision making. Implement internal data base systems to ensure data is viewed as another tool available to guide instructional decision making.</p> <p>Provide opportunities to discuss best practices and share effective strategies through internal blog systems.</p> <p>Provide Professional Development on Differentiated learning focusing the strategies to differentiate instruction by process, content, materials, time and product.</p> <p>Provide Professional Development in the use of Thinking Maps.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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> | <p>Tax Levy Fair Student Funding Tax Levy Stabilization School Support Supplement Title II, Reduced Class Size Funding Title I, Title I ARRA Contract for Excellence</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Coaching Logs of Assistance Attendance Sheets Reflective Logs Formal and Informal Classroom Observations Student Assessment Profiles and Student Showcase Portfolios</p> |

Subject/Area (where relevant): Learning Environment/Parental Involvement

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Improve the learning environment for all students at PS 163 by facilitating parent involvement initiatives that focus on improving the relationship between the home and the school by 10%.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> ➤ Distribute monthly calendar highlighting all parent activities in the school. ➤ Send flyers home regarding specific activities including focus, recommended audience, name of presenter, date and time of all events. ➤ Invite Parents to Curriculum Night in September to share goals and objectives of the Great Expectations Curriculum developed by the DOE. ➤ Schedule meetings, open houses and forums for teachers, coaches and administrators to present directly to parents important and relevant information regarding curriculum, assessments and student progress. ➤ Distribute the Learning Environment Survey to parents at Parent/Teacher conferences. Assign the Parent Coordinator and/or a representative from the School leadership Team (SLT) with the task of explaining the importance of the LES and its impact on the success of our school. Establish the Library/Media Center as the focal point to provide parents with the opportunity to complete the LES online. ➤ Offer a wide variety of activities to parents based on interests expressed. ➤ Schedule Family Fun Nights to provide opportunities for families to meet in the school for activities that promote community. ➤ Partner with Learning Leaders to ensure parents have opportunities to volunteer at the school. ➤ Partner with social groups and organizations to provide parents with relevant information such as Fire Safety, Child Abuse and Prevention, Parenting Skills, etc. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <ul style="list-style-type: none"> • Tax Levy Fair Student Funding, Title I SWP, Title III, and Contract for Excellence Funds will be utilized. |

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| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> ➤ An attendance sign-in sheet will be presented at PTA meetings, parent workshops, School Leadership Team meetings and events in which parents are invited. Participation in these events will be indicated by attendance rosters that will be maintained by the parent coordinator. ➤ All teachers will submit an attendance roster of parents who have attended Meet the Teacher Night, Parent Teacher Conferences, and parent conferences through the use of attendance sign-in sheets. ➤ Results of the Learning Environment Survey Report for 2008-09 will be examined to determine whether initiatives have been successful in improving parental participation and satisfaction. ➤ Projected Gains: <ul style="list-style-type: none"> ▪ Increase the number of parents who attend Parent Orientation Meetings in the Fall. ▪ Increase the number of parents who complete and submit the Learning Environment Survey Report (LES) for 2010-2011 from 35% parent participation to at least 40% for the 2010-2011 school year. ▪ Increase the parent satisfaction score from 93% to 95%. ▪ Increase the number of parent members of the PTA, the number of parents participating in workshops, and the number of parents who attend Parent/Teacher conferences. ▪ Increase the number of parents logging on to the eboard school web site and accessing Acuity for pertinent school related information and individual student progress reports. |
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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 | 4 | 10 | N/A | N/A | 8 | 3 | 3 | 1 |
| 1 | 53 | 25 | N/A | N/A | 12 | 2 | 4 | 0 |
| 2 | 48 | 25 | N/A | N/A | 15 | 2 | 2 | 0 |
| 3 | 50 | 30 | N/A | N/A | 12 | 3 | 3 | 0 |
| 4 | 48 | 40 | 6 | 8 | 12 | 2 | 2 | 0 |
| 5 | 57 | 40 | 8 | 7 | 10 | 1 | 2 | 0 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
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| ELA: | <i>Wilson: Small Group, Push-in Program During the School Day, Extended Day</i> <i>Great Leaps: One to One, Para Educator Support, Push-in During the School Day</i> <i>Foundations: Small Group, Push-in Program During the School Day and Extended Day</i> <i>Earobics: Small Group, Push-in Program During the School day and Extended Day</i> <i>Additional support for Level 1 7 Level 2 students is provided during the After-school Program Monday, Tuesday, Wednesday and Thursday from 3:15-5;15 is small groups of 15:1</i> |
| Mathematics: | <i>Minute Math: Small Group, Push-in Program During the School Day and Extended Day</i> <i>Saxon Math: Small Group, Push-in Program During the School Day and Extended Day</i> <i>Navigator: Small Group, Push-in Program During the School Day and Extended Day</i> <i>Additional support for Level 1 7 Level 2 students is provided during the After-school Program Monday, Tuesday, Wednesday and Thursday from 3:15-5;15 is small groups of 15:1</i> |
| Science: | <i>Harcourt Science: Small Group, Push-in Program During the School Day and Extended Day</i> |
| Social Studies: | <i>Document Based Writing: Small Group, Push-in Program During the School Day and Extended Day</i> |
| At-risk Services Provided by the Guidance Counselor: | <i>Heartwood: Character Education Programs: Small Group, Pull Out During the School Day and Extended Day</i> |
| At-risk Services Provided by the School Psychologist: | <i>Heartwood: Character Education Programs: Small Group, Pull Out During the School Day and Extended Day</i> |
| At-risk Services Provided by the Social Worker: | <i>Heartwood: Character Education Programs: Small Group, Pull Out During the School Day and Extended Day</i> |
| At-risk Health-related Services: | <i>One to One Para Educator Support During the School Day</i> |

