



P.S.161

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (17 /161/BROOKLYN/ 03K161)
ADDRESS: 330 CROWN STREET
TELEPHONE: 718-756-3100
FAX: 718-953-3605

TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12

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

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

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

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

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 161K **SCHOOL NAME:** Crown School

SCHOOL ADDRESS: 330 Crown Street

SCHOOL TELEPHONE: 718-756-3100 **FAX:** 718-953-3605

SCHOOL CONTACT PERSON: Deborah Barrett **EMAIL ADDRESS:** Dbarret@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ronald Rivette

PRINCIPAL: Deborah Barrett

UFT CHAPTER LEADER: Sophia Rainford

PARENTS' ASSOCIATION PRESIDENT: Tricia Mecklembourg

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** 110

NETWORK LEADER: Kenneth Reeves.

SUPERINTENDENT: Rhonda Hurley-Taylor

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Deborah Barrett	*Principal or Designee	
Sophia Rainford	*UFT Chapter Chairperson or Designee	
Tricia Mecklembourg	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ronald Rivette	Member/	
Marjorie Cyprien	Member/	
Timothy Solomon	Member/	
Carol Wilson	Member/	
Indira Castro	Member/	
Fred Baptiste	Member/	
Alisha Lawrence	Member/	

(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.

Public School 161k is located in the Crown Heights section in Brooklyn; This K-8 School serves a student population of 874 students, 89.5% Black, 7.3% Hispanic, and 2.9% other. There are 43.7% male and 56.3% female. Many of the children are first generations Americans or immigrants from the Caribbean.

The student population is homogeneously grouped according to academic level. Grades k-5 have five to six classes per grade. There are six gifted classes. (One in each grade k-5). We have Collaborative Team Teaching classes. One each in grades k, 1, 2, 7 and 8. In addition, we have one 12:1:1 seventh grade.

The students receive Differentiated Instruction by a pedagogical staff of 65 teachers. Of these 100% are certified and licensed, 90% of our staff members have Masters Degrees or higher, 75% have more than two years teaching in this school, and 57.6% have more than five years teaching experience.

Narrative Description

Appropriate instructional practices emerge from an understanding of how children learn, as well as what children need to know. To implement this approach is to recognize that instruction is based on continuous assessment, a teacher's regular observations of children, looking at children's work and incorporating parental information. The New York State English Language Arts Standards, The New York State Math Standards, the Early Childhood Literacy Assessment System (ECLAS), the ECLAS Instructional Guide are examples of educational supports designed to strengthen the school's capacity to provide instruction built on Lauren Resnick's research at the University of Pittsburg, "Principles of Learning". In this way, we provide clear expectations for our students' continued academic success. Additionally, we will continue to clarify the development of curriculum, instruction and assessment using models based on the "Principles of Learning." We will continue to focus specifically on clear expectations for the entire school community, using "Effort Creates Ability", a rigorous curriculum and fair and credible evaluation in the form of objective assessment. All staff members, teaching teams, educational assistants and administrators are provided continuous opportunities to be engaged in meaningful professional development activities designed to improve student achievement. The professional development initiatives sponsored by the school/district and new York City Department of Education include a Variety of topics such as Implementation of Differentiated Instruction, Classroom management, Inclusion: Curriculum and assessment, New Continuum, Creating a Literate Environment, and Data Driven Classroom Instruction to address individual learning needs.

Our school wide Academic Intervention Service program for 2010-2011, will continue to include children who are in need of extra academic intervention in English language Arts, Math, Social Studies and Science. (We will include children in need of extra assistance in ELA/Math but do not qualify for Title I Services). In addition, (funds permitting) after school programs for children in need of extra help will be conducted during the week, Saturdays and during the winter, midwinter and spring breaks. Programs in art and music meet before and after the school day begin.

Based on the preliminary analysis of our ELA/Math data – we have seen an increase in Level I students in Grades 3-8. Therefore we will provide extended day tutoring and academic intervention services for these students in school year 2010-2011.

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:	P.S. 161				
District:	17	DBN #:	17K161	School BEDS Code:	3317001061

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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" 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		94.7	94.7	94.7		
Kindergarten	72	70	83						
Grade 1	142	130	147	Student Stability: % of Enrollment					
Grade 2	147	134	122	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	158	136	125		96.3	96.5	96.5		
Grade 4	147	160	141						
Grade 5	132	143	121	Poverty Rate: % of Enrollment					
Grade 6	55	54	56	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	48	53	58		61.2	67.7	67.7		
Grade 8	52	40	51						
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		4	0	0		
Grade 12	0	0	0						
Ungraded	0	1	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	979	926	906		3	3	3		
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	0	0	5						
No. in Collaborative Team Teaching (CTT) Classes	28	22	51	Principal Suspensions	7	7	7		
Number all others	28	22	56	Superintendent Suspensions	29	22	22		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	20	20	20	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	1	(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	50	59	59
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	6	15	15
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	6	7
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.5	0.5	0.5	Percent more than two years teaching in this school	70	71.2	75
Black or African American	88.9	89.5	89.5	Percent more than five years teaching anywhere	62.0	57.6	57.6
Hispanic or Latino	8.2	7.3	7.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.5	0.5	Percent Masters Degree or higher	90	86	90
White	1.6	1.9	1.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.6	92.4	92.4
Multi-racial	0	0	0				
Male	46	43.7	43.7				
Female	54	56.3	56.3				

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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input 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"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)	
	ELA:	1GS		ELA:	
	Math:	1GS		Math:	
	Science:	1GS		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	X	X	X				
Ethnicity							
American Indian or Alaska Native	_____	_____	_____				
Black or African American	X	X	X				
Hispanic or Latino	X	X	X				
Asian or Native Hawaiian/Other Pacific Islander	_____	_____	_____				
White	_____	_____	_____				
Multiracial	_____	_____	_____				
Other Groups							
Students with Disabilities	X	X	X				
Limited English Proficient	_____	_____	_____				
Economically Disadvantaged	_____	_____	X				
Student groups making AYP in each subject	5	5	2				

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	A	Overall Evaluation:	P
Overall Score	80.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment (Comprises 15% of the Overall Score)	93.3	Quality Statement 2: Plan and Set Goals	P
School Performance (Comprises 25% of the Overall Score)	20.2	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress (Comprises 60% of the Overall Score)	45.4	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	P
<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?
-

Needs Assessment

The results of the state standardized assessment in grade 4 showed 37% meeting the standard performance Level 3 and 4 in ELA in 2010. This is a 38% decrease in ELA from 2009. In 8th grade 35% of the students met the performance Level 3 and 4 in 2010. This is a 56% decrease in ELA from 2009. The results of the standardized assessment in grade 4 showed 42% meeting the standard performance Level 3 and 4 in math in 2010. This is a 48% decrease in math from the 2009 results. In 8th grade 13% met the state standard in math. This is a 59% decrease from 2009.

Performance Trend

In spring 2010, the ELA Level 1 students increased from 1% to 13%. Level 2 increased from 23% to 51%. Level 3 decreased from 73% to 31%. In summary, we will focus our efforts into moving our Level 2 students back into Level 3. We will also address our growing number of Level 1 students through our extended day and after school programs.

In mathematics, our Level 1 students increased by 10%. Level 2 students increased by 31% and Level 4 decreased by 7%. In summary, we will focus our efforts into moving our Level 1 students to Level 2, our Level 2 students back to Level 3, and increase our Level 4 students by 3%.

Great Accomplishments:

- *Our school raised and donated \$3,318 to American Red Cross for the Haitian Relief Fund*
- *Partnership with the American Museum of Natural History*
- *We had two winners from the Eric Adams Senatorial District Wide Spelling Bee*
- *First Place winner of the S.E.C.M.E. Regional Engineering Design Completion*
- *Participated In National S.E.C.M.E. competition in South Carolina*
- *Newly Built Playground*
- *Penny Harvest*
- *Food Drive for Full Gospel Community Pantry*
- *Donated \$450 to Jonah Village for Domestic Violence*
- *Community Service for the Rockaway Review Seniors*
- *Donated clothes, food, medical and school supplies to Haiti*
- *Youth Entrepreneur Program*
- *Gifted and Talented Program*
- *ARIS online parent link to access students' records*
- *Academic Intervention Services (A.I.S.) for remediation and enrichment*

- *PTA/PAC meetings
- *Parent Workshops
- *Active School Leadership Team (SLT)
- *Resource Room
- *After-school tutoring for ELA and Math
- *Uniform Exchange
- *Science Fair
- *Career Day
- *Project Read
- *Book Publishing
- *Principal's Reading Club
- *International day
- *Sports and Field Day
- *Conflict Resolution
- *Spelling Bee Competition
- *Honor Roll, Student of the Month and Effort Creates Ability Programs
- *Band, Chorus, Track, Basketball, Step Team, Cheerleading
- *Steel Pan
- *African Dance
- *Health and Nutrition Club

Aid to School's Improvement:

- *Extended Day program focuses on tutoring in English language Arts and mathematics.
- *Extend Day after School program focusing on ELA/Math Test Preparation.
- *We are including our English Language learners in our extended day program.
- *Classroom paraprofessionals assist teachers in special education, inclusion, and classes with children needing additional academic intervention.
- *Grades 1-8 are homogeneously grouped.
- *We are continuing professional development and implementation of Differentiated Instruction.
- *Academic Intervention services will begin in October.
- *New Teacher Induction programs that is in collaboration with our Math and ELA instructional Coaches.
- *increasing professional development experiences for teachers.
- *In house performance assessment (Mock Tests) for ELA, Math, Social Studies and Science.
- *Professional Development in using data to inform instruction.
- *Teachers maintain data binders (ELA/Math) and use them to establish individual student achievement goals based on data feedback.
- *We participated in k-2 social studies pilot program.
- *ELA/Math coaches prepare and provide grade level test preparation materials.
- *Teachers on the same grade level collaborate on instructional practices on a weekly basis (grade level meetings during common preps).
- *School Leadership Team Meetings were convened with representatives of Collective Bargaining Groups (Principals, Teachers and Parent) for school years 2007-2010.
- *We are looking at patterns of decline and stagnation in our schools and we are identifying and addressing them.
- *Our Inquiry team will focus on ELA/Math (Extended responses in ELA/MATH).
- *Facilitation of family participation to promote the growth and development of children.
- *Professional development focused on the "Principles of Learning".

