



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 161Q, THE ARTHUR R. ASHE JR. SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q161

PRINCIPAL: JILL HODER **EMAIL:** JHODER@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
Jill Hoder	*Principal or Designee	
Kathy Beaulieu	*UFT Chapter Leader or Designee	
Daniel Diaz	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Janice Egan	Member/Staff, Assistant Principal	
Teresa Bennett	Member/Staff, Grade 5 ICT	
Rodney Goldstein	Member/Staff, Grade 5	
Sonia Muriel	Member/Staff, Social