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: 300 LEP 388 Non-LEP

Number of Teachers _____ Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

PS 163 is composed of 688 students, 320 of which are ELLs. Therefore, ELLs represent 37.5% of our student population. Other significant demographic information includes: 70% of our student population is Hispanic or Latino, 26% African American, 4% Asian, and 1% American Indian. Based on an analysis of PS 163’s HLIS of our ELL students, the most common home language is Spanish, followed by 17 students who either speak Soninke, Twi, French, and Swahili.

PS 163 provides for the systematic delivery of instruction to English Language Learners (ELLs), which guides programmatic and curricular decisions for students until they acquire academic proficiency in English. All new public school enrollees in New York City

are required to complete a Home Language Identification Survey (HLIS). This survey helps the school identify students who may have limited English language proficiency. Also, upon enrollment parents of potential ELLs are invited to an orientation session regarding the instructional program models available for ELLs. Parents make informed decisions following the viewing a DOE produced DVD which provides an overview of all programs for ELLs. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The results on the LAB-R determine whether students are entitled to bilingual/ESL programs and services. In the spring the New York State English as a Second Language Achievement Test (NYSESLAT)—a test developed by the New York State Education Department to measure English Language Arts (ELA) proficiency levels—is administered to determine a student’s continued eligibility in the program. Following the mandates of the CR Part 154, proficiency levels determine the appropriate ratio of English to native language use in bilingual programs as well as requirements for ESL instruction.

Of the three program options available to English Language Learners in the New York City Department of Education, PS 163 has selected freestanding English as a Second Language (ESL) push-in model and the self-contained ESL model with collaborative team teaching. The push-in model utilizes an ESL teacher who works with ELLs in an educational setting during content instruction in collaboration with a regular classroom teacher for part of the instructional day to provide language acquisition and vocabulary support while retaining content instruction time. In grades K-5 our ESL program is self-contained with collaborative team teaching provided by a licensed ESL teacher and a regular classroom teacher for the entire school day which focuses on the development of the listening, speaking, reading and writing English. We have one self-contained ESL class in each grade K-5. We strongly believe that the collaboration between the classroom teacher and the ESL teacher increases the provision of differentiated instruction during the instructional day. Furthermore, decreases the time when students are traveling to and from the ESL classroom. Moreover this model allows the ESL teacher the opportunity to provide instruction in English in the most authentic setting—the student’s own classroom. Another benefit of this model is that the ESL teacher and general education classroom teacher are engaged in ongoing collaboration. The general education teacher observes the ESL teachers practices and is able to employ these strategies when he/she is teaching independently. The ESL program provides instruction in the five major goal areas: English for Information and Understanding, English for Literary Response, Enjoyment, and Expression, English for Critical Analysis and Evaluation, English for Social and Classroom Interaction, and English for Cross-Cultural Knowledge and Understanding.