Barriers

- *Budgetary constraints have led to several barriers.
- *We had to reduce the numbers of paraprofessionals.

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 A: By June 2011, all student achievement in grades K-8 will increase by 3% as evidenced by the New York State ELA exams for Grades 3-8.

Description: Utilize Balance Literacy Approach and Differentiated Instruction in grades K-8 focusing on the Reading and Writing connection to increase achievement in ELA.

Goal B: By June 2011, all student achievement in grades K-8 will increase by 3% as evidenced by the New York State Math exams for Grades 3-8.

Description: Use a comprehensive mathematics program focusing on problem solving/computation skills, use of manipulatives. We will include differentiated instruction in mathematics.

Goal C: By June 2011, all student achievement in grades K-8 will increase by 3% as evidenced by the New York State Science exams for Grades 4-8.

Description: The school will utilize a comprehensive science program, focusing on scientific inquiry, the use of technology and tools for differentiated instruction.

Goal D: By June 2011, all student achievement in grades K-8 will increase by 3% as evidenced by the New York State Social Studies exams for Grades 5-8.

Description: Utilize a Social Studies instructional program that fosters multicultural education by promoting respect, inter-group cooperation, and an appreciation for the cultures of diverse groups.

Goal E: By June 2011, the use of technology for instruction will increase by 3% as evidenced by the use of SMART BOARDS, increase use of computers in classroom by students, and increase use of computer generated assessment reports by students and staff.

Description: Utilize a comprehensive program that will increase the equity of access for our students and teachers, and extend the use of data analysis to drive instruction.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011: To improve English Language Arts achievement of all students by 3% including general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups.</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>Implementation Timeline: We will administer ECLAS to students in grades K-3 in September 2010, to assess skills at the beginning of the school year. This will be repeated in March 2011. -Grades 3-8 will take ELA Interim Assessments, and ELA Predictive in October, December and February. -Grades 2 and 3 will take EPAL test in January 2011 to assess progress in literacy skills(reading, writing, listening and speaking) -Formal test data will be analyzed in June 2011 with disaggregation of the item skills analysis for grades 3-8. Strategies implemented daily: -Reading Block 90 minutes daily. -Literacy Curriculum: K-5 Open Court Program Reading / Writing Program -Supplementary Readers: Classes will read literature in class sets at home, answer questions and discuss what they read the next day, a usage of “Accountable Talk”. -Open access library: Classroom libraries will consist of children’s literature, including fiction, poetry and non-fiction books that appeal to a variety of different interests on different levels to better engage students in reading and writing. _Grades K -5 students will write and publish their books, fiction and nonfiction. -Balanced Literacy Program -Differentiated Instructional Activities Responsible Staff: Classroom teachers, paraprofessionals, administrator, Literacy Coach, Title 1 Teachers.</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>Professional Development: Teachers on each grade will work together on their common preparation periods to plan grade level activities and to analyze student work. We will continue implementation of differentiated instruction in ELA. Teachers will continue to receive professional development in data analysis and its use in instruction for English Language Arts. Title 1 Funding Source Title 1 Part A Sup. I.D.E.A. A, Tax Levy, I.D.E.A. CTT, CFE Funds used to reduce class size in grade 4.</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>Projected Gains: - By June 2011, student achievement in English Language Arts in Grades K-2 will improve by 3% as measured by the ECLAS and EPAL. - By June 2011, student achievement in English Language Arts in Grades 3-5 will improve by 3% as measured by city, state and/or teacher generated assessments. - By June 2011, student achievement in English Language Arts in Grades 6-8 will improve by 3% as measured by city, state and/or teacher generated assessments. Interval of Periodic Review: -Review of ELA Interim and Predictive assessments with item skills analysis in October, December and February Grade conferences and Faculty conferences in grades 3-8. -Analysis of ECLAS data in November 2010 and May 2011 to assess progress.</p>

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): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011: To improve Mathematics achievement of all students by 3% including general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups.</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>Daily Strategies: -Mathematics Curriculum: Everyday Mathematics grades K-5, Impact Math grades 6-8 -Instructional texts, manipulatives and Planning Guide -Math Block 90 minutes daily -School wide sessions on basic skills, problem solving skills, manipulatives, group work -Differentiated Instruction in mathematics</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Professional Development: Math Specialists will meet with their grades. Math Coach will continue to work with the teachers to encourage and plan group activities. Teacher will continue to receive professional development in differentiated instructional strategies. Teachers will continue to receive professional development in data analysis and its use in instruction for mathematics. Responsible Staff: Classroom teachers, paraprofessionals, administrator, math coach, Title 1 teachers. Title 1 Part A Supplementary Tax Levy, IDEA, CFE funding to reduce fourth grade class size.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Projected Gains: -By June 2011, student achievement in Mathematics in Grades K-2 will improve by 3% as measured by city, state and/or teacher generated assessments. - By June 2011, student achievement in Mathematics in Grades 3-5 will improve by 3% as measured by city, state and/or teacher generated assessments. - By June 2011, student achievement in Mathematics in Grades 6-8 will improve by 3% as measured by city, state and/or teacher generated assessments.</p>

Implementation Timeline

-Students in grades K-6 will be administered mock tests and unit tests in Everyday mathematics on a monthly basis.

-Students in grades 3-8 will take Mathematics Interim Assessments in October, December and February.

-Formal test data will be disaggregated in June 2011 with item skill analysis.

Interval of Periodic Review:

-Review of Math Interim and Predictive assessments in grades 3-8 with item skills analysis in October, December and February at grade conferences and Faculty Conferences.

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): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011: To improve Science achievement of all students by 3%, including general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups.</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>-Students from grades K-5 are using the Harcourt Brace Science program. The sixth grade students are using the Foss program. -Grades 7-8 are using the Glencoe Science program. -All three programs are aligned with the NYS Standards and New York City Scope and Sequence. Instruction is being differentiated according to readiness, interest, and learning styles. -Administer mock tests to grades 4 and 8. Responsible Staff: Classroom teachers, Science teacher specialists.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Professional Development: Science teacher specialists will meet with the grade teachers to update them about science content and how it can be integrated into other subject areas. Staff: Four Science teacher specialists and materials. TL Fair Student Funding, I.D.E.A., Tax levy, Title 1 Part A.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Projected Gains: By June 2011, student achievement in Science will improve by 3% as measured by city, state and/or teacher generated assessments. Implementation Timeline: -Students in grade four will take mock science tests in September and April. -Students in grade eight will take mock science tests in March.</p>

	<ul style="list-style-type: none">-All students in K-8 will work on and develop a science project in January for school science fair in February 2011, utilizing the Scientific Method.-All students in grades K-8 will engage in hands on science experiments throughout the school year, related to each unit of study as per grade. <p>Intervals of Periodic Review</p> <ul style="list-style-type: none">-Review of Mock Science Test Data to determine differentiated classroom instruction in September and April at grade conferences.-Students in grades 4 and 8 will take the New York Science Exam.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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): Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011: To improve Social Studies achievement of all students by 3% including general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups.</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>Social Studies Curriculum from K-8. Students will do research and create reports and projects. Continue new curriculum in grades 4 and 7. Continue K-2 pilot program in Social Studies per NYCDOE. Tax Levy, I.D.E.A., Title 1 Sup., Tax Levy Fair Student Funding.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Professional Development: Teachers will meet on grade level to plan and pace their lessons in Social Studies and develop strategies to integrate into other subject areas. Responsible Staff: Classroom teachers, literacy coach, testing coordinator.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Projected Gains - By June 2011, student achievement in Social Studies will improve by 3% as measured by city, state and/or teacher generated assessments. Implementation Timeline -Students in grade five will take Social Studies mock tests in September and New York State Social Studies Exam in November. -Students in K-8 will take exit tests, as per their grade level curriculum. Intervals of Periodic Review -Mock test data analysis in grade five will be conducted in September to determine concepts to</p>

	<p>reinforce in the classroom prior to the New York State Social Studies Exam in November. . -Monthly review of unit test results in grades K-8 to determine concepts to reinforce in the classroom.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011: To improve Technology achievement of all students by 3%, including general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups.</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>Use of various programs for desktop publishing, Student will use educational software; Reader Rabbit, Schoolhouse Rock, Zoombini, Operation Neptune, Carmen Sandiego Math, I Spy Series, Living Books, Math Mansion, Gizmos and Gadgets, Millie’s Math House, and Bailey’s Book House. Responsible Staff: classroom teachers, technology and data specialist.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Professional Development: Specialist will give workshops on programs than can be used in the classrooms and accessing test information. Data Specialist will meet regularly with teachers to access and analyze test data. NYSTL Hardware, NYSTL Software, Title 1 SWP, Tax Levy Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Projected Gains By June 2011, student achievement in Technology will improve by 3% as measured by city, state and/or teacher generated assessments. Implementation Timeline -Students in grades k-8 will have daily access to computers both in their classroom and in our technology labs. -Students will utilize computers to produce writing samples for our monthly writing topics.</p>

