



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE WALTER FRANCIS BISHOP SCHOOL-P.S. 160Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q160

PRINCIPAL: MR. JERMAINE J. GARDEN

EMAIL: JGARDEN@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jermaine J. Garden	*Principal or Designee	
Barbara Reill	*UFT Chapter Leader or Designee	
Sean Edwin	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	CBO Representative, if applicable	
Maria Kapetanos	Member/Staff	
Katherine Frangella	Member/ Staff	
Jamel Johnson	Member/ Staff	
Guirlande Zetrenne	Member/ Staff	
Anita Dodell	Member/ Staff	
Lynette Bond	Member/Parent	
Carmen Boochay	Member/ Parent	
Cindy Roodall	Member/ Parent	
Sherry-Ann Sohun	Member/ Parent	
Rohanie Doobay	Member/ Parent	
C. Soochit	Member/ Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- **By June 2012, the number of children with disabilities meeting their ELA and Mathematics promotional benchmark for our school will increase by 13%, to meet our AYP.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

A comprehensive review of our school's Progress Report as well as State Differentiated Accountability report show that students with disabilities are not making annual yearly progress as measured by results on the spring 2011 NY State standardized ELA and Mathematics assessments. Additionally, our Progress Report shows that our students with disabilities did not make the top 20% cut off in ELA and in Math.

Instructional strategies/activities

School-wide academic instruction periods have been implemented in our school which will enable students to enhance, enrich, and extend literacy and mathematics strategies acquired during previous lessons. During these reading and mathematic block periods, instruction is differentiated so that students will develop in-depth content knowledge that is inquiry-based around themes/topics being taught throughout their entire instructional program.

- Students will work in various learning settings; i.e., paired, small groups, guided reading/mathematics, strategy lessons, or individually. They will do extensive reading to develop schema around specific topics.
- Independent reading materials, i.e., trade books and novels, leveled to meet student need, will be used.
- Students will work on specific content areas in mathematics through problem solving, working with a partner or in small groups to share their content knowledge.
- Teachers write goals for groups of children and monitor their progress.
- Teachers will use rubrics to monitor and assess students' progress towards short and long term goals.
- Subscription to *Uptown Education*, educational software that is aligned with the CCLS for additional practice in all subject areas.
- An academic resource period has been established with the SETSS teacher, and special educators working on the program "*Just Words*" for one 55 minutes period daily.
- Launching *Universal Design for Learning Principles(UDL)* providing a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.
- Many of our special education classrooms will be equipped with Smart Boards and/or ELMO document projectors.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The school will provide materials and training to help parents work with their children to improve their achievement level in literacy, math and use of technology. The Coaches, Technology Specialist and Parent Coordinator will schedule numerous workshops sharing strategies and support helping your child in reading and mathematics.

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a designated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Schedule additional parent meetings, e.g., quarterly meetings in the form of Principal Articulation, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives.
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Monthly Parent Newsletter on every grade and Principal Articulation times.
- The School Leadership Team designees meet regularly to share new information with the team
- Continued Workshops are given in the usage of ARIS parent link and Skedula by the parent coordinator.
- Students Goals will be shared with the parents throughout the year as well as scheduled IEP meetings with parent and parent representative to share and upgrade goals.
- Student planners are purchased for every child for more information.
- Regularly scheduled *Student of the Month* assemblies.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staffs become highly qualified, in order to achieve this goal.
- The strategies to attract high-quality highly qualified teachers include having prospective teachers interview with a committee, conduct a demo lesson, visit the school and speak with current staff members. The principal attends hiring fairs, contact local colleges, sororities as well as dialogue with network colleagues and the human resources liaison. Teachers hired in this building are certified and licensed in their subject area. A school brochure for prospective teachers is being produced. Special educators as well as some regular educators in our building are trained on *SEGIS, Foundations, and Just Words*.
- Rigorous instruction is provided from our highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by reinforcing the our school goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for those new to the profession in order to retain our newest teachers. In addition, a master schedule affords a 55 minute professional period weekly where teachers meet with the school coaches, network instructional coaches and administrators for continued work in the new instructional expectations.
- Professional development is coordinated by the Administration, Network Support Specialists and Coach. Teachers are provided with planning days to work together as a grade, provide vertical articulation, the use of authentic assessment tools and to develop curricular and instructional materials. The school cabinet meets regularly to reflect on and refine school-based practices and update the professional development plans.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Psychologist associated with Queens Hospital Center provides counseling services for children and their families.
- Character Counts! as well as Book of the Month Campaigns
- Federally mandated funds based upon IDEA are allocated for Special Education students in ICT classes for programs, services and instructional personnel.
- National Walk To School Day, Basketball Sports program (promoting fitness, healthy eating)
- Change for Kids Grant (bringing live theater to our students)
- National Red Ribbon Week (promoting a drug free environment)
- Saturday Program for ELA and Math tutoring programs
- We continue to have great partnerships within the community with: Brooks Memorial church, York College, Touro College, Hofstra University, NYC Fire Department, Midori Instrumental music program.
- Title III Federal funding for English Language Learners is used to fund an after school program as well additional services beyond the mandated requirements.
- Health Fair, Asthma Awareness Friendly School, Adopt a Family Thanksgiving Basket and Secret Santa drive continue yearly.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Refreshments: Parent Involvement Title 1-1% Set Aside, TL Parent Coordinator Allotment
- NYSTL and NTYSTL Software funds for the purchase of Just Words, Smart Boards, Uptown Education
- Fair Student Funding (FSF) to support SETSS and At Risk SETSS

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, school /home communication will increase by 20% with the addition of Skedula, Phone Messenger, and increased usage of ARIS Parent Link based on summary reports.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We examined our school survey to see what parents, teachers, and students said about learning conditions at your school. It was noted that we scored the lowest in communications at 6.9 points which is below the city average of 7.5 points. This information led to support a dialogue among all members of the school community on how to make the school a better place for learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

A number of well-developed systems have been implemented to share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. For the 2011-2012 school year, we have new leadership in the Parent-Teacher Association which we anticipate will support our collective efforts to increase parent involvement in the school community.