At PS 163 we follow a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs while adhering to state standards, including New York State Learning Standards for all curriculum areas. The ESL instructional component is based on the New York State ESL Standards in that ELLs in the advanced level of English proficiency will also receive ELA instruction. We believe that second language learning must consist of learning activities that are authentic in nature and allow for both the development of social communication and academic language. We believe that through meaningful and purposeful learning tasks our ELL students can and will be able to develop proficiency in English as well as succeed in meeting the standards in other academic content areas. At PS 163 we believe that we exceed the minimum requirements for all ELL students across the 4 learning strands of English language development. We also exceed the required units of ESL or ELA Instruction for our ELLs in our ESL programs as our ESL providers are able to adapt learning tasks to meet the needs of our ELLs within 100

minute blocks daily in grades 1-5. In Kindergarten our ESL teacher pushes in to provide students with the support needed to engage in classroom activities. The ESL teacher works collaboratively with the classroom teacher to identify students' learning styles and prior learning experiences while keeping in mind that concrete learning experience such as manipulating objects, building models, or representing information through visual arts and drama are ways to support the ELL learner best. The ESL teacher also works collaboratively with the classroom teacher to identify academic vocabulary for each content area that is critical for students to demonstrate understanding of a concept or relationship. Comprehensible input makes the content more relevant and accessible to students who are learning English. Once students in the ESL program reach the proficient level on the New York State English as a Second Language Achievement Test (NYSESLAT) they exit the program.

Our bilingual program in grades K-5 is a transitional program. This school year, we have 1 Kindergarten class, 1- 1st grade class, 1- 2nd grade class, 1-3rd grade class and one bridge class in grades 4 & 5. Students enrolled in our bilingual classes receive instruction in both native language and English until they attain proficiency on the NYSESLAT. The allocation of languages for each class is based on the analysis of data collected by the classroom teacher which includes a student language profile, student growth portfolio, teacher observations, the results of the Spanish Reading Assessment (Examen del desarrollo de la lectura en español), NYSESLAT and other interim assessments administered throughout the school year. Generally as a rule at PS 163 the students in the bilingual program receive literacy instruction in the native language and through theme studies in Social Studies. The ESL/ELA block is 100 minutes long focusing on listening, speaking, reading and writing English.

We use a variety of instructional approaches at PS 163 to ensure that our ELL students are not only acquiring proficiency in English but also progressing in each and every content area. For students who have developed social communicative skills in English and academic language skills in their native language, it is easier to transfer concepts and skills learned in the first language to English more readily through explicit instruction in learning strategies for both content and language acquisition. All our programs provide the ELL learner with comprehensive English as Second Language instruction aimed at helping them handle content area material in English, which is academically challenging and aligned to the standards. At PS 163 we tailor instruction to the linguistic proficiency, cultural background, and academic needs of the students with ongoing opportunities for student development of their first language in order to promote academic and social development. Professional development opportunities for all staff help to prepare them to facilitate the academic growth of ELL students.

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.

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).

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.

PS 163 provides professional learning opportunities to our staff through a ten day cycles. Both bilingual and ESL teachers meet with the Bilingual/ESL supervisor to analyze data, reflect on practice and refine teaching and learning for our ELLs students. Additionally, our staff participate in professional development opportunities offered by CFN109 and BETAC.

Section III. Title III Budget

School: _____ BEDS Code: _____

| Allocation Amount: | | |
|--|------------------------|--|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | (e.g., \$9,978) | (Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) |
| Purchased services - High quality staff and curriculum development contracts. | (e.g., \$5,000) | (Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements) |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | (e.g., \$500) | (Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) |
| Educational Software (Object Code 199) | (e.g., \$2,000) | (Example: 2 Rosetta Stone language development software packages for after-school program) |

| | | |
|---------------|--|--|
| | | |
| Travel | | |
| Other | | |
| TOTAL | | |

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.

Home Language Reports and Emergency Home Contact cards are reviewed by Family Workers to identify preferred language of communication. All home/school communications are translated from English to 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.

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.
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.

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|-----------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | \$907,049 | \$19,029 | \$926,078 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$9,070 | \$190 | \$9,260 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$45,352 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$90,705 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98%
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.

PS 163 is committed to providing students with the best opportunities to learn. This includes maintaining a staff of high quality teachers. In 2009-2010, the faculty consists of 98% of High-Quality Teachers teaching in core academic subjects. Only 2% or less of our teachers are not classified as high qualified however, are on their way to becoming so by completing coursework at accredited universities. The extreme limitation of the physical plant and the high-need socio-economic conditions of the area in which the school is housed has a negative effect on teacher turnover rate. As such, the school seeks the most highly qualified and appropriately experienced teachers that it can to provide a positive learning environment for our students. All teachers are required to engage in ongoing professional development, engage in action research and work collaboratively with one another. The high expectations that are placed on our teachers provide the foundation by which they model their own educational pursuits. We are confident that our teachers will make gains to ensure that PS 163 is staffed by 100% HQT.

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.