	<p>Intervals Of Periodic Review</p> <ul style="list-style-type: none">-Students will produce monthly writing samples with classroom computers and technology laboratory computers.-All students in grades k-8 will be programmed for computers at least once a week.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	5
2	14	14	14	14	0	0	0	5
3	20	20	20	20	0	0	0	4
4	39	15	39	39	0	0	1	2
5	44	31	44	44	0	0	0	4
6	45	46	45	45	6	0	1	3
7	23	28	28	28	8	0	0	4
8	20	20	20	20	0	0	1	0
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>37and1/2 minutes tutoring (Kaplan), Small Group Pull-Out of 6 students during school day (Quickreads, Passport Voyager), Afterschool small groups of 15 students (Kaplan) Example: Test taking skills including comprehension, graphic organizers and listening skills.</p>
<p>Mathematics:</p>	<p>37and1/2 minutes tutoring (Everyday Math), Small Group Pull-Out of 6 students during school day (Kaplan), Afterschool small groups of 15 students (Kaplan) Example: Problem solving with interpretation of graphs and tables.</p>
<p>Science:</p>	<p>Daytime tutoring with small groups using the Crown School Volunteer Tutors (Measuring Up Science Curriculum and Harcourt Brace are examples of materials utilized for tutoring).</p>
<p>Social Studies:</p>	<p>The teachers take on an interdisciplinary approach to teaching literacy so that the target group that needs help in Social Studies uses authentic literature to reinforce concepts, such as interpretation of document based questions and use of primary sources.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Provide emotional and social support for the at risk children in the form of counseling individuals and small groups, as per student needs or IEP mandates. (Example: twice weekly, individual or small group work).</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>In order to promote social responsibility, our focus is teaching children skills of social awareness, understanding, and promoting critical thinking skills. Psychologist will see students as per need or IEP mandates.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Provide emotional and social support for the at risk children in the form of counseling individuals and small groups, and families interface with parents to help promote academic achievement and counseling as needed.</p>
<p>At-risk Health-related Services:</p>	<p>Provide health services to students with qualifying medical conditions. Nurse conducts asthma related "open airway" program for at risk students.</p>

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.

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.

I. Language Allocation Policy Team Composition:

Principal:	Deborah Barrett	ESL Teacher:	Yuni Han
Assistant Principals:	Linda Johnson Timothy Solomon		
Guidance Counselor:	Gail Hurley	Literacy Coach:	Joy Sylvester
Data Specialist:	Lewan Bailey	Math Coach:	Tracey Lee
Content Area Teacher:		Parent Coordinator:	Gloria Arthur

II. ELL Identification Process

The pedagogue responsible for conducting the initial screening and administering the HLIS and the LAB-R is Ms. Han. Ms. Han is qualified as she is a licensed ESL teacher certified by New York State and appointed by the New York City Department of Education.

III. ELL Demographics and School Description:

Public School 161k is located in the Crown Heights section in Brooklyn; This K-8 School serves a student population of 862 students, 89.5% Black, 7.3% Hispanic, and 2.9% other. There are 43.7% male and 56.3% female. Many of the children are first generations Americans or immigrants from the Caribbean.

The student population is homogeneously grouped according to academic level. Grades k-5 has five to six classes per grade. There are six gifted classes (one in each grade k-5). We have Collaborative Team Teaching classes. One each in grades k, 1, 2, 7 and 8. In addition, we have one 12:1:1 seventh grade.

The students receive Differentiated Instruction by a pedagogical staff of 59 teachers. Of these 100% are certified and licensed, 90% of our staff members have Masters Degrees or higher, 75% have more than two years teaching in this school, and 57.6% have more than five years teaching experience.

Narrative Description

Appropriate instructional practices emerge from an understanding of how children learn, as well as what children need to know. To implement this approach is to recognize that instruction is based on continuous assessment, a teacher's regular observations of children, looking at children's work and incorporating parental information. The New York State English Language Arts Standards, The New York State Math Standards, the Early Childhood Literacy Assessment System (ECLAS), the ECLAS Instructional Guide are examples of educational supports designed to strengthen the school's capacity to provide instruction built on Lauren Resnick's research at the University of Pittsburg, "Principle of Learning". In this way, we provide clear expectations for our students' continued academic success. Additionally, we will continue to clarify the development of curriculum, instruction and assessment using models based on the "Principles of Learning." We will continue to focus specifically on clear expectations for the entire school community, using "Effort Creates Ability", a rigorous curriculum and fair and credible evaluation in the form of objective assessment. All staff members, teaching teams, educational assistants and administrators are provided continuous opportunities to be engaged in meaningful professional development activities designed to improve student achievement. The professional development initiatives sponsored by the school/district and new York City Department of Education include a Variety of topics such as Implementation of Differentiated Instruction, Classroom management, Inclusion: Curriculum and assessment, New Continuum, Creating a Literate Environment, and Data Driven Classroom Instruction to address individual learning needs.

Our school wide Academic Intervention Service program for 2010-2011, will continue to include children who are in need of extra academic intervention in English language Arts, Math, Social Studies and Science. (We will include children in need of extra assistance in ELA/Math but do not qualify for Title I Services). In addition, (funds permitting) after school programs for children in need of extra help will be conducted during the week, Saturdays and during the winter, midwinter and spring breaks. Programs in art and music meet before and after the school day begin.

Based on the preliminary analysis of our ELA/Math data – we have seen an increase in Level I students in Grades 3-8. Therefore we will provide extended day tutoring and academic intervention services for these students in school year 2010-2011.

Breakdown of P.S. 161 ESL Students:

Currently we have 21 English Language Learners who receive their mandated time allocation for ELL instruction. These students are included in all school-wide programs AIS, extended and all extra-curricular activities. Spanish, French, Arabic, Haitian

Creole are Spanish, French, Arabic, Haitian Creole are spoken by ESL students in P.S. 161. ESL students are at different proficiency levels.

<u>Beginning Level</u>	<u>Intermediate Level</u>	<u>Advanced Level</u>
G – K (3)	G – 1 (1)	G – K (2)
G – 1 (2)	G – 2 (1)	G – 1 (1)
G – 3 (6)	G – 3 (1)	G – 2 (3)
G – 4 (1)	G – 4 (2)	G – 3 (1)
G – 5 (1)	G – 5 (1)	G – 4 (2)

- * **This section includes our criteria and procedures to place identified ELL students, as well as our strategies to address parent choices and additionally how we align our program model with our parent choices:**

When a student is admitted to Public School 161, parents are actively involved in the decision-making process. This multi Step process ensures the identification, the appropriate placement and educational services for every child in the New York City Educational system.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child. Parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent informational CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are also disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school will confirm to the parental choice selections. Entitlement letters are distributed in parents' native languages.

**

We have delineated our intervention programs for our ELL students and listed our instructional materials that we utilize. Our ELL students are afforded equal access to all of our extended day, after school, and Saturday programs. They include the following:

Instructional Materials: Option Publishing Company

Phonics A, B, C, D
Just Right P, A, C, D
Developing Vocabulary B, C, D
Quick Reads A, B, C, D

** Native language materials are available as necessary. We have books in several languages available in our school library.

Supplementary Programs:

In order to support learning and foster community involvement, we utilize funding to create supplementary programs to include ELLS for their families. These include:

- * **Extended Day Program:** Maximum group (size 10 students) 37 ½ mandated tutorial program, four days per week emphasis on Differentiated Instruction
- * **Saturday Academy:** Content Area Subject Instruction (Reading and Mathematics)
- * **Guidance Conferences:** New Admits, Parents, Guidance Staff and School Administrators
- * **After School and Summer Program:** With a focus on ELA, Math, Science with emphasis on Differentiated Instruction.
- * **Translation and Interpretation Services:** These services are offered to

increase the involvement of parents, Translation of important policy documents, in Spanish, or Creole. Additionally, interpretation services area daily help in communication between school staff.

Assessment Of Early Literacy Skills For ELL Students

Currently we use ECLAS 2, LAB-R or informal assessments to assess early literacy skills

Assessment Analysis NYSELAT

Our school currently has 21 ELL students. The results of the most recent NYSELAT show that 62% of our ELL students are at the beginning range of English Language Acquisition. Of those students, 80% are in the primary grades. The focus of our intervention has been on phonics skills and writing. Students are exposed to reading and writing tasks via a multidisciplinary approach.

We have 24% of our ELL population scoring at the intermediate range and 14% of our students at the advanced range. Our progress in speaking and listening has out paced our progress in reading and writing. Therefore, we continue to emphasize reading and writing tasks to address these needs.