- The purchase of Skedula Datacation software is fully implemented. It serves as an online grade book where teachers are able to upload all assignments, grades, homework, notes home, attendance and report cards in one spot.
- School messenger continues to call in dates for meeting workshops and school events in both English and Spanish regularly.
- School Notices are translated in native languages.
- The LED sign outside post upcoming events.
- Student Goals are written and shared with the parent on a quarterly basis.
- Student Planners are purchased for every child as an extension of our communication
- Continued training and encouragement of usage of ARIS parent link.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Providing training to help parents access Skedula, ARIS Parent Link by the parent coordinator therefore, fostering a caring and effective home-school

partnership to ensure that parents can effectively support and monitor their child's progress;

- Providing assistance to parents in understanding City, State and Federal standards and assessments by the coaches.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- The School Leadership Team designees will continue to meet regularly to share new information.
- School Messenger is activated with a Spanish translation for reminders.
- Updating the LED sign to post upcoming events.
- Monthly Parent Newsletter on every grade and Principal Articulation times.
- Regularly scheduled *student of the month* assemblies.
- Parents are invited to participate in presentations with vendors when choosing new curriculum.
- Parent Coordinator Wipe-Off Board in school Lobby with additional information.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Not Applicable

Professional development is coordinated by the Administration, Coach and Parent Coordinator. Teachers are provided with workshops on using and uploading data into the system by the Skedula staff. The school cabinet meets regularly to reflect on and refine school-based practices and update the professional development plans allotting data periods for teachers for the uploads.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Psychologist associated with Queens Hospital Center provides counseling services for children and their families.
- Character Counts! as well as Book of the Month Campaigns
- Federally mandated funds based upon IDEA are allocated for Special Education students in ICT classes for programs, services and instructional personnel.
- National Walk To School Day, Basketball Sports program (promoting fitness, healthy eating)
- Change for Kids Grant (bringing live theater to our students)
- Saturday Program for ELA and Math tutoring programs
- We continue to have great partnerships within the community with: Brooks Memorial church, York College, Touro College, Hofstra University, NYC Fire Department, Midori Instrumental music program.
- Title III Federal funding for English Language Learners is used to fund an after school program as well additional services beyond the mandated requirements.
- Health Fair, Asthma Awareness Friendly School, Adopt a Family Thanksgiving Basket and Secret Santa drive continue yearly.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Fair Student Funding(FSF) were used to support Student planners, Phone Messenger and Skedula
- Tax Levy funds to support Parent Coordinator
- Title I School Wide Project (SWP) was used to support TL Translation, Translator Services, and Parent Computer Classes.
- Refreshments: Parent Involvement Title 1-1% Set Aside, TL Parent Coordinator Allotment.
- OTPS- General Supplies & Instructional Supplies: Tax Levy Funding Sources.
- School Wide Project (SWP) funds were used to purchase the planners.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- **By June 2012, we will increase the number of students achieving at levels 3 and 4 in grades 3-6 by 5% on the New York State ELA and Math exams.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After analyzing the NYS Math and ELA Assessments and NYC Acuity scores for grades 3-8, we found that the number of students achieving Level 3 and 4 has decreased. In an effort to raise the level of student expectations and academic rigor in Reading and Math to meet the new common core learning standards we are incorporating differentiation through small group instruction for our high Level 2 students as a priority for 2011-2012 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Balanced Literacy Model which promotes differentiation and exposure to all components of literacy. (Teacher's College Reading Workshop, Teacher's College Writing Workshop, Word Study, Read Aloud, Shared Reading, Shared Writing, Interactive Read Aloud, Modeled Writing.

- The Curriculum Specialist and Coach will support teachers as they use formal and informal assessments. (Acuity, TC Assessments, NYS ELA and Math)
- Some students will receive small group instruction by their assigned AIS-Pull and/or Title I providers servicing the students with high 2's in grades 3-4, in small groups daily for 45 minutes for the duration of the year in both Reading and Math.
- Teachers, Administration, Coach and Staff Developer will attend Professional Development facilitated by the DOE and CFN
- Teacher Team meetings will provide opportunities for teachers to share their experiences, resources, plan and support one another.
- Bi-monthly Data Days are scheduled to review and monitor progress. Teachers will continue with these PD sessions using data to drive instruction.
- Extended Day, Saturday Program and After School small group classes using varied programs (AIM High, Scholastic Guided Reading, Fountas and Pinnell Lessons in Comprehension, Words Their Way, etc.)
- Full time Technology Specialist with a concentration on interdisciplinary curriculum.
- The Inquiry teams will continue in all grades. The inquiry team's focus in the building will stay with a strong concentration on comprehension in literacy math problem solving skills.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Share academic goals with the parents quarterly
- Share notes, progress reports and assignments will on Skedula

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Providing materials and training to help parents work with their children to improve their achievement level in literacy, math and other subject areas. With workshops focusing on how to make your children better in reading and math will be provided by the coaches to support parent engagement and ultimately, increase student achievement.
- Providing assistance to parents in understanding City, State and Federal standards and assessments through workshops.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Monthly Parent Newsletter on every grade and Principal Articulation times.
- Regularly scheduled *student of the month* assemblies.
- Sharing lists of websites, tutorial programs and resources in the community for parents.
- Partnerships with *Change for Kids* results in monthly assemblies where parents attend skits based on the written work of their students.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- The strategies to attract high-quality highly qualified teachers include having prospective teachers interview with a committee, conduct a demo lesson, visit the school and speak with current staff members. The principal attends hiring fairs, contact local colleges, sororities as well as dialogue with network colleagues and the human resources liaison. Teachers hired in this building are certified and licensed in their subject area. A school brochure for prospective teachers is being produced.
- Rigorous instruction is provided from our highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by reinforcing the our school goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for those new to the profession in order to retain our newest teachers. In addition, a master schedule affords a 55 minute professional period weekly where teachers meet with the school coaches, network instructional coaches and administrators for continued work in the new instructional expectations.
- Professional development is coordinated by the Administration, Network Support Specialists and Coach. Teachers are provided with planning days to work together as a grade, provide vertical articulation, the use of authentic assessment tools and to develop curricular and instructional materials. The school cabinet meets regularly to reflect on and refine school-based practices and update the professional development plans.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our continued partnership with *Change for Kids* awarded us with 2 tutors over a course of 10 weeks. Twelve children will be divided into two groups and serviced. Change for Kids Grant is also responsible for bringing live theater to our students where their writing pieces are turned into live performances.
- We launched the *Character Counts!* Campaign and continued with the *Book of the Month* campaign.
- Full time licensed reading cluster will model strategies twice a week whole class as well as service small groups in literacy
- Part time math cluster and to model strategy as well as push in to work with small groups of children
- Federally mandated funds based upon IDEA are allocated for Special Education students in ICT classes for programs, services and instructional personnel.
- Saturday Program for ELA and Math tutoring programs
- We continue to have great partnerships within the community with: Brooks Memorial church, York College, Touro College, Hofstra University, NYC Fire Department, Midori Instrumental music program.
- Title III Federal funding for English Language Learners is used to fund an after school program as well additional services beyond the mandated requirements.
- Health Fair, Asthma Awareness Friendly School, Adopt a Family Thanksgiving Basket and Secret Santa drive continue yearly.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- School Wide Project(SWP) funds support the AIS teacher, coach, After School and Saturday programs
- NYSTL funds to use for materials
- Fair Student Funding (FSF) supports Book of the Month, Math Cluster and Technology Specialist.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- **By June 2012, teaching plans and learning activities will reflect the implementation of the Common Core Learning Standards 50% of the time, based on administrative observation.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As part of the 2011-12 instructional expectations, we identified areas for refinement in curriculum and instructional supports to facilitate the Common Core Learning Standards (Engage all students in problem solving activities and encourage multiple approaches and solutions Opportunities are provided for students to think, discuss, interact, reflect and evaluate content). Teacher teams, coaches and administrators continue to look at student work, include Common Core-aligned literacy and math tasks as part of the collaborative inquiry cycle.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The CFN support personnel provide ongoing professional development during the school day on Common Core Learning Standards, Content Knowledge, and support using alignment tools. The Network will provide offsite professional development on Common Core Learning Standards, Content Knowledge, and support using alignment tools.