Parent Involvement Policy 2010-2011

Title I requires “substantive parental involvement” at every level of the program and includes requirements related to policies, consultation, rights to specific information, and availability of parent involvement activities. As such, PS 163 has developed a Parent Involvement Policy that will ensure that parents are included in the development of school-based initiatives. Through ongoing communication with administration, staff, and the parent coordinator, family members will be involved in a network where decisions are made about the education of their children. Considering the hardships of the surrounding communities, particular attention to parents who are economically disadvantaged, are disabled, or have limited English proficiency, have limited literacy or are of any racial or ethnic minority background will be addressed and provisions made to accommodate their specific needs. The School Leadership (SLT), Parent Teacher Association (PTA), and parent coordinator will work in unison to set high standards for student achievement.

The following activities will take place during the 2010-2011 academic school year:

- Family literacy training through ESL and GED instruction.
- Parenting skills building through scheduled workshops with the parent coordinator.
- Curriculum, Literacy and Math workshops to familiarize parents with the curriculum that guides their child's learning.

- Professional development meetings for parents provided by the administrative staff, literacy, science, and math coaches to enable all children in the school to meet City and State performance standards, during the regular school year and the summer to engage parents in planning, development, and evaluation of Title I programs.
- Family Fun Nights designed to have students and their parents engage in social and academic activities. Accommodations will be made for parents with younger siblings who require sitting services during meeting times.

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.

SCHOOL-PARENT COMPACT 2010-2011

PS 163 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), 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.

PS 163 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Conferences will be held in December and May.
3. Provide parents with frequent reports on their children’s progress. Report cards will be distributed three times per year, and parent-teacher night will be conducted twice per year.

4. Provide parents reasonable access to staff. Staff will be available to meet with parents on parent-teacher nights. Scheduled meetings can be arranged throughout the year as needed.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Through the Learning Leaders program, parents can volunteer to assist in their child's classroom, cafeteria, schoolyard, etc.

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 our children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child'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.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

- See Needs Assessment pages 11-16.

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.

- See Goals and Action Plan pages 17-21

3. Instruction by highly qualified staff.

- See Goals and Actions Plans pages 17-21

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.

- The school will work closely with Department of Human Resources to identify Highly Qualified Teachers for our school. We will also participate in City-wide Hiring Fairs. Additionally, we will work closely with organizations such as Teach for America and the Teaching Fellows to identify potential candidates for our school.

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

- See above

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

- The school will continue to address parental involvement through our collaboration with Adult Education programs to provide ESL classes at beginner, intermediate and advance levels. We will also provide a GED program in Spanish for eligible parents.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - Our Kindergarten staff will visit neighboring schools and provide school tours to assist families transition from early childhood programs to PS 163.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Through on-going professional development and grade level meetings teachers at PS 163 will have opportunities to collectively make decision about materials and/or resources used to improve student outcomes. In the fall of 2010 we will launch our new database for managing student data at our school. O.R.A.C.L.E stands for On-going Real-time Access for a Collaborative Learning Experience was designed to fill a need we had in our school to improve communication regarding student performance. An Advisory Panel will help us continue this journey.
 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.
 - PS 163 uses a variety of assessment tools to monitor student progress and develop action plans that address the needs of identified students.
 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.
 - PS 163 will continue to work with community based organizations to enable us to raise awareness and facilitate participation in programs that will support the families of our learners. We will continue to work with the following organizations: Bronx Health Link, NYPD Community Affairs and Youth Services, Learning Leaders, Penny Harvest, City Harvest

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

Explanation/Background:

TEMPLATE - MAY 2010

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

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

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

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

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

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

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

| Program Name | Fund Source <i>(i.e., Federal, State, or Local)</i> | Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓) | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i> | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|---------------------------------------|--|--|----|-----|---|---|-----------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | ✓ | | | 907,049 | ✓ | 18-26 |
| Title I, Part A (ARRA) | Federal | ✓ | | | 19,029 | ✓ | 18-26 |
| Title II, Part A | Federal | ✓ | | | 319,409 | ✓ | 18-26 |
| Title III, Part A (Immigrant and LEP) | Federal | ✓ | | | 37,960 | ✓ | 18-26 |
| Title IV | Federal | ✓ | | | 0 | ✓ | 18-26 |
| IDEA | Federal | ✓ | | | 69,276 | ✓ | 18-26 |
| Tax Levy | Local | ✓ | | | 3,080,959 | ✓ | 18-26 |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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.