Data results of our ELL students are discussed at Inquiry Team meetings and grade conferences. Our school (P.S.161), including our ELL students met our Annual Yearly Progress Target. +

Specifically

Journal Writing

Portfolio

Writing in different genres

All students K-5 are writing original books

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSELAT and other assessments (LAB_R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- * Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- * Additional support in listening skills for Newcomers, including increased use technological activities in the classroom
- * Small group Academic Intervention classes in ESL to target language modalities according to their needs
- * After School and Saturday classes that include our English Language Learners

All activities and additional support offered to our ELL population is focused on the acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we are working with this year:

They include the following:

- * Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 15
- * Collaboration between classroom, content area, and ESL teachers to create a learning community that is knowledgeable and experienced utilizing researched based Instructional strategies based on data analysis
- * Analyze ELL's data to become well informed about the performance of each ELL in order to make informed educational decisions.
- * Provide opportunities to students to be involved in engaging conversations including details and descriptive language
- * Incorporating all language modalities during the lesson
- * Ensure that teachers analyze student data to identify strengths and weaknesses and utilize the findings to drive and differentiate
- * Encourage teachers to participate professional development opportunities focusing on instructional strategies for ELLs
Including differentiated instruction provided by CFN network specialists to
- * Ensure that Literacy coach works closely with teachers (ELA and ESL) to support instruction
- * Ensure that the CR Part 154 requirements are followed
- * Implement a print rich environment, use of ESL dictionaries and Glossaries in

the ELA classrooms

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we will use within the school year. They include the following:

- * Ensure adequate licensed personnel to deliver instruction as stipulated by NCLS and CR Part 154
- * Analyze ELL's data to become well informed about the performance of each ELL in order to make informed educational decisions
- * Provide opportunities for students to use mathematics academic language in reading and solving word problems; Interactive word walls
- * Incorporating journal writing as a component of the mathematics lesson
- * Provide opportunities to convey to others problem solving strategies and the justification of their answer
- * Encourage Math teachers to participate in professional development opportunities focusing on ELL instructional needs
- * Ensure that Math coach works closely with teachers to support rigorous instruction provided by CFN Network 4 specialist

Plans for newly enrolled ELL students:

When a newly enrolled ELL student is registered in our school, we provide the following resources to facilitate the transition:

- * An informal student orientation
- * Encourage student participation in the Saturday Program, After School activities, and extended day program.
- * An informal assessment is provided to identify possible Academic Intervention programs
- * Home school communication with translated materials as needed.

Plan for Long Term ELLs

Long terms ELLs are the largest number of ELL's across the grades. An analysis of their scores on the NYSESLAT, ELA and Math Assessments suggests that their problem is one of

reading and writing. Our action for this group involves.

- * An after school program, targeting reading and writing three days during the week
- * Monitoring the progress of students in all content areas to differentiate instruction for literacy needs

Plan for Special Needs Students

- * Ensure that teachers of students with an IEP are familiar with students' particular needs and that all services are provided according to the individual IEP mandates
- * Collaboration between the ESL teacher and the IEP teacher
- * Monitoring newcomer and SIFE student for possible special needs status
- * The delivery of AIS services in our after school, Saturday Academy, and extended day mandated tutoring groups

Professional Development

Professional development is provided by school staff and CFN Network 4 and ESL specialist, and P.S.161 ESL Teacher.

Sessions will be given in literacy, Math and Science and in Scaffolding instruction through the use of Manipulatives and experiments.

Technology session on how to use online resources to make instruction more comprehensible.

Sessions on differentiated instruction have been conducted

- ** Our targeted audiences are classroom teachers, literacy coaches, data specialists, and cluster teachers. All school administrators are involved in professional development sessions.

- ** 7.5 hours of ELL training will be provided for all teachers as needed by CFN ESL specialist. Attendance sheets will be maintained.

Tentative Topics:

- Differentiated Instruction in Content Area
- Scaffolding Instruction for English Language Learners
- Integrating Language Instruction and Content Area Learning
- CFN#4 Professional Development Workshops

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs

in the NYSELAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include

- * Continued to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement
- * Additional support in listening skills for Newcomers, including increased use technological activities in the classroom
- * Small group Academic Intervention classes in ESL to target language modalities according to their needs
- * After School and Saturday classes that include our English Language Learners

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

In order to assist our students in both academics achievement and assessment, there are a variety of strategies that we are using this year.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual X ESL ___ Both Number of LEP (ELL) Students Served in 2008-09: 28
(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELL's participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

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

P.S. 161 has a pull out ESL program. Beginning and Intermediate students are provided 360 minutes per week and advanced students are in class for 180 minutes per week. Instruction is provided by one certified ESL teacher.

The ESL program utilizes a combination of instructional approaches to language instruction designed for those who have a primary language other than English or who are limited English proficient. The major objective of the ESL program is to prepare students to function successfully in classrooms where English is the medium of instruction for all subject area. The ESL classroom instruction

- * Emphasizes communication and meaning
- * Integrates the four key language modalities (listening, speaking, reading and writing) for functional contexts of Learning
- * Scaffolds academic language performance for ELLs
- * Facilitates the preparation of ELLs to meet the standards and pass the required state assessments.

ESL instruction is aligned with the New York State Standards specifically designed to be congruent with the ELA curriculum. Balanced Literacy and Readers and Writers Workshop approaches are implemented in the lessons to enhance student's language skills and comprehension of content area. Instructional strategies to promote literacy development at all proficiency levels are, among others, reading, writing and listening skills. Strategies that support ELL's oral language development include accountable talk, cooperative grouping activities. These instructional strategies encourage students to use English to negotiate meaning, encourage authentic use of the language in new and flexible ways and will help to prepare students to meet the state standard and assessments. This school has a very small English Language Learners population. For the academic year 2008-2009 our ESL population is comprised of 21 students.

All students are given the New York State English as a Second Language Achievement Test (NYSESLAT). The students are further supported in attaining proficiency on the NYSESLAT through tutoring and test preparatory classes.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

The school is inclusive of all students, and all members of the school community are valued students, parents/guardians, and the staff. However, the school has many cultural opportunities such as Steel Pan, African Dance and a School Band,

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Orientation sessions for parents of ELLs will be provided along with other parent events, such as open houses. The ESL orientation sessions for parents of ELLs will be provided along with other parent events, such as open houses. The ESL orientation session is offered for parents of newly enrolled LEP? ELLs. At the meeting, the parents will be given ESL program brochures that explain the services that the NYC Department of Education provides. They will also view the orientation DVD prepared by the NYC Department of Education and there will be a more personal question and answer session offered at this time. Our ESL teacher, parent coordinator and school administrators collaborate on these sessions.

Workshops may include:

- ELA / ESL Standards and Assessments
- Math Standards and Assessments
- Content Area Standards and Assessments (Science and Social Studies)
- NYSESLAT Assessment
- Promotional Policy

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

ELL students and families are included in our new student and family orientations. Translation services are provided. Relevant literature is translated in native languages where necessary.

IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

ESL staff will participate in ongoing professional development seminars on site, dates to be determined. Topics of professional Development for the 2010-2011 school year will focus on:

- Differentiated Instruction in Content Area
- Scaffolding instruction for English Language Learners
- Integrating Language Instruction and Content Area Learning
- CFN #4 Professional Development Workshops

Our staff includes several bilingual members. They can answer parent's questions and concerns in their native languages. An emphasis has been placed on aligning instruction with the New York State ESL Standards and the active use of the Workshop Model Balanced Approach to Literacy

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

General Support Services: Students are provided with the full spectrum of support services as outlined in the CEP. Parents and Students have the following support staff available: Guidance Counselor, psychologist, social worker, parent coordinator, family worker, SETTS staff and may others. There are various translators throughout the school building and they are utilized whenever necessary.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. N/A

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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.

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) <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Must be supplemental. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)

- Additional curricula, instructional materials. Must be clearly listed.		
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.

Our school distributes information to parents of ESL's in English or in the language they understand e.g. Spanish, Haitian Creole, French and Arabic. When needed, translators or our staff is provided to facilitate meaningful communication between parents and administrators/staff. Our translation needs for conferences, parent orientations, and school notices include:

- ❖ Home Language Identification Surveys (HLIS)
- ❖ ATS system provided information of the primary language of the students (RHLA)
- ❖ Interviewing teachers
- ❖ Interviewing parents
- ❖ Interviewing students
- ❖ Parent coordinator interviews
- ❖ Informal oral communication with parents and teachers
- ❖ Attendance in PTA meetings
- ❖ Analyzing the existent translated materials

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The findings of our school's written translation and oral interpretation needs indicate that there is a need to provide these services for parents in the following languages: Spanish, Haitian Creole, French and Arabic.

The written translation needs of school are the following: Translation into Spanish, Haitian Creole, French and Arabic of letters sent home as:

- ❖ Home Language Surveys
- ❖ Parent Survey and Program Selection Form
- ❖ Translation parent notices from the Department of Education website
- ❖ Letters about students' progress
- ❖ Letters about students' attendance
- ❖ Informative letters sent to parents about school events
- ❖ Flyers
- ❖ Posters and signs
- ❖ Student Report Cards

The oral interpretation needs are the following:

- ❖ Oral translation at the Parents Orientation session
- ❖ Oral translation at PTA meeting when needed
- ❖ Oral interpretation when principal and teachers have conferences with parents
- ❖ Oral translation at Teacher-Parent Conference and Open School Nights
- ❖ Use of translators to make phone calls to parents when there in need

Part B: Strategies and Activities

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

The school will provide written translation services through the use of NYC DOE Translation and Interpretation Unit, which provides of staff of professional translation services for eight standard languages by a network of qualified vendors.

We will be the NYC DOE translation unit for all translations needs; including the many materials and forms already translated and available on the DOE website.

All parental correspondence (letters, notices, flyers, permission slips, consent forms and parent handbooks) will be translated by school staff or the Translation and Interpretation Unit, from English to the native language of our school population.

There will be translators of all letters and notices that go to parents throughout the school year. These include the school code, our proposed uniform code continued 2009-2010 academic year, registration forms, school PTA Meetings, programs supplemental to school day, special

citywide meetings and/or workshops for parents of ESL's, promotion requirement and guidelines, graduation issues, intermediate school choices, school transfer choices, classes or academic trip options, and standardized exam notices among others.