- Teacher Leaders (Czars in each curriculum area) will be created. They will discuss the implementation of rigorous performance tasks in all aspects of literacy including Science and Social Studies.
- Inter-visitations for teachers in the building to observe instructional strategies.
- Coach/Data Specialist provides teachers with ongoing resources to support the creation, implementation, and analysis of the Common Core Performance Tasks.
- Schedule an all day professional development day around the CCLS.
- Teachers will develop Curriculum Maps that are aligned with the Common Core with rubrics and performance tasks to use as supporting evidence.
- Teacher Teams will meet weekly to support the work and continue to plan.
- The Inquiry Team will continue its protocol on collaboratively looking at student work for additional support.
- Guidelines to foster academic rigor will include: Opportunities for accountable talk, i.e. debates, mock trials, fishbowls, Higher order questioning, Problem of the day, Reflective Journals, Think-Pair-Share, Exit Slips, Hands-on activities, Do Now, Problem posed/problem solved, Use of discussion protocols, Student/Teacher created rubrics and teaching students the concept and implementation of metacognitive strategies.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Conduct parent workshops informing them of the instructional mandates of the common core and how we plan on integrating the common core learning standards in all content areas.
- Schedule additional parent meetings, e.g., quarterly meetings in the form of Principal Articulation, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives.
- Translate all critical school documents and provide interpretation during meetings and events as needed.
- Monthly Parent Newsletter on every grade and times.
- The School Leadership Team designees meet regularly to share new information with the team.
- Students Goals will be shared with the parents throughout the year.
- Student planners are purchased for every child for more information.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- The strategies to attract high-quality highly qualified teachers include having prospective teachers interview with the administrators, conduct a demo lesson, visit the school and speak with current staff members. The principal attends hiring fairs, contact local colleges, sororities as well has dialogue with network colleagues and the human resources liaison. Teachers hired in this building are certified and licensed in their subject area. A school brochure for prospective teachers is being produced.
- Rigorous instruction is provided from our highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by reinforcing the our school goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for those new to the profession in order to retain our newest teachers. In addition, a master schedule affords a 55 minute professional period weekly where teachers meet with the school coaches, network instructional coaches and administrators for continued work in the new instructional expectations.
- Professional development is coordinated by the Administration, Network Support Specialists and Coach. Teachers are provided with planning days to work together as a grade, provide vertical articulation, the use of authentic assessment tools and to develop curricular and instructional materials. The school cabinet meets regularly to reflect on and refine school-based practices and update the professional development plans.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our continued partnership with *Change for Kids* awarded us with 2 tutors over a course of 10 weeks. Twelve children will be divided into two groups and serviced. Change for Kids Grant is also responsible for bringing live theater to our students where their writing pieces are turned into live performances.
- We launched the *Character Counts!* Campaign and continued with the *Book of the Month* campaign.
- Full time licensed reading cluster will model strategies twice a week whole class as well as service small groups in literacy
- Part time math cluster and to model strategy as well as push in to work with small groups of children
- Federally mandated funds based upon IDEA are allocated for Special Education students in ICT classes for programs, services and instructional personnel.
- Saturday Program for ELA and Math tutoring programs
- We continue to have great partnerships within the community with: Brooks Memorial church, York College, Touro College, Hofstra University, NYC Fire

Department, Midori Instrumental music program.

- Title III Federal funding for English Language Learners is used to fund an after school program as well additional services beyond the mandated requirements.
- Health Fair, Asthma Awareness Friendly School, Adopt a Family Thanksgiving Basket and Secret Santa drive continue yearly.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- NYSTL funds to use for materials
- Fair Student Funding (FSF) supports Book of the Month, Math Cluster and Technology Specialist.
- School Wide Project(SWP) funds support the AIS teacher, coach, After School and Saturday programs
- Title III Federal funding for English Language Learners after school program.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- **By June 2012, the number of early childhood students meeting their promotional benchmark will increase by 15% based on the Teachers College Assessments.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The student performance trends that we can identify from the data are as follows: Grade Three is still consistently performing lower than Grades 4, 5 and 6, and we are greatly focusing on the lower grades (K-2) to ensure that students will be prepared for grades 3-5. We continue to work closely with the second grade classes to ensure that they are doing sufficient comprehension work to help students transition from second to third grade. Also, a variety of intervention programs are being utilized to help students meet proficiency level in all subject areas.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

During the 2011-2012 school year, an increased effort will be on daily word play activities. Professional Development Opportunities are offered through the creation of a lab site class on kindergarten, first and second grade. This will be demonstration sites for building academic language through rigor and word play to improve academic language in the primary grades will include:

- A teacher pushes in for AIS in the second grade classes to pull small groups during the independent reading portion of the Balanced Literacy Period.
- Title I Services - Some 55 minute periods each day with a concentration on *Balanced Literacy, Leveled Literacy Intervention by Fountas and Pinnell*,
- Extended Session - A concentration in Phonics using *Foundations* in K and *Voyager* in Grade 2 - 55 minutes - twice a week-School Day. Small Group - Grades 1& 2 – Fountas and Pinnell Leveled Literacy Intervention, Guided Reading - Grades 3-5 – Voyager- 55 minutes-School Day.
- The development of an Early Childhood Team.
- On-going professional development for lab site teachers.
- Work closely with administrators, coaches and network coaches in *Foundations* and best practices in development of academic language through word play
- Bi-monthly planning days for Teacher Teams is embedded in our master schedule
- Videotaping planning meetings and instructional word play activities
- Additional purchase of Read Alouds with strong academic language (*Making Meaning*).
- Three full day Pre-Kindergarten classes