1. Use program resources to help participating children meet the State standards.
As referenced in Action Plan, pages 18-26
2. Ensure that planning for students served under this program is incorporated into existing school planning.
As referenced in Action Plan, pages 18-26
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;

As referenced in Action Plan, pages 18-26

4. Coordinate with and support the regular educational program;
As referenced in Action Plan, pages 18-26
5. Provide instruction by highly qualified teachers;
As referenced in Action Plan, pages 18-26
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
As referenced in Action Plan, pages 18-26
7. Provide strategies to increase parental involvement; and
As referenced in Action Plan, pages 18-26
8. Coordinate and integrate Federal, State and local services and programs.
As referenced in Action Plan, pages 18-26

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/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.)
 - Currently there are 21 students in Temporary Housing attending our school.
2. Please describe the services you are planning to provide to the STH population.
 - Students living in Temporary Housing are identified by Family Workers and provided support in a variety of ways:
 - Attendance monitoring and outreach
 - Free shuttle service transportation to and from the school
 - enrolled in the free breakfast program
 - Extended Day Programs
 - After school program
 - Guidance Intervention

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

| | | | | | | |
|---------------------|------------------------------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 163 Arthur A. Schomburg | | | | | |
| District: | 9 | DBN: | 09X163 | School | | 320900010163 |

DEMOGRAPHICS

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

| Enrollment | | | | Attendance - % of days students attended: | | | |
|--------------------|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 0 | 0 | 0 | | 91.8 | 92.5 | 92.9 |
| Kindergarten | 101 | 96 | 100 | | | | |
| Grade 1 | 119 | 125 | 116 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 121 | 118 | 135 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 120 | 107 | 112 | | 87.2 | 85.6 | 87.6 |
| Grade 4 | 105 | 115 | 110 | | | | |
| Grade 5 | 103 | 89 | 109 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 0 | 0 | 0 | (As of October 31) | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 0 | 0 | 0 | | 93.3 | 99.4 | 99.8 |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 9 | 92 | 75 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 0 | 1 | 5 | Recent Immigrants - Total Number: | | | |
| Total | 669 | 651 | 687 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 18 | 16 | 19 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 44 | 49 | 57 | Principal Suspensions | 41 | 58 | 33 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Superintendent Suspensions | 5 | 2 | 2 |
| Number all others | 50 | 39 | 48 | | | | |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|---|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 73 | 85 | TBD | CTE Program Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Early College HS Program Participants | 0 | 0 | 0 |

| Number of Staff - Includes all full-time staff: | | | |
|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # receiving ESL services only | 139 | 138 | TBD |
| # ELLs with IEPs | 11 | 30 | TBD |
| Number of Teachers | 62 | 58 | 59 |
| Number of Administrators and Other Professionals | 14 | 14 | 7 |
| Number of Educational Paraprofessionals | 3 | 3 | 7 |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 98.3 | 98.2 |
| | | | | % more than 2 years teaching in this school | 53.2 | 65.5 | 64.4 |
| | | | | % more than 5 years teaching anywhere | 35.5 | 36.2 | 40.7 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 66.0 | 74.0 | 83.0 |
| American Indian or Alaska Native | 0.1 | 0.2 | 0.9 | % core classes taught by "highly qualified" teachers | 98.3 | 98.1 | 96.9 |
| Black or African American | 32.3 | 31.6 | 30.1 | | | | |
| Hispanic or Latino | 64.6 | 65.1 | 67.8 | | | | |
| Asian or Native Hawaiian/Other Pacific | 2.1 | 1.4 | 0.7 | | | | |
| White | 0.3 | 0.5 | 0.4 | | | | |
| Male | 52.3 | 49.2 | 47.0 | | | | |
| Female | 47.7 | 50.8 | 53.0 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

| | | | | | | | |
|---|----------|----------|----------|--|--|----------|--|
| American Indian or Alaska Native | | | | | | | |
| Black or African American | v | v | - | | | | |
| Hispanic or Latino | v | v | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | | |
| White | - | - | | | | | |
| Multiracial | - | - | | | | - | |
| Students with Disabilities | v | v | - | | | | |
| Limited English Proficient | v | v | - | | | | |
| Economically Disadvantaged | v | v | | | | - | |
| Student groups making | 6 | 6 | 1 | | | 0 | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | C | Overall Evaluation: | | | | | NR |
| Overall Score: | 33.3 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 4 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 6.6 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 21.7 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 1 | | | | | | |