We will translate documents that contain individual, student-specific information, including a student's health, safety, legal or disciplinary matters, entitlement to public education or placement in any special education, ESL's, or non-standard academic programs.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Our school will provide translation services by the translations unit and school staff members who are conversant in the different languages so that they will be able to facilitate articulation between parent and teacher, parent and administration, and parent and other school staff members.

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:	834,345		
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,343		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	41,718	*	
4. Enter the anticipated 10% set-aside for Professional Development:	83,434	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____ 100% _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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.

P.S. 161 THE CROWN SCHOOL PARENTAL INVOLVEMENT POLICY

Part 1 – General Expectations

P. S. 161 agrees to implement the following statutory requirements:

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

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

Part 2 – Description of how the school will implement the required school parental involvement policy components

P.S. 161- The Crown School will take the following actions to involve parents in the joint development of the District Parental Involvement plan:

1. Invite parents to monthly Parent Association meetings
2. Plan Title 1 conferences to discuss parents’ rights, curriculum, and students’ entitlement under the Title 1 program
3. Host a Back to School Event to meet parents
4. Encourage parents to be on the School Leadership Team (SLT)

P.S. 161- The Crown School will take the following actions to involve parents in the process of school review and improvement

- Elicit parents input in updating the school’s CEP
- Meet with parents in the beginning of the school year to assess the school’s needs and make recommendations accordingly
- Provide parents opportunities to volunteer and participate in school programs
- Encourage parents to have ongoing contact with the Parent Coordinator who serves as the link to the school and home
- Meet with parents to discuss the Parent Compact
- Have an Open Door policy for parents to share ideas and suggestions

P.S. 161- The Crown School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program.

Describe how the evaluation will be conducted. We will:

- Facilitate workshops for evaluation of the PIP
- Send questionnaires home for completion by parents

Who will be responsible for conducting the evaluation?

- The Parent Coordinator, Ms. G. Arthur

What role will parents play?

- Parents will assist in evaluating the plan and make suggestions for improvement

P.S. 161- The Crown School will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the State's academic content and achievement standards, the State and local academic assessment including alternate assessment, the requirements of Title 1, Part A, how to monitor their child's progress, and how to work with educators. This will be accomplished as follows:

- Providing workshops, on City and State content and achievement standards, individual student assessments, performance levels, School Report data, etc
- Encouraging parents to attend monthly PTA meetings where these topics can also be addressed
- Meeting the Parent Coordinator in small group consultation
- Arranging meetings with the child's teacher during preparatory periods or early morning conferences to discuss child's progress
- Attending Parent-Teacher conferences twice yearly
- Inviting speakers at the CFN level to speak with parents

P.S. 161- The Crown School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. We will accomplish this goal by:

- Providing literacy and math workshops in test-taking strategies to assist in working with their children at home
- Providing basic computer skills training for parents
- Introducing parents to Exit Project displays and presentations
- Providing resourceful materials and ideas for parents to assist their child at home

The school will, with the assistance of the CFN and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out, communicate and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. This will be accomplished by:

- Ongoing professional development
- Parent-teacher workshops

P.S. 161- The Crown School will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of the Title 1 participating children in an understandable and uniform format, including alternate formats upon request, and, to the extent practicable, in a language the parents can understand.

- Information will be sent to parents in a timely fashion
- Information will be sent by mail and students' backpacks

- Information will be sent in a translated format, to the extent practicable, in a language the parents can understand, such as Arabic, Spanish, Haitian Creole

Part 3 – Discretionary School Parental Involvement Policy Components

Other activities will include:

- Training parents to enhance the involvement of other parents
- Arranging school meetings at a variety of times in order to maximize parental involvement and participation
- Adopting and implementing model approaches to improving parental involvement
- Participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement Title 1, Part A programs

Part 4 – Adoption

This school’s Parental Involvement Policy and the School-Parent Compact have been developed jointly with, and agreed upon with parents of children participating in Title 1, Part A programs, as evidenced by

Principal’s Signature

Parent’s Signature

Date

Date

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.

P.S. 161 - THE CROWN SCHOOL – SCHOOL PARENT COMPACT

School Responsibilities

P.S. 161 – The Crown School 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
2. Hold parent-teacher conferences (November) during which this compact will be discussed as it relates to the individual child’s achievement. These conferences will be held both in the morning and in the evening to facilitate parent attendance.
3. Provide parents with frequent reports on their child’s progress. The school will provide three progress reports as follows:
 - November
 - March
 - June
4. Provide parents reasonable access to staff. Staff will be available for consultation with parents as follows:
 - Monday – Friday 8:38 – 2:58 during the day scheduled prep times daily
5. Provide parents opportunity to volunteer and participate in their child’s class, and to observe classroom activities .
6. Involve parents in the planning, review and improvement of the school’s parental involvement policy, in an organized, ongoing and timely way.
7. Involve parents in the joint development of any School wide Program plan, in an organized, ongoing and timely way
8. Hold an annual meeting to inform parents of the schools participation in Title 1 programs and to explain the requirements, and the right of parents to be involved in the program. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting, all parents of children participating in Title 1, Part A programs for general education students, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand
10. Provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practically possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts, and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1.

Parent Responsibilities

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

- Monitor their attendance
- Make sure that homework is completed and monitor the amount of television watched daily
- Volunteer in my child's classroom / school activities during the school year
- Participate, as appropriate, in decisions relating to my children's education
- Stay informed about my child's education and communicate 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
- Serve, to the extent possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the school's School Improvement Team, the Title 1 Policy Advisory Committee, and the District wide Policy Advisory Council.
- To give encourage and praise to all students
- To respect school rules/regulations and maintain a positive environment
- To attend monthly PTA and PAC meetings and activities

Student Responsibilities

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

- Come to school on time and do our best to achieve
- Bring our necessary tools of learning such as pens, pencils, notebooks, loose leaf paper, appropriate writing journals, and binders
- Participate in class discussions and activities
- Follow the class and school rules of conduct and behavior and listen and follow directions
- Wear the school's uniform
- Read at least thirty minutes every day at home or at the library
- Seek extra help from classmates, teachers, and parents
- Complete homework every day and ask for assistance when needed
- Eat healthy foods and get plenty of rest
- Respect ourselves, our parents, and all school personnel
- Visit the library, obtain library cards, and find books that we enjoy reading
- Bring home all notices to our parents that relate to school issues and our academic success

Signatures:

School

Parent(s)

Student

Date

Date

Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Disaggregate data and other student records and reports—data analysis, Grow Report, Interim Assessments, Quality Review, Annual School Report Card, in house assessments, parental involvement, school climate and facilities.

Based on the findings of the needs assessment, the school will utilize a research-based instructional program which includes:

- a. A comprehensive approach to mathematics using Everyday math with manipulatives and differentiated instruction.
- b. Utilization of a balanced literacy program such as, Open Court
- c. Employing the use of Kaplan and Passport Voyager for academic intervention

2. Schoolwide reform strategies that:

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

The goal of the SWP is to upgrade instruction by providing opportunities for all children to meet the State's proficient and advanced levels of achievement.

- ❖ We begin the day with 37.5 minutes of Instruction (AIS) for three days: Monday-Wednesday for students at risk, with each teacher working with up to ten students from 8:00 a.m. to 8:37a.m
- ❖ Reduce class size through push-in/pull-out models for reading and mathematics, AIS, ESL, Resource Room services.
- ❖ Integrate technology into all subject areas through the use of computers.
- ❖ Provide intensive guidance and support services to assist students who are having difficulty meeting academic goals.
- ❖ Increase the number of books in the classroom library and the school library.
- ❖ Analyze assessment data to provide differentiated instruction for students.
- ❖ Involve parents, CBO and other resources (Public Library, BCUE, etc)
- ❖ Set up parent and student workshops in all facets of the school program, with a special focus on core subjects.
- ❖ Peer tutoring, Medgar Evers College small group instruction program.
- ❖ Effective methods and instructional strategies will be research-based.
- ❖ Plan and develop afterschool programs for three days each week, Saturday Academy for three hours each week, set up vacation school sessions for three days each session for three hours a day.

3. Instruction by highly qualified staff.

The school has given careful consideration to the manner in which it will ensure that students are instructed by highly qualified staff. The school recognizes its responsibility to provide all pedagogical staff with professional development activities that focus on academic intervention and strategies that support the achievement and progress of all students. Topics will include research-based practices to meet the specific needs of all students; flexible grouping; differentiated instruction, cooperative learning, and utilizing data (based on assessments) to inform instruction.

Additionally, during the months of July, August and September, the school hired new teachers. These new teachers are provided with additional support via teacher mentors, new teacher professional development and coaching from instructional coaches.

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

- ❖ Professional development is provided monthly by the CFN network for the Math Coach, Literacy Coach, and Data Specialist.
- ❖ Opportunities for on going professional development for classroom teachers and technology personnel are provided on Protraxx
- ❖ There is a monthly professional development calendar set forth for all constituents in the school community.

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

- ❖ Attendance of administrators at all job fairs

- ❖ Outreach to all colleges
- ❖ Professional development offerings for teachers
- ❖ Tuition assistance
- ❖ Promote the school in a positive light with assurance that there is a need for great teachers and make the climate attractive and friendly with a trust that we are team builders.

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

- ❖ Workshops set up monthly by Parent Coordinator
- ❖ Provide program through middle school AIS, and workshops by Title I staff coaches
- ❖ Training for parents through the Learning Leaders and using parent talents to improve the school climate, provide mentoring and extra support services for each child.