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Provide materials and training to help parents work with their children to improve their achievement level in literacy, math, early reading behaviors and use of technology.
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Schedule additional parent meetings, e.g., quarterly meetings in the form of Principal Articulation, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives.
- Translate all critical school documents and provide interpretation during meetings and events as needed.
- Monthly Parent Newsletter on every grade and times.
- The School Leadership Team designees meet regularly to share new information with the team.
- Students Goals will be shared with the parents throughout the year.
- Student planners are purchased for every child for more information.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- The strategies to attract high-quality highly qualified teachers include having prospective teachers interview with the administrators, conduct a demo lesson, visit the school and speak with current staff members. The principal attends hiring fairs, contact local colleges, sororities as well has dialogue with network colleagues and the human resources liaison. Teachers hired in this building are certified and licensed in their subject area. A school brochure for prospective teachers is being produced.
- Rigorous instruction is provided from our highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by reinforcing the our school goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for those new to the profession in order to retain our newest teachers. In addition a master schedule affords a 55 minute professional period weekly where teachers meet with the school coaches, network instructional coaches and administrators for continued work in the new instructional expectations.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our continued partnership with *Change for Kids* awarded us with 2 tutors over a course of 10 weeks. Twelve children will be divided into two groups and serviced. Change for Kids Grant is also responsible for bringing live theater to our students where their writing pieces are turned into live performances.
- We launched the *Character Counts!* Campaign and continued with the *Book of the Month* campaign.
- We continue to have great partnerships within the community with: Brooks Memorial church, York College, Touro College, Hofstra University, NYC Fire Department, Midori Instrumental music program.
- Federally mandated funds based upon IDEA are allocated for Special Education students in ICT classes for programs, services and instructional personnel.
- Title III Federal funding for English Language Learners as well additional services beyond the mandated requirements.
- Health Fair, Asthma Awareness Friendly School, Adopt a Family Thanksgiving Basket and Secret Santa drive continue yearly.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

School Wide Project (SWP) to support the part time Literacy Cluster/AIS

School Wide Project (SWP) to support AIS/Coach

NYSTL to support Foundations

Fair Student Funding (FSF) to support Making Meaning and Classroom Libraries

Pre-K funds to support our 3 classes

Title III for English Language Learners

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	22	17	N/A	N/A	0	0	0	0
1	38	21	N/A	N/A	0	0	0	0
2	56	19	N/A	N/A	0	0	0	0
3	30	15	N/A	N/A	0	0	0	0
4	47	21	0	0	0	3	0	0
5	52	13	3	0	0	0	0	0
6	10	6	2	0	0	0	0	0
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>AIS in ELA is being implemented in several different ways:</p> <p>Title I Services - Some 55 minute periods each day with a concentration on <i>Balanced Literacy</i> , <i>Voyager</i>, <i>Leveled Literacy Intervention by Fountas and Pinnell</i>,</p> <p>Extended Session - Small Group instruction tailored to meet students' unique needs in all grades. A concentration in Phonics using <i>Foundations</i> in K and <i>Voyager</i> in Grade 2 - 55 minutes - twice a week-School Day.</p> <p>Small Group - Grades 1& 2 – Fountas and Pinnell Leveled Literacy Intervention, Guided Reading - Grades 3-5 – <i>Voyager</i>- 55 minutes-School Day</p>
<p>Mathematics</p>	<p>In addition to the state mandated periods of mathematics instruction, AIS in math is being implemented as follows:</p> <p>Extended Session - small group instruction embedded in CCLS Specific Grade Domains.</p> <p>Cluster- There are some classes receiving a math cluster period.</p> <p>Small Group – Twice a week – 55 minutes – School Day</p>
<p>Science</p>	<p>In addition to the state mandated periods of science instruction, AIS in science is being implemented as follows:</p> <p>Extended Session - small group instruction embedded in the content area in literacy.</p> <p>Cluster- There are some classes receiving a math cluster period.</p> <p>The science lab will be used to provide AIS instruction.</p>
<p>Social Studies</p>	<p>In addition to the state mandated periods of science instruction, AIS in science is being implemented as follows:</p> <p>Extended Session - small group instruction embedded in the content area in literacy.</p>

At-risk Services provided by the Guidance Counselor	N/A
At-risk Services provided by the School Psychologist	During the school day -Three times a week - for 1 period - Through games- 3 to 5 Students
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- convening an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.
- actively involving parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy.
- offering a flexible number of meetings at various times, covering many subjects.
- providing parents with timely information about all programs.

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
- becoming involved developing, implementing, evaluating and revising the school-parent involvement policy.
- participating in or request technical assistance training that the local education authority or school offers on parenting practices and the different learning styles and strategies to address the needs of the students.
- working with his/her child/children on school work; and read to them for 15 to 30 minutes per day.
- sharing the responsibility for improved student achievement.
- communicating with his/her child/children's teachers about their educational needs.
- monitoring his/her child's/children's: attendance at school, homework, television watching
- teaching proper social skills: manners, respect for self, others and property, fair play, taking turns

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 28Q160

School Name: The Walter Francis Bishop School-P.S. 160Q

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

A comprehensive review of our school's Progress Report as well as State Differentiated Accountability report show that students with disabilities are not making annual yearly progress as measured by results on the spring 2011 NY State standardized ELA. As a result of the lack progress needed for our SWD subgroup, we will address these priorities for this school year.

- The specific academic issues that caused the school to be identified stem from the loss of Academic Intervention Services (AIS) providers in the past two years. As a result of this, we had an increase in special needs referral and our classes never benefited from reduced class size periods while those children left the rooms.
- An increase of new admits in our new ICT class with gross deficiencies in all academic areas.
- It was noted on our quality review overview that there needs to be added coherence and alignment in the school's curriculum with the state standards.
- To ensure that all students make progress in their learning, higher-level questioning techniques incorporating high order thinking skills were inconsistent in the classroom observed, hindering students from being suitably challenged on a regular basis.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

A number of well-developed intervention(s) have been implemented.