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|-------------------|--|--|
| Network Cluster CFN 109 | District 9 | School Number 163 | School Name Arthur A. Schomburg |
| Principal Dilsia Martinez | | Assistant Principal Lorraine Garcia | |
| Coach Uzoije Awani | | Coach | |
| Teacher/Subject Area James Flynn ESL | | Guidance Counselor Melissa Ortiz | |
| Teacher/Subject Area Anna Berlanga ESL | | Parent | |
| Teacher/Subject Area Leidy Acosta Bilingual | | Parent Coordinator Betty Stewart | |
| Related Service Provider | | Other Suzanne Orser ESL | |
| Network Leader Maria Quail | | Other Nivia Babuska Bilingual | |

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 | 2 | Number of Certified Bilingual Teachers | 5 | Number of Certified NLA/Foreign Language Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 5 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total Number of Students in School | 688 | Total Number of ELLs | 255 | ELLs as Share of Total Student Population (%) | 37.06% |
|------------------------------------|------------|----------------------|------------|---|---------------|

Part II: ELL Identification Process

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

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

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

The Home Language Identification Survey is obtained at the time of child's registration. Parents are asked to complete the HLIS, in order to determine each student's primary or home language. Under the supervision of Assistant Principal Lorraine Garcia an informal interview is conducted and assistance provided to families during the registration process by either a bilingual Family Worker (Gladys Garcia or Rebecca Correa) or a licensed teacher bilingual (Ms. Bodden, Ms. Acosta, Ms. Solano, Ms. Calderon, Mr. Maysonet or Ms. Lugo) or ESL teacher (Ms. Orser, Ms. Sullivan, Ms. Cooper, Ms. Berlanga or Mr. Flynn. Initially the student is given the LAB-R to determine proficiency in English. Newly enrolled potential ELLs are administered the LAB-R within ten days of enrollment by the ESL teacher to determine program eligibility. If a child does not demonstrate English proficiency, he/she is placed in a bilingual class or an ESL class based on parent program selection. The LAB-R is the initial tool used for identification and determination of eligibility of ESL services. If a student whose home language is Spanish does not demonstrate proficiency on the LAB-R, he/she is administered the Spanish LAB. Continuation in the program is determined by the results of the NYSESLAT, which is administered yearly until the student achieves a level of proficiency. The NYSESLAT is administered to demonstrate the level of English language proficiency the child has achieved and helps the school determine student progress.

Parent orientation sessions are provided several times a year and as needed. Parents are asked to watch a video describing the different programs available to students in New York City. The video is available in several languages (English, Spanish, Albanian, Arabic, Bengali, Chinese, French, Haitian, Korean, Polish, Punjabi, Russian, and Urdu). Materials are provided in both English and Spanish. Written materials describing the different programs in New York City are given to parents/guardians in both English and Spanish. Parents are advised of their rights. Letters are sent home and phone calls are made by the office staff to ensure that parents are aware of their child's program options. Parent surveys and program selection are completed during the orientation meeting. Follow-up phone calls are made when the surveys are not returned. Opt-out letters are also available for parents to sign if they want to opt-out of the bilingual program. Going forward, we will be utilizing The Department of Education's Language Translation Unit to obtain translation services for languages other than English and Spanish. This will help bridge the language barrier that exists within our diverse community.

F- status bilingual teacher, Nivia Babuska, works with Assistant Principal Garcia and all bilingual & ESL staff to ensure that entitlement letters are distributed and that Parent Surveys and other forms are returned. Ms. Babuska along with our ESL staff are involved in organizing and presenting information to parents/guardians so that they can make informed decisions. Our program models 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 | | | | | | | | | | | | | Tot # |
|-----------------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Dual Language (50%:50%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Push-In | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|---|-----|--------------------------------------|----|
| All ELLs | 255 | Newcomers (ELLs receiving service 0-3 years) | 177 | Special Education | 12 |
| SIFE | 3 | ELLs receiving service 4-6 years | 75 | Long-Term (completed 6 years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total | |
|----------------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|-----|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | | |
| TBE | 73 | 0 | 0 | 40 | 1 | 0 | 0 | 0 | 0 | 0 | 113 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 75 | 2 | 8 | 67 | 0 | 5 | 0 | 0 | 0 | 0 | 142 |
| Total | 148 | 2 | 8 | 107 | 1 | 5 | 0 | 0 | 0 | 0 | 255 |

Number of ELLs in a TBE program who are in alternate placement: 2

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 | 25 | 26 | 22 | 16 | 16 | 8 | | | | | | | | 113 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arabic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yiddish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 25 | 26 | 22 | 16 | 16 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 |

| 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 | |
| Spanish | 0 | 0 | 0 | | | | | | | | | | | | | | | | 0 | 0 | |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 | |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 | |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 | |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 | |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 | |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 | |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

| Freestanding English as a Second Language | | | | | | | | | | | | | | |
|--|----|----|---|----|----|----|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 12 | 19 | 9 | 15 | 20 | 18 | | | | | | | | 93 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 9 | 7 | 11 | 5 | 2 | 2 | - | | | | | | | 36 |
| TOTAL | 21 | 26 | 20 | 20 | 22 | 20 | 0 | 129 |

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 two program models serving the ELL population at PS 163 are the Transitional Bilingual Education (TBE) Program and the English as a Second Language Program (ESL).