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.

- ❖ Early Reading First program
- ❖ Informing parents of community run preschool reading groups such as those provided by the Public Library
- ❖ Having incoming students prepare for the Principals Reading Club.

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.

- ❖ Provide professional development opportunities
- ❖ Utilize data binders to track students and monitor assessment results

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- ❖ Students are given school based assessments when the school year begins and are assigned to AIS programs to support their deficiencies.
- ❖ A careful review and analysis of student performance on state exams is followed up by tentative grouping for academic support prior to the start of the new school year.

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.

- ❖ EGCR Program
- ❖ Continuous professional development for teachers and paraprofessionals

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

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
--------------	----------------------------------------------	---------------------------------------------------------------	------------------------------------------	-----------------------------------------------------------------------------------------------------------------

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.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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) SWP	Federal				834,345		
Title I, Part A (ARRA) SWP	Federal				176,377		
Title II, Part A	Federal				414,619		
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local				3,221,327		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

– IDEA: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-2010 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 161 The Crown					
District:	17	DBN:	17K161	School		331700010161

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.0	95.0	94.2
Kindergarten	93	85	79				
Grade 1	122	140	101	Student Stability - % of Enrollment:			
Grade 2	128	119	149	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	135	124	122		96.5	96.6	93.5
Grade 4	129	137	131	Poverty Rate - % of Enrollment:			
Grade 5	148	127	135	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	59	58	35		67.7	82.4	86.2
Grade 7	51	59	56	Students in Temporary Housing - Total Number:			
Grade 8	55	50	57	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		0	26	19
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		3	6	3
Ungraded	0	1	2				
Total	920	900	867				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	6	6	Principal Suspensions	16	9	28
# in Collaborative Team Teaching (CTT) Classes	33	40	43	Superintendent Suspensions	23	15	20
Number all others	40	43	49				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	20	16	TBD				
# ELLs with IEPs	1	1	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	59	62	61
Number of Administrators and Other Professionals	15	16	7
Number of Educational Paraprofessionals	6	6	13

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	4	% fully licensed & permanently assigned to this school	100.0	98.4	100.0
				% more than 2 years teaching in this school	71.2	69.4	83.6
				% more than 5 years teaching anywhere	57.6	54.8	68.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	84.0	86.9
American Indian or Alaska Native	0.1	0.0	2.1	% core classes taught by "highly qualified" teachers	92.4	94.7	100.0
Black or African American	88.7	86.6	77.9				
Hispanic or Latino	7.9	9.7	10.3				
Asian or Native Hawaiian/Other Pacific	0.7	0.8	1.2				
White	2.2	1.8	2.0				
Male	45.1	47.3	48.0				
Female	54.9	52.7	52.0				

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	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				NR	
Overall Score:	21.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	9.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN - 110	District 17	School Number 161	School Name The Crown School
Principal Mrs. Deborah Barrett		Assistant Principal Ms. Linda Johnson	
Coach Joy Sylvester - ELA		Coach - Tracey Lee - Math	
Teacher/Subject Area Yi Jun Han - ESL		Guidance Counselor Gail Hurley	
Teacher/Subject Area Ms. Norfleet - ELA		Parent Ms. Trisha Mecklembourg	
Teacher/Subject Area Mr. Varas - ELA / Math		Parent Coordinator Gloria Arthur	
Related Service Provider Ms. Levitan		Other type here	
Network Leader Ken Reeves, I.A.		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	862	Total Number of ELLs	30	ELLs as Share of Total Student Population (%)	3.48%
------------------------------------	------------	----------------------	-----------	-----------------------------------------------	--------------

Part II: ELL Identification Process

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
1. Upon registration the parents complete the HLIS forms with administering the HLIS which includes the informal oral interview in English and in the native language.
 - For all admits, eligibility for LAB-R testing, done only once during the student's school year, is based on the responses to the Home Language Survey.
 - As new students register throughout the school year, the same process and criteria are used.
 - ELLs in our school are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Those who test out are deemed P(Proficient).
 2. Our school's written translation and oral interpretation are used to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL).
 - All parents are provided with appropriate and timely information they can understand.
 - The written translation needs of the school are the following:
 - a. Home Language Surveys
 - b. Parent Survey and Program Selection Form
 - c. Translated parent notices from our school the DOE
 - The oral interpretation needs are the following:
 - a. Oral translation at the orientation session of the parents of newly arrived bilingual students.
 - b. Oral translation at interviewing parents
 - c. Oral interpretation when principal, guidance counselors, teachers have a conference with parents
 - d. Use of translators to make phone calls to parents when it is necessary
 3. Parents of ELLs are notified in the languages they understand of Parent Survey Program Selection forms, and entitlement letters.
 - All of these forms are printed in all the necessary languages applicable to our school so that parents can more readily understand and make informed choices.
 - To further facilitate parental enrollment and understanding all of these forms to parents are translated. If Parent Survey and Program Selection forms are not returned, translators on our staff are provided to facilitate meaningful communication between parents and administration/staff.
 - At the Parent Orientation, we discuss standards, assessments, school expectations, community resources as well as program choices. This helps parents of ELLs to become active knowledgeable members of our school learning community.
 4. Performance levels on the LAB-R determine ELLs' entitlement.
 - The new students who are entitled are tested with LAB-R and/or Spanish and placed in ESL program at our school.
 - Those students who have already been NYSESLAT tested last spring and scored on the B (Beginning), I (Intermediate) or A (Advanced) levels continue participating in SSL instructional program.
 - Our school strives to strengthen the home school relationship, increase parental participation in school activities and involve parents in the educational process. A school walk-through with translators is provided to inform ESL students and their parents about the school ESL program, school environment, and expectations.
 5. The trend in program choices that parents have requested is that 90% of parents have chosen ESL services rather than bilingual or Dual Language instruction.
 - Their most often expressed sentiments is that they want immersion in the new language, English, along with support of ESL services which they feel helps their children learn English faster.
 - The minority of native Spanish speaking parents request bilingual and/or dual language.
 - The majority of native Haitian Creole speaking parents request the ESL program, with a small number requesting bilingual and/or dual language.
 - Parents who are native speakers of other languages predominantly select ESL.
 6. The ESL program offered at our school is aligned with parent requests. The few parents who request programs not available at our school are offered transfer options.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	2
SIFE	7	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	25	7		4		1	1		1	30
Total	25	7	0	4	0	1	1	0	1	30

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	3	1		1	2							8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1	1	2	2	4								10
Haitian		1	2	3	1	1								8
French				2		1								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other				1										1
TOTAL	0	3	6	9	3	7	2	0	0	0	0	0	0	30

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	3	1		1	2							8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1	1	2	2	4								10
Haitian		1	2	3	1	1								8
French				2		1								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
TOTAL	0	3	6	9	3	7	2	0	0	0	0	0	0	30

Part IV: ELL Programming

A. Programming and Scheduling Information

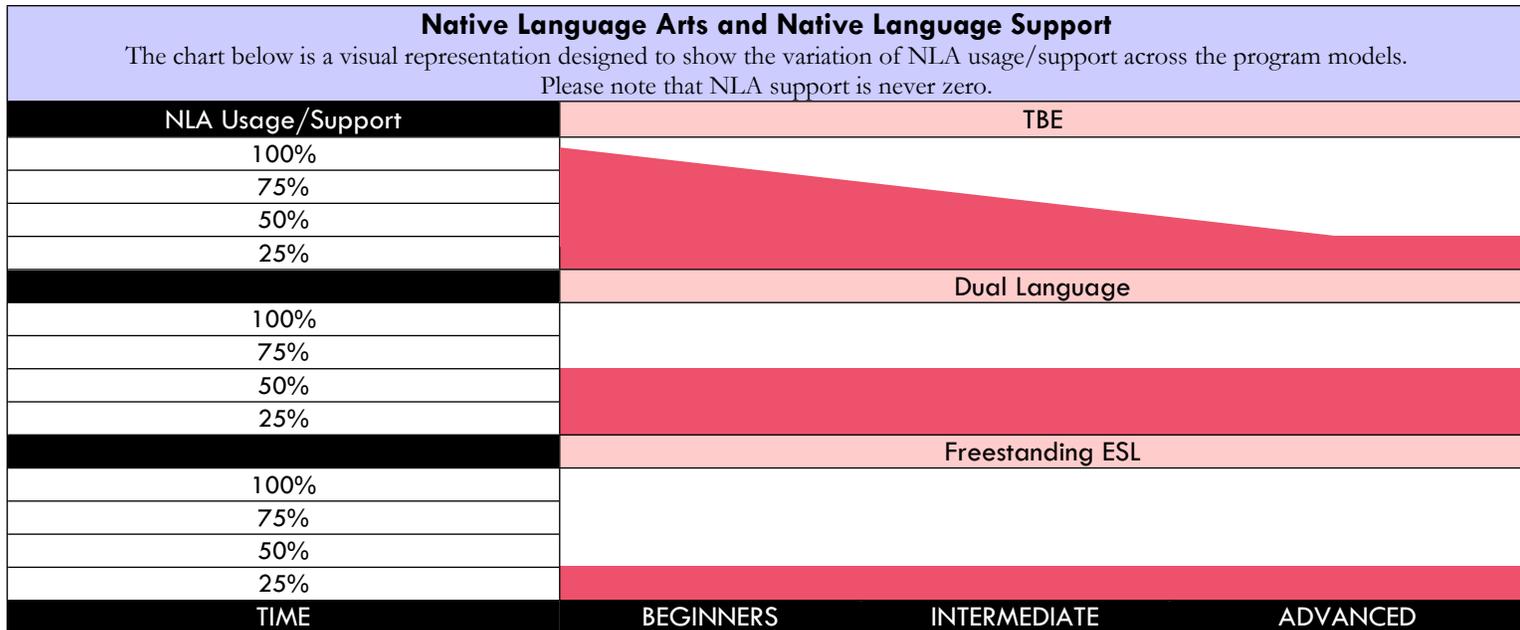
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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.