- Students will work in various learning settings; i.e., paired, small groups, guided reading, strategy lessons, or individually. They will do extensive reading to develop schema around specific topics. Independent reading materials, i.e., trade books and novels, leveled to meet student need, will be used.
- Teachers write IEP goals monitor their progress using rubrics for all assessments and monitor progress towards short and long term goals.
- Subscription to *Uptown Education*, educational software that is aligned with the CCLS for additional practice in all subject areas.
- An academic resource period has been established with the SETSS teacher, and the self contained classes working on the program "Just Words" for one 55 minutes period daily, as well as all *Fundations for targeted student and Wilson* in all the (ICT) classes.
- Increased Professional Development in modifying instruction as well as Six Models of ICT, Launching *Universal Design for Learning Principles (UDL)* providing a blueprint for creating instructional goals, methods, materials, and assessments that works for everyone and *Thinking Maps*.
- Many of our special education classrooms will be equipped with Smart Boards and/or ELMO document projectors.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The 10% of the title I allocation will be used to fund a highly effective master teacher to provide frequent and rigorous professional development. The PD will consist of:

- Strategies to differentiate modify instruction to meet the needs of the target population, design performance task and providing multiple entry points for our SWD.

Targeted General Education, Special Education teachers will receive ongoing professional development in the use of Thinking Maps provided by the Literacy Coach and Network Support Specialist.

- Initial 6-hour training on a Saturday or after-school designed to help teachers have time to learn each map, understand how they are different from graphic organizers and realize how the Thinking Maps will improve teaching and learning in their classrooms.
- During the 8-week introductory period, teachers and staff developer will take time to move students through each of the eight (8) Thinking Maps.
- A series of three (3) follow-up sessions – four (4) hours each – will be scheduled during the school year

Targeted Special Education teachers will receive ongoing professional development in the use of Wilson provided by the Network Support Specialist and our trained staff.

- Currently there still remain 2 teachers to be trained in Wilson. 100% of the special educators will be trained and continued support to be given by the curriculum specialist and the administrators.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

- Our Special Educators will embark on Charlotte Danielson's Framework for Teaching Students doing a self-assessment rating their effectiveness using Teacher Assessment template and rubric. Teachers receive ongoing Professional Development on the Framework for Teaching.
- A mentoring plan is developed for those new to the profession as well as struggling teachers with our school mentor using Danielson and PTS/Santa Cruz model. Teachers will have Inter-visitations to other classes and schools to view teachers using the best practices in education
- Professional development is coordinated by the Administration, Network Support Specialists and Coach. Teachers are provided with planning days to work together as a grade, provide vertical articulation, the use of authentic assessment tools and to develop curricular and instructional materials. The school cabinet meets regularly to reflect on and refine school-based practices and update the professional development plans.
- In addition, a master schedule affords a 55 minute professional period weekly where teachers meet with the school coaches, network instructional coaches and administrators for continued work in the new instructional expectations, view videos and modules on ARIS Learn.
- Administration will conduct focused walkthroughs and informal observations using the framework as a guide with quick feedbacks.
- Each special education teacher will receive a copy of the, *The Framework for Teaching*. Teachers will engage in one on one conversation with the Principal to develop an action plan.

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.

Following the suggestions of the NYSED, a customized parent notification letter will be created for our school in a uniform format in a language that the parents can understand. Furthermore, a parent meeting will be scheduled for additional notification.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Charles Amundsen/Peggy Miller	District 28	Borough Queens	School Number 160
School Name Walter Francis Bishop Elementary School			

B. Language Allocation Policy Team Composition

Principal Mr. Garden	Assistant Principal Ms. Bender/Ms. Place
Coach Aline Lubin	Coach Michele Levine
ESL Teacher Andrea Holland	Guidance Counselor Ms.Negron
Teacher/Subject Area Mrs. Mitritzikos/5th grade	Parent type here
Teacher/Subject Area Mrs. Kapetanos/ 6th grade	Parent Coordinator Christina Guzman
Related Service Provider Cathee Frangella/SETTS	Other type here
Network Leader	Other type here

C. 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	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	751	Total Number of ELLs	44	ELLs as share of total student population (%)	5.86%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Parents complete a Home Language Identification Survey (HLIS) in the main office upon registering their child. A licensed pedagogue supports and assists parents as they complete the survey. The pedagogue is able to make an initial determination of the child's home language. This is done after an informal interview is conducted. The pedagogues assigned for the interview process include coaches, ESL teacher and curriculum specialist. An ESL teacher is available to answer any questions that the parents may have. If a parent speaks Spanish only, our parent coordinator helps to translate during the interview process. If there is a language that we are unable to translate, we use the DOE translation services to help assist us with the interview process.

If a student is identified as an English Language Learner, the ESL teacher administers the LAB-R within the first ten days of their enrollment in school. For newly enrolled ELLs whose home language is Spanish and they do not pass the LAB-R, they are administered a Spanish LAB to determine language dominance. The Spanish LAB is given to these students by a licensed pedagogue who is fluent in Spanish. The LAB-R is hand scored and the results determine if the student is entitled to receive English as a Second Language services. It also determines their level of placement. Once this is determined, parents receive brochures and different resources to help assist them in making a decision about what type of program they want for their child. The programs that students are entitled to include a Transitional Bilingual Program, a Freestanding English as a Second Language Program and a Dual Language Program.

Parents receive an Entitlement Letter. This letter explains as well as notifies parents that their child is eligible to receive English as a Second Language services.

The NYSESLAT is given to English Language Learners in the spring by our licensed English as a Second Language teacher. It is used annually to evaluate our English Language Learners. The scores from the NYSESLAT help the ESL teacher to plan instruction as well as

to group our ELL students according to their proficiency. It is also used to determine the length of their instructional time.

2. Parents are invited to attend an orientation session at the beginning of the school year. These orientation sessions are also held throughout the school year for newly enrolled students. These sessions are conducted by our ESL teacher with the help of our parent coordinator. It is an informational session as well as a session to answer any questions and address any concerns. Parents sign in to the orientation session where they are given an agenda, a Parent Survey and Parent Selection Form as well as brochures. These documents are given to parents in their native language. After these forms are distributed, parents view an orientation video. The orientation video is viewed in English as well as in their native language. After parents view the orientation video, they are explained step by step the program options available for their child. This allows parents to make an informed choice regarding program selection for their child. The video explains to parents the program choices available for their children and helps them to understand all three program choices. These program choices include a Transitional Bilingual Program, a Dual Language Program or a Freestanding English as a Second Language Program. Upon completion of the video, parents fill out their Parent Survey and Selection form. Parents indicate on this form the program that they want to request for their child. If translation is needed for parents who do not speak English, it is made available to them. If parents are unable to attend this orientation session, they are contacted again to come up to school at their convenience.