The TBE program serves the great majority of our ELL students in self-contained classrooms in which instruction is provided in the students' native language (Spanish) with intensive support in English language development through ESL methodologies. In the TBE program, instruction in the native language decreases as the students move through the stages of English language acquisition. Students at the beginning stages received 60% of instruction in their native language and 40% of instruction in English language development through ESL. Intermediate level students receive 50% of their instruction in their native language and 50% of instruction in English. A student at the Advanced level of proficiency received 75% of instruction in English language development through ESL and 25% of instruction in their native language. Very often in our TBE classrooms we may have students in any of the three proficiency levels. In these cases, it is the teacher's responsibility to tailor instruction to the needs of her students. Flexibility in planning and in grouping students for instruction is needed to ensure that our ELL students are provided with sufficient support in their native language as they gradually move towards acquiring academic English.

Students whose parents speak another language other than Spanish, or who opt-out of the TBE program are served in our self-contained ESL classrooms (K-5) in which instruction is provided to the students collaboratively by a licensed English as a Second language teacher and a common branch teacher. Students in the ESL program receive all their instruction in English using ESL methodologies. Beginning and Intermediate level students receive a minimum of 360 minutes or 8 periods of ESL per week, while students at the Advanced level receive a minimum of 180 minutes or 4 periods of ESL per week. This approach allows our students assessed needs to be met within small flexible

groups throughout the instructional day.

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

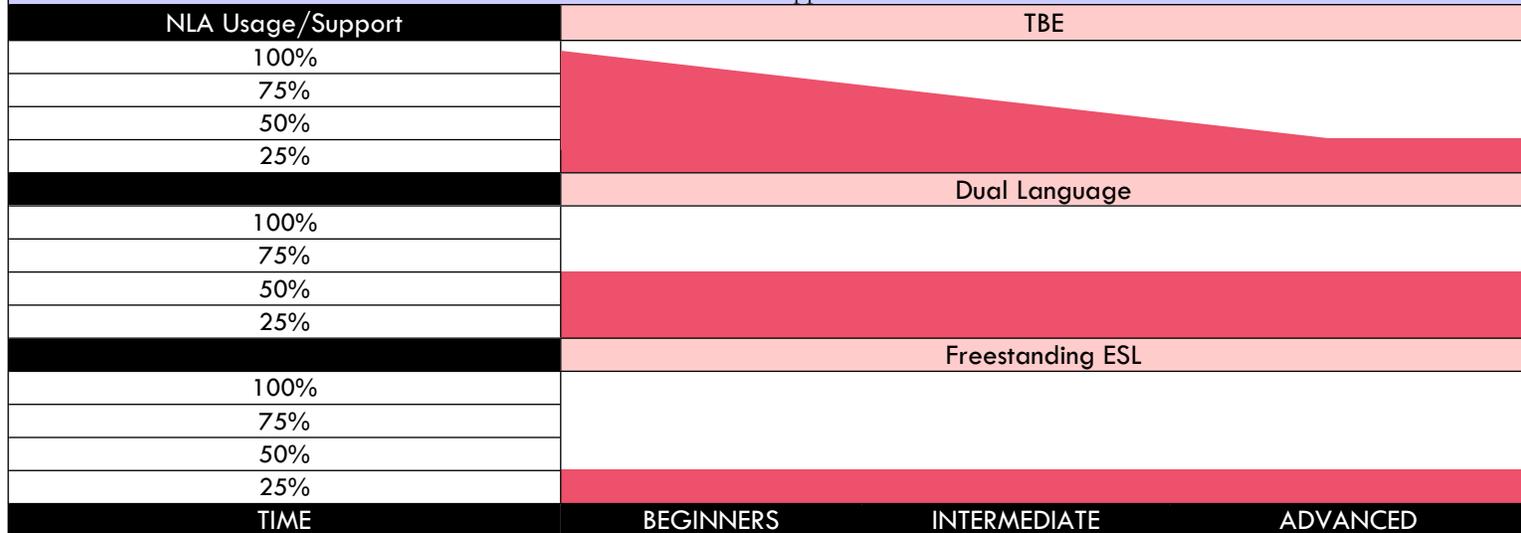
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