- a. The organizational model is that our school provides ESL service to our ELLs through pull-out program.
 - b. The program models are Block (Class travels together as a group) and Ungraded (All students regardless of grade are in one class).
 - c. The ESLs are grouped homogeneously or heterogeneously as the situation demands.
- 2.
- a. The instruction and distribution of time is in accordance with part 154. Our B (Beginning) and I (Intermediate) level students receive 2 units (360 minutes) of ESL per week. Our A (Advanced) level students receive 1 ESL unit (180 minutes) and 1 ELA unit per week.
3. a. Content Areas Instruction
- The ESL teacher plans for the development of both social and academic language skills. The ESL teacher also demonstrate knowledge about:
 - 1) Current scientifically based research in the fields of ESL and Cognitive Theory.
 - 2) Providing academic intervention for ESLs who have the English language deficiency, or low academic proficiency.
 - 3) Differentiating ESL instructions to align with ESLs' prior knowledge and their needs.
 - The ESL teacher develops English language and cognitive skills through content topics and themes.
 - Content area instructions are designed to mediate the ESLs' learning of various proficiency classifications: new comers, long-term ESL beginners, intermediate and advanced proficiency levels.
 - The ESL teacher's lesson plans are aligned to meet NYC and NYS ESL Standards which there is differentiation for the needs of ESLs in our school.
 - Ongoing assessment strategies are used to determine movement towards NYC and NYS content area standards.
 - Instruction of our ESLs is explicit, direct and systematic, emphasizing construction of meaning, problem-solving critical thinking and vocabulary development in the content area.
- b. Alignment of the ESL standards with the ELA standards
- English language instruction is aligned to ESL standards and ELA standards.
 - The ESL teacher scaffolds instruction to support ESLs' participation in content area learning.
 - The ESL teacher uses visual and/or manipulative to promote ESLs' understanding of the main academic content.
 - The ESL teacher models the use of the English language in ways in which the ESLs are expected to participate.
 - During the instruction, the ESL teacher uses the cultures of the ESLs to connect prior knowledge with new language.
 - Teaching materials include a wide range of print, visual, and digital resources designed for the ESLs' English language and academic language proficiency.
 - English language functions and structure are taught within the content of lessons.
- c. Methods and Strategies
- The ESL teacher speaks slower, models language and questions they ask themselves as they read aloud, speak aloud their thinking process to answer questions and how to find needed information, become aware of cultural differences, gain expertise knowing and implementing ELA and ESL standards, promote social interaction among all ESLs.
 - The strategies employed by ESL teacher include those highlighted in QTELC (Quality Teaching for ELLs) which focus on scaffolding. This strategy covers a wide range of techniques that includes modeling, bridging, contextualizing, schema building, text representation, and metacognitive development.
 - These strategies are used along with cooperative learning, phonics awareness, and independent reading and writing.
- 4.
- a. Instructional plan for SIFE
- The ESL teacher provides SIFE ESLs with the literacy skills and concept development they have missed and help them develop enough academic English to survive in our school.
 - The ESL teacher must help them build self-confidence and pride in themselves, their culture, and their language.
 - The ESL teacher enriches the linguistic context for SIFE ESLs by using pictures, gestures, intonation, and other nonlinguistic cues,
 - The SXL teacher enriches the context by drawing on students' interests and background knowledge.
 - The ESL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals and regalia.
 - 1) Manipulative, miniature objects, regalia.
 - 2) Visual (photos, pictures and drawings)
 - 3) Facial expression and pantomime
 - 4) Clear expression and articulation
 - 5) Short, simple sentences
 - 6) Eye contact with students

- 7) High-frequency vocabulary
 - 8) More description through synonyms
 - 9) Prior content introduction (preview)
 - 10) Reduction of idiomatic expressions
 - In order to accelerate the content-area learning for ESLs who have had an interruption in formal education our ESL program runs at extended time in the morning.
 - In order to enhance literacy development for our SIFE students, ESL strategies and/or native language instruction are utilized, So that their academic performance improves.
 - The ESL teacher applies stage of language acquisition, teaching practice in order to focus on phonics awareness, word families, word and sentence building and integrated area teaching and learning.
 - The ESL teacher modifies ESL teaching plans and makes curricular adaptations to teach SIFE students.
 - The ESL teacher focuses on word recognition developing vocabulary, reading comprehension, oral expression, daily writing and integrated content area learning to transfer one level to the next.
 - b.
 - The ESL teacher uses scaffolding strategies and Balanced Literacy Reading strategies to develop ESLs' English language skills.
 - The ESL teacher meets with math teachers and literacy teachers on a regular basis to review ESLs' work as well as to plan the next phase of ESL instruction.
 - The ESL teacher designs learning activities that actively engage ESLs in ESL learning activities that build critical thinking skills.
 - The ESLs are required to write on daily basis across all subjects, using a variety written forms including retelling, paragraphs, summaries, stories, journals, brief reports, picture descriptions, charts and other graphs for math, social studies, and science information and explanation.
 - c.
 - ELA and ESL teachers collaborate on lesson-planning and instruction that are designed to amplify ESLs' knowledge in content area reading strategies, identifying text structures, content-area vocabulary, literary elements, and text-taking strategies in preparation for the ELA exam.
 - Instruction also focuses on the writing process in different genres, as well as the mechanics of writing and grammar conventions.
 - Recognizing the importance and effectiveness of instruction through technology, the advanced ESLs are enrolled in a reading intervention software program that is supplemented by classroom instruction in ELA.
 - The math instruction is delivered by a math teacher and an ESL teacher at the Block Time. ESLs acquire knowledge and reinforcement of math skills. Instruction is clear and explicit. Demonstration of the topic under consideration is employed through the use of the blackboard, charts, overhead project, computer and manipulative. Test preparation will be a part of ESL program as well, to prepare ESLs who are now required to take the standardized NYS Math exams.
 - d.
 - The long term
- ESLs, the ESLs are required to participate in a program that is aligned with mandated ESL and content learning standards and the core curriculum.
- The long-term ESLs must participate in instructions that are aligned with both ESL standards and ELA standards.
 - The long-term ESLs participate in the Balanced Literacy program. This program assists the ESLs in developing their English language skills and reading comprehension.
 - Teachers work collaboratively to evaluate ESLs' work and use data to ascertain the English language and cognitive demands of tasks aligned to NYC and NYS standards so that the long-term ESLs can demonstrate their learning through measurable products development, demonstrations, and exhibits.
 - e.
 - The ESL teacher modifies ESL lesson plans and make curricular adaptations to teach those ESLs who struggle to understand the basic concept.
 - Providing teacher-direction
 - Offering manipulatives (flashcards, out of sequence sentence strips)
 - Color-code elements (parts of speech, figurative language, quotes, and evidence in text)
 - Providing definitions/vocabulary/word bank
 - Providing a model of the type of writing expected (persuasive essay, memoir, comparison/contrast essay, a critical lens essay, a book review, an editorial, etc. for up graders)
 - Guiding with questions
 - Providing sentences starters to help structure their writing
 - Providing cloze passages (with or without word tanks)

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



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?

Paste response to questions 5-14 here 5.

- We have a pull-out intervention program to provide individualized instruction in listening, speaking, reading, and writing.
- In this intervention program the first key to success is to engage ESLs in challenging theme-based activities to develop academic concepts. The range of intervention services is the following:
 - 1) ESLs see the big picture so they can make sense of English language instruction
 - 2) Vocabulary is repeated naturally as it appears in different content-area studies.
 - 3) Because the curriculum makes sense, the ESL teacher makes ESLs more fully engaged and experience more success.
 - 4) Because themes deal with universal human topics , all ESLs can be involved, and lessons and activities can be adjusted to different levels of English language proficiency.
- 6.
 - The ESL teacher delivers content knowledge in a way that allows both concepts and academic English proficiency to be nourished. In this instruction, academic content is taught to ESLs in English by using techniques such as speaking slowly, using visual aids and manipulatives, and avoiding the use of idioms.
 - The ESL teacher encourages reading and celebrates accomplishment of reading many books or other written materials over time so that ESLs' fluency, language acquisition, vocabulary expansion, general knowledge, and specific content knowledge, are increased; also, understanding of concepts is depended.
 - The ESL teacher will do the following:
 - 1) Providing a wide variety of reading materials
 - 2) Providing adequate time of sustained reading with no other obligations, including writing or sharing
 - 3) Allowing student self-selecting of reading materials by interest level
 - 4) Providing opportunities to pursue a favorite author, genre, or area of interest
 - 5) Allowing ESLs to take books and materials home
 - 6) Providing appealing materials, books, colors, and pictures.
 - Increasing the amount of writing the ESL teacher asks ESLs to do to improve writing. Writing for others can be motivating, reinforces existing , helping form a sense of a community of learners, and introduces technology as having a purpose and benefit for others.
 - 1) Sending invitations to classmates and others, notes to relatives, and postcards home to describe accomplishments
 - 2) Color coding for multiple authors, feedback to peers with sticky notes, and highlighting favorite parts of a writing buddy's first draft.
 - 3) Creating books and stories that can be illustrated by friends or younger students
 - 4) Creating a class journal that everyone helps complete at the end of the day or week
 - 5) Setting up e-mail pen and e-mailing parents and students
- 7.
 - The ESL teacher will improve ESLs' expository writing skills. The ESLs will:
 - 1) Write a journal as diary
 - 2) Write manuals , recipes, and how to directions
 - 3) Write new stories
 - 4) Retell a story

- 5) Create factual reposts, research papers
- 6) Perform note taking and summarizing
- 7) Write book reports
 - The ESLs will:
 - 1) Give details by using who, what, when, where, and why
 - 2) Tell procedure step-by-step
 - 3) Give directions, or tell how-to
 - 4) Recall, reflect, and recount

8. No programs/services for ESLs will be discontinued

9. The ESLs are afforded equal access to all school programs. Some ESLs participate in after school program. Some ESLs participate in extended time program.