3. Entitlement letters are distributed to those students eligible to receive services. This is based on their LAB-R scores. The Parent Survey and Selection form is filled out after parents view the orientation DVD. Parents at this time are made aware of the program choices available at our school. P.S. 160 currently offers a Freestanding English as a Second Language Program. If a parent opts for another program choice, we assist them in finding a placement to accommodate them.
4. Limited English Proficient (LEP) students are determined by their LAB- R scores as well as their NYSESLAT test results. In addition to test scores, the Parent Survey and Parent Selection form helps to determine placement of LEP students. Students are then placed in the appropriate program. After determining student performance levels, (beginner, intermediate or advanced) parents are given information regarding services. Parents receive letters in their native language informing them of different ELL programs available for them. Our parent coordinator gives informational workshops throughout the academic school year to help ensure ELL parents are well informed.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, records show the trend in program choices that parents have selected is the Freestanding English as a Second Language Program. 100% of our parents are requesting that their children receive their instruction only in English. This trend has been consistent over the past few years.
6. The program model offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No✳	If yes, indicate language(s):
Dual language program	Yes●	No✳	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
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	44	Newcomers (ELLs receiving service 0-3 years)	30
Special Education			11

Number of ELLs by Subgroups					
SIFE	0	ELLs receiving service 4-6 years	13	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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	30		7	13		3	1		1	44
Total	30	0	7	13	0	3	1	0	1	44

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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	5	4	8	5	7	8								37
Chinese														0
Russian														0
Bengali			1		2	1								4
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	1													1
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other			1	1										2
TOTAL	6	4	10	6	9	9	0	44						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

P.S. 160 implements a pull-out freestanding program for kindergarten through grade six students. Where numbers allow, push in instruction is implemented. Instruction is given by a certified ESL teacher. The ESL teacher also has a strong background in technology, so computer assisted materials are used daily. Students are grouped homogeneously according to their proficiency level and grade. This allows for differentiated instruction. The needs of students are addressed during small group instruction. The ESL teacher focuses on content instruction in science, social studies and math in correlation with the grade curriculum, NYS and ESL Standards as well as collaborative planning. We use an integrated thematic approach to core subjects to ameliorate instruction. Within the ESL classroom, all four modalities are stressed (listening, speaking, reading and writing). Using common planning time allows the teachers to provide instruction that meets the needs, interests and ability levels of our ELL students. This will be done with providing native language support. Based on the test results and data there will be more of a focus on writing and reading within content areas to help the ELL students. There is also a focus on academic vocabulary. The ESL teacher plans collaboratively with general education teachers to align the curriculum in order to meet the linguistic needs of all ELL students. Using common prep periods, we are able to align, remediate and enrich the curriculum for our ELL students.

Advanced ELL students receive 1 unit or 180 minutes per week of rigor ESL content instruction. This is done through our pull out program. In addition, the classroom teacher of our advanced ELL students provides 180 minutes per week of ELA instruction. Our

A. Programming and Scheduling Information

beginning and intermediate ELLS receive 2 units or 360 minutes per week of explicit ESL instruction.

. Based on the student’s proficiency level in English, content area instruction is delivered to enrich language development, understand nonfiction texts and vocabulary. This is done by using different ESL strategies and manipulatives. For beginning ELL students, content instruction is taught with a heavy concentration on academic vocabulary. This is accomplished by using visuals and many hands on activities to present a clearer understanding of the curriculum. Intermediate ELL students receive scaffolded content area instruction with some supports. In addition, realia and visuals are used.

SIFE students are students who have experienced interruption in their formal education. These students will be informally assessed once they return to a New York City Public School. SIFE students are provided with extra support from math and reading teachers. In addition, the ESL teacher will meet with the child's classroom teacher to provide any additional support and help that is needed. These students are also being given the opportunity to attend before and after school programs.

Test taking strategies are emphasized for newly enrolled ELLS in preparation for the English Language Arts and Math State Exams.

Students are given sample questions as well as practice tests. This helps students learn the format of the test as well as how to bubble in their answers. Newly Enrolled ELLS are encouraged to attend after school programs where reading strategies are the focus. Skills addressed include listening and speaking as well as reading skills such as how to make inferences and how to make predictions.

etc..Newcomers will receive instruction that is simplified for them through different ESL methodologies such as Total Physical Response (TPR) and modeling. For ELLS receiving service for four to six years their NYSESLAT scores help to determine their area of need. Their NYSESLAT test results help to determine how instruction for them will be differentiated.

Long-term ELL students will receive continued support. For these students, there will be emphasis on academic vocabulary in both spoken and written form through language enrichment. Long-term ELL students receive instruction focused on reading comprehension and writing. Students who reached proficiency on the NYSESLAT, continue to receive support from their classroom teacher. This is done as part of the extended day program or small group tutoring during the professional prep period. ELL students who were tested and are classified as “Proficient” are still given additional time for standardized testing. ELL students who are identified as having special needs according to the School Based Support Team (SBST) are fully serviced. Service providers such as the resource room or speech teacher, as well as the ESL teacher, determine the guidelines for language acquisition. The IEP’s of these students will include achievable goals to develop their language acquisition. The SBST works together to assure student growth and academic success.

Instructional strategies are employed by teachers to provide content level instruction for ELL students. Some modifications are made so ELL students receive grade level instruction with assistance.

Some of these strategies are for written tests: are allowing more time, providing vocabulary lists and allowing students to answer orally or in their own words. Instructional strategies for worksheets include: highlighting or underlining answers, providing word banks rich with academic vocabulary as well as breaking down materials into smaller parts.

If students have trouble taking notes, students will be given a copy of the notes and also be provided with an outline. If students are unable to complete their work on time, the amount of work will be reduced as well as being allowed more time for work. If ELL students have trouble using a textbook, audio books will be used. In addition, a parallel textbook on a lower level will be used with the same content being taught.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