At PS 163 ELLs are afforded equal access to all school programs. One may visit a general education classroom and a classroom that serves ELLs students and not find many differences except for the collaborative team model in our ESL classrooms and the use of the native language (Spanish) in our bilingual classrooms. Each classroom at PS 163 is equipped equitably to ensure that are ELLs are provided a high caliber instructional experience. Students identified in need of targeted intervention are served in small flexible groups by our AIS personnel. Intervention is provided in all four strands of language development using research based programs such as Earobics, Wilson's Foundations, Rigby, and computer assisted language programs such as Imagine Learning and Award Reading. Currently our school is participating a special training to refocus instruction in the native language using Estrellita. A team consisting of the first grade teacher, second grade teacher and Assistant Principal have participated in the initial training sessions and will turn key the information at the school for all other personnel.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

Teachers of ELLs either serving our students in bilingual or ESL classrooms participate in on-going Professional Learning opportunities in a 10 day cycle. The focus of these sessions is to ensure that all personnel are well acquainted with the CCS, performance indicators and their implications for the ELL student. Particular attention and time is devoted to learning about best practices that are useful for both ESL and bilingual classrooms. As a school community we are learning how to use Thinking Maps as visual representations of our cognitive thinkings. Students are learning to use 8 specific concept maps to generate and display information related to their current units of study. The eight

Thinking Maps allow our students to brainstorm and activate prior knowledge, describe, classify, sequence, compare and contrast as well as understand relationships such as cause and effect, analogies, and part to whole. Other best practices being studied are choral readings, buddy and partner reading, reading within and beyond the text, process writing, book clubs and Reader's Theatre.

E. Parental Involvement

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

Parent needs are evaluated via parent surveys. Parent workshops, lectures, and activities are designed around parent needs and requests. In partnership with the NYC Office of Adult and Continuing Learning, Adult ESL classes are offered at P.S. 163 on Saturdays. The Fordham Library extends visits to our classrooms. They also provide parent workshops that are geared to helping parents learn how to support their children at home. Child Health Plus offers parent workshops to provide parents with information about a variety of contemporary health topics. They also offer our families affordable health plans. The NYC Fire Department offers parents CPR training. Bronx Health Links offers parent workshops geared to both adult and child health related topics e.g. obesity, asthma. PAL offers parents after school information about community resources that are available outside P. S. 163. Bronx Works offers parents food stamp screenings as well as opportunities to learn about affordable housing options. Parents are also able to become parent volunteers once they have completed parent volunteer training. Furthermore, field trips are taken to provide information and learning opportunities for parents to enhance their own knowledge base.

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) | 26 | 23 | 8 | 5 | 9 | 2 | | | | | | | | 73 |
| Intermediate(I) | 0 | 19 | 12 | 17 | 8 | 7 | | | | | | | | 63 |
| Advanced (A) | 17 | 8 | 21 | 12 | 24 | 11 | | | | | | | | 93 |
| Total | 43 | 50 | 41 | 34 | 41 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 229 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|----|----|----|----|----|----|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/ SPEAKING | B | 26 | 0 | 0 | 1 | 3 | 0 | | | | | | | |
| | I | | 12 | 7 | 2 | 3 | 1 | | | | | | | |
| | A | 17 | 22 | 22 | 18 | 7 | 4 | | | | | | | |
| | P | | 8 | 8 | 12 | 24 | 10 | | | | | | | |
| READING/ WRITING | B | | 15 | 4 | 4 | 5 | 1 | | | | | | | |
| | I | | 19 | 11 | 17 | 8 | 6 | | | | | | | |
| | A | | 7 | 14 | 12 | 23 | 9 | | | | | | | |
| | P | | 1 | 8 | 0 | 0 | 0 | | | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 4 | 1 | | | 5 |
| 4 | | | | | 0 |
| 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 | 5 | | | | | | | | 5 |
| 4 | 7 | | 23 | | 8 | | | | 37 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

| New York State Regents Exam | |
|-----------------------------|-----------------------------|
| Number of ELLs Taking Test | Number of ELLs Passing Test |
| | |

| | English | Native Language | English | Native Language |
|------------------------------|---------|-----------------|---------|-----------------|
| Comprehensive English | | | | |
| Math | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

| | | | |
|--|----------------|--|--|
| | Network Leader | | |
| | Other | | |