10.

- There is library in ESL classroom. The school provides ESLs with appropriate textbooks, Phonics books, fiction and various materials and special resources that are needed (“Phonics A, B, C, D”, “Connecting Vocabulary A, B, C, D”, Comprehension Connections A, B, C, D”, “Quick Reads A, B, C, D”, “Just Right P, A, B, C, D, E”, and Math practice books.
- The ESLs use utilize technical, digital proficiency including, but not limited to maintenance of an electronic portfolio and learning log, research on the internet and the continued use of the computer.

11.

- In the ESL classroom the ESL teacher adds ESLs’ native languages and cultures to the school curriculum, encourages parents of all groups to become involved in the school, using transformative models of teaching, and adopting types of assessment that show what ESLs can do.
- The ESL teacher finds out about the schooling of parents and siblings to determine the kinds of support ESLs can receive at home.
- The ESLs bring native languages’ books home to read. Reading in native language develops the academic register of ESLs first language that reinforces English acquisition.
- An important strategy for drawing on ESLs’ native languages and teaching academic content is Preview/View/Review. In this strategy, key concepts are introduced by the ESL teacher or parents in the students’ native languages (preview). Then ESLs are given opportunities to work with those concepts in English (View). The ESL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals, and realia. Finally, ESLs are allowed to review the concepts in their native language to clarify, summarize, and ask questions.
- The ESLs will actively participate in cultural celebrations in our school. Lessons will be conducted to build knowledge about cultural awareness and help ESLs gain a better understanding of the different cultures.

12. Yes, they do. Our school provides required services, and resources. They are following:

- Word Processors

Writing on a word processing is challenging to the ESLs. The ESLs are able to work on word processors, especially if the programs are designed with them in mind.

- Computer Networks

Computer networks can provide an important means for communicating with follow ESLs in English. Their electronic discussions allowed them to initiate and/of extend their discussions about whatever it was that they happened to be studying or doing as a result of assigned work.

- Games

Computer games can present simulations that call for the ESLs to make decisions and they can require interaction with others involved in the game. Computer games are currently available in content areas. For example, a math program introduces ESLs to the concept number lines, number pairs, and graph plotting. Computer games also include chess, word games, memory games, teasers with missing numbers, and many more.

- Videos

Videos show real people in compelling scenarios like soap operas that enable the ESLs to have input. Another use of interactive video is to teach the listening skills necessary for academic success. Finally, a video disk can also be used as a dictionary.

13. A school walk-through is provided to inform ESLs and their parents about the school procedures, school environment, and expectations.

14. Spanish, Haitian Creole, Arabic, French and Chinese are offered to the ESLs in our school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here 1.

- The Professional Development Program will be a high quality and research-based program for our staff outlined in the school's comprehensive education plan. Professional development will engage all teachers of ELLs in a variety of high quality professional development activities, which will include studying ESL scaffolding strategies and content area teaching strategies that are aligned with the NYS ELA and ESL standards. Teaching and learning will have academic rigor in order to increase the number of ESLs who are proficient in English.
 - Our participating faculty will acquire through professional development activities:
 - 1) ESL methodologies and scaffolding strategies for improving instruction and promoting English language proficiency for ESLs through workshops.
 - 2) Use of authentic learning, hands-on activities, use of manipulatives, cooperative learning.
 - 3) The ability to engage in performance based assessment that provides qualitative data.
 - 4) The opportunity to collaboratively participate in small study groups regularly which allow for action research and sustain ability of effective teacher practices.
 - 5) The means to network and share successful teaching practices with other colleagues.
 - Our professional development activities accountability will be evidenced by: agendas, training materials, focus groups, surveys, questionnaires, workshop evaluation-self assessment forms, attendance sheet, journal writing.
- 2.
- The school Professional Development Program will provide staff with skills in both content and pedagogy and by providing instruction on hands-on techniques and standards based content.
 - It will provide interdisciplinary approach with literacy skills, math skills, science and social studies skills, as well as, the arts and activities that are easily integrated in the classroom. All staff will learn through song and dance hypothesizing, and experimenting and recreating our built and natural environment in order to assist our ESLs as they transition from elementary to middle school.
- 3.
- 1) Our professional development plans for 2010-2011 school year are designed to promote high levels of academic achievement while integrating second language instruction. The 1-5 hours of ELL training for all staff will be fulfilled.
 - 2) The following professional activities are planned which are based on teacher's need and teachers' choice:
 - As it is offered: QTEL training for all teachers serving ESLs who did not have the opportunity to participate in it yet.
 - September: A comparison between first and second language acquisition
 - October: The process of learning a second language
 - November: Using educational assessment strategies and data to inform and differentiate instruction
 - December: Reading comprehension strategies for ESLs
 - January: Training of content area teachers in ESL strategies
 - February: Portfolio Assessment and practical uses of it

- March: Classroom management strategies for differentiated instructional practices
- April: Using NYSESLAT to inform instruction in ESL class

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?

1. Our school uses some types of parent involvement. They are the following:

1) Parenting

Help all families establish home environment to support children as students

- Parent education and other courses or training for parents. The parent coordinator will host a series of workshops throughout the school year to continue the dialogue as regards the importance of attendance at ELA/ESL and math institute. Parents of ESLs will be invited to join with their children to attend all sessions of the Math Skills Institute and the ELA/ESL Institute.

2) Communicating

Design effective forms of school-to-home and home-to-school communications about school programs and children's progress

- Conference with every parent at least twice a year
- Language translators to assist parents as needed
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications

3) Volunteering

Recruit and organize parent help and support

- School and classroom volunteer program to help teachers, administrators, students, and other parents
- Parent room as family center for volunteer work, meetings, and resources for families

4) Learning at Home

Provide information and ideas to families about how to help ESLs at home with homework and other curriculum-related activities, decisions, and planning.

- Information for families on skills required for ESLs in all subjects at each grade
- Information on homework policies and how to monitor and discuss school work at home

5) Gathering information from parents

School staff gathers information from parents of ESLs about their background

- Information about a student's prior education in his native language can help the ESL teacher gauge the challenges the ESLs will be facing.
- ESLs who arrive in U.S. schools with appropriate grand-level achievement in their native language will make the transition to learning in English more easily.

6) Participating

Parents are encouraged to participate in school activities, i.e. learning walks, assembly, field trips, technology classes, and etc.

2.

- Yes, it does. It identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development.
- It provides information for students and families on community health; cultural, recreational, or social support; and other programs or services.
- It provides information on community activities that are linked to learning skills and talents, including summer programs for students
- It provides service to the community by students, families, and schools (e.g. recycling, art, music, drama, and other activities for seniors or others)

3.

- The role of the parent is vertical to ESLs' overall ability to achieve high standards.
- They lay the groundwork for high expectations that are carried out in our school.
- By participating in school activities and attending all sessions of the Math Skills Institute and the ESL/ELA institute, not only will parents be helping themselves, but, in addition, they will be forming special learning partnerships with their children that will be the great benefit of both parents and children. There will be awards and recognition to highlight literacy and achievement.

4.

- Encouraging parent involvement helps parents from other cultures may view their role in their children’s education differently than U.S. parents. For example, instead of asking their children questions about a story- asking them to predict out come, for instance, or having them interpret the story based on their own experiences- immigrant parents from rural of Mexico and Central America are more likely to use the story to teach a moral lesson.

- To help the parents of ESLs contribute more actively to the education of their children, our school offers training at ELA/ESL and Math Institute sessions on increasing the knowledge and skills parents need to help their children with the acquisition of English, literacy development, and academic proficiency in different content areas.

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)		3		4	1		3							11
Intermediate(I)														0
Advanced (A)														0
Total	0	3	0	4	1	0	3	0	0	0	0	0	0	11

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3				3
5	1	1			2
6					0
7					0
8					0

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5					1				1
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here 1.

- ESLs are provided with various formal and informal assessments. Our school uses ECLAS-2, ELSOL, Fountas and Pinnell, DRA,TCRWP to assess the early literacy skills of our ESLs.

literacy and their English language proficiency levels are improved.

2. The information about ESLs' weakness and strengths in English language proficiency is revealed by the data patterns across proficiency levels on the LAB-R and NYSESLAT.

3. Patterns across NYSESLAT modalities will affect instructional decision. 80% ESLs do not pass LAB-R or NYSESLAT because of poor reading and writing. ESL teacher must use different effective teaching strategies to design teaching and writing skills.

4.a

Part VI: LAP Assurances

the conversational proficiency is better than the academic proficiency.

- School success depends on the development of the academic language. ESLs are faring in tests in English as compared to the native language. If the ESL program does not focus on academic language, ESLs will not be able to learn through content area learning.

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		