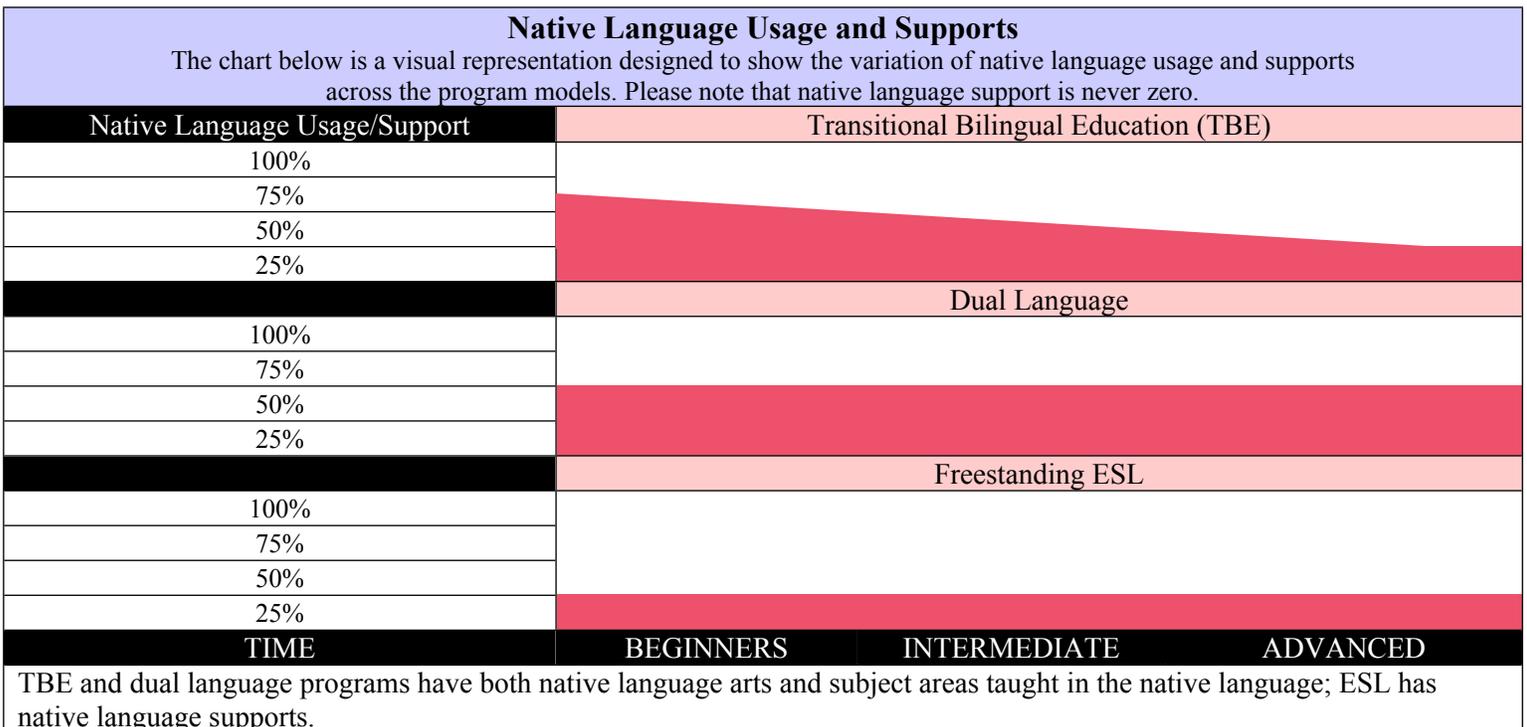
Class/Content Area	Language(s) of Instruction
Native Language Arts	
Social Studies:	
Math:	

Class/Content Area	Language(s) of Instruction

Science:	

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

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

Presently, due to budget cuts and loss of funding, we can only offer interventions for ELLS at extended mornings, (At Risk) services and an afterschool program. ELL students who are identified as at risk, are provided with individualized and small group instruction in content areas as needed. This is to strengthen the knowledge of content related materials for these ELLS. It is also to focus on explicitly teaching academic language across all content areas. When possible, the native language of ELLS is used to clarify and reinforce key concepts in content area instruction.

Targeted intervention programs for ELLS in English Language Arts and Math are for ELLS in need of these services. For ELLS in need of testing support, we make sure they attend an After School Program. The After School Program will focus on different ESL strategies, content area instruction and math methodologies..

ELLs who have reached proficiency on the NYSESLAT, are given continued support in their classroom. Some of these students are paired with newcomer ELLs who share the same language. Classroom teachers are made aware of these ELLs and so they can be grouped accordingly for classroom lessons and projects. We offer continued transitional support for ELL students who have reached proficiency on the NYSESLAT. These students are given extra time on the New York State Math and New York State English Language Arts Tests for the next two years. These students are also provided with extra help in reading and math as needed. Proficient ELL students are invited to extended day in the morning as well as any afterschool programs offered.

For the upcoming school year we offer interventions through Wilson Reading, Fundamentals and Just Words.

Teachers use a variety of realia, print, technology and visual media. Modifications are made based on individual student needs. Scaffolding is used for content areas and academic language to support ELL students. The Balanced Literacy Program follows the workshop model of Teachers College. It is used as well as guided reading for differentiated instruction.

Every classroom is equipped with laptops with internet connection. As part of differentiation, teachers are using computers as part of their program and curriculum. Several classrooms are equipped with interactive smartboards as well as ELMO visual projectors. This technology gives ELLS additional support with visual aids.

Different programs are offered before and after school to help ELL students. These programs include extended day in the morning, Title III, Academic Intervention Services and Wilson Reading.

In our ELL after school program, students are using specific computer programs that focus on content areas. In this way, ELL students are being taught in a variety of modalities.

In order to assure for communication, students' native languages are taken into consideration. Students are provided with bilingual books, bilingual dictionaries as well as audio books.

Every effort is made so that ELL students are given resources to support their age and grade level such as leveled trade books that support their interests as well as ability.

Presently, our school does not have any activities to assist newly enrolled students before the beginning of the school year.

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?

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.

1. There will be ongoing professional development for the staff in order to meet the needs of ELL students. The ESL teacher attends workshops throughout the school year. In addition, the parent coordinator attends different workshops to provide parents with the necessary information on services for their children. The literacy coach will provide professional development to support staff and teachers. The professional development will include understanding and the use of instructional strategies in order to meet the needs of ELL students. The ESL teacher will facilitate workshops to assist the classroom teachers in incorporating ESL strategies in their classrooms. These workshops are offered throughout the school year to meet the needs of each ESL student.

2. The guidance counselor coordinates articulation meetings for parents and ELL students so parents and students are able to address their concerns and questions before entering middle school. Our ESL teacher is also involved in the TC Reading and Writing Project and is adapting many of the reading and writing strategies for our ELL students. We also have common planning periods during which the classroom and ESL teacher meet in order to plan best practices for our ELL students.

3. The math and literacy coaches, along with the ESL teacher have professional development workshops throughout the school year. These workshops include testing procedures, promotional criteria and testing modifications for ELL students.

E. Parental Involvement

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

1. Parent Involvement is encouraged throughout the school year. Parents of ELLs attend parent teacher association meetings. They also attend parent workshops in literacy, mathematics, science and social studies. Translators are provided when necessary. Letters regarding school events and communication are written in the native language of our students. This is accomplished by utilizing members of the staff as well as community based workers. The needs of parents are vocalized during parent workshops, parent-teacher meetings and orientation sessions. Our bilingual parent coordinator has helped to create more parental involvement. She conducts a variety of workshops that focus on test taking strategies, help with homework and ways parents can help increase their child's English language development.

2. Parents attend a variety of workshops and assemblies throughout the school year. Parents are also being acquainted with Community Based Organizations which offer English as a Second Language.

3. P.S. 160 encourages and stresses open communication between parents and school staff. Parents are given the email addresses of each staff member to continue with open communication after school hours. The parent coordinator greets parents in the morning as well as making herself available during dismissal. If a need arises, the information is given to administration. Parents of ELLs are encouraged to make frequent visits to school to address any concerns or needs that may arise.

4. Parents may become members of the School Leadership Team as well as to become a Learning Leader. This allows for parents to have some say in school policy as well as become involved in their school community.

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

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)	6	1	3	2	1	2								15
Intermediate(I)		2	5	2		1								10
Advanced (A)		1	2	2	8	6								19
Total	6	4	10	6	9	9	0	0	0	0	0	0	0	44

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		1		2		3		8
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q160 **School Name:** P.S. 160 Queens

Cluster: 2 **Network:** CFN 207

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess our school's written translation and oral interpretation needs are assessed through the home language surveys. The home language surveys, which are filled out at time of registration, are reviewed in order to determine the primary language spoken in the home, as well as by the student. ATS reports such as the RHLA report is also generated and reviewed to help determine written translation and interpretation needs. Classroom teachers can also provide information on students in their classroom.

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.

According to our needs assessment, Spanish is the predominant language spoken by children and parents. A minority of our non-English speaking parents speak Bengali, Punjabi and Fulani. Parent communication written and/or spoken is translated by the Department of Education and/or in house staff members. Many parents are able to bring relatives to parent-teacher conferences to help with translation needs. There is a need for oral translation to be provided for workshops and Special Education meetings. These findings are reported to the school community through Parent Workshops, Parent Teacher Conferences and PTA meetings.

Part B: Strategies and Activities

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

The written translation services provided by P.S. 160 include: letters and memos which affects the students and parents, notices of Title III afterschool and Saturday Academy classes, invitations to parents for school orientations and letters from school administration. Our bilingual parent coordinator is available to serve as a translator during parent-teacher conferences as well as meetings throughout the school year. The Translation and Interpretation Unit will be used as needed. In order to ensure a timely provision of translated documents to parents, translation request forms are submitted well before the document is needed. This is if the Translation and Interpretation Unit is being used. P.S. 160 also uses in-house school personnel to help translate needed documents.

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.

For limited English-proficient parents, P.S. 160 will provide over-the-phone interpretation services which are available through the Department of Education. The assistance of an interpreter on the phone, allows the school to communicate with a parent effectively . This allows the school to contact the child's home without any language barriers as well as for parents who make visits to school for any reason who are unable to communicate proficiently in English. Staff members and parent volunteers also assist with oral interpretation needs.

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>.

P.S. 160 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services in the following ways: important documents will be translated in a timely manner, interpretation services will be provided, signs are posted indicating translation services are available and information on the primary language of each non-English speaking household. There are translated versions of the Parents Bill of Rights available in the main office.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 160	DBN: 28Q160
Cluster Leader: Charles Amundsen	Network Leader: Peggy Miller
This school is (check one): ✖conceptually consolidated (skip part E below) ✔NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✔Before school ✖After school ✔Saturday academy ✔Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): ✔K ✔1 ✖2 ✖3 ✖4 ✖5 ✔6 ✔7 ✔8 ✔9 ✔10 ✔11 ✔12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The Title III afterschool program is dedicated to assist our ELL students in becoming more proficient in the areas of mathematics and literacy. It is to assure that Limited English Proficient students achieve the highest academic standards. This program will focus on academic language across the content areas. It will provide high quality math, literacy and content area instruction through ESL techniques and methodologies. The classroom instruction will be differentiated based on the needs, interests and ability levels of each student.

The ESL teacher and the Common Branch teacher will meet before school, during extended day, once a week to co-plan lesson plans which are rigorous and meaningful. This time will also be used to articulate and strategize best practices that will best serve our ELL students. This will allow for students to receive ESL strategies as well as content area instruction.

This program will serve identified students in grades 2-5, approximately 30 students who are eligible to participate. To meet the different needs of our ELL students, we will categorize them by their level of proficiency of the English language as well as grade level.

Instruction will be two days a week for 1 1/2 hours each day. The program will begin the first week in January and continue through April.

It will utilize English instruction and materials that provide native language support.

For 2011-2012 we want to purchase a SMARTBOARD. This will allow for a multi-sensory approach of learning for all ELL students. The SMARTBOARD will allow for interactive hands-on lessons allowing students to enhance their learning process.

This year we will purchase Rally! Education, Key Comprehension skills with Scaffolded Instruction. It will address skills such as: Main Idea Details, Sequence, Vocabulary in Context, Compare & Contrast, Conclusions & Inferences and Cause & Effect. This program teaches different reading comprehension skills in six separate books. The reading skills in the books increase in difficulty from sentences to paragraphs to complete passages with test-taking strategies. The reading skill instruction is scaffolded using sentences, then paragraphs, then full passages.

The Primary Comprehension Toolkit will be purchased to help students explore comprehension strategies as they read short, engaging, real-world informational text.

To help ELL students achieve academic success in mathematics, we will purchase Academic Language Notebooks: The Language of Math, by Perfection Learning. This program helps ELLS at the intermediate and advanced levels of English language proficiency learn and practice essential mathematics language and concepts. This program teaches the essential academic language of the grades 3, 4 and 5 math

Part B: Direct Instruction Supplemental Program Information

curriculum.

There will be a certified ESL teacher as well as a certified Common Branch teacher.

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The school community of P.S. 160 will be updated on ESL methodologies, policies, testing and testing accommodations. The ESL teacher will conduct professional development activities for school staff during faculty meetings as well as grade conferences at least once a month. Network meetings that are attended by the ESL teacher are turn-keyed to the entire staff about the information presented. There will be professional journals and books purchased to help the ESL teacher and Common Branch teacher understand current ESL methodologies and the latest research available. The teachers of the Title III program will have common planning sessions to go over and review instructional objectives and goals for each student.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: There will be monthly workshops for parents of ELL students. These workshops will include topics such as ELA and NYS Math Test Taking Strategies, All About The ELA and NYS Math Exams, Common Core State Standards and Academic Language in the ESL classroom. Parents will receive brochures as well as a schedule about upcoming workshops. The brochures and letters will be translated into native languages when possible.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

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 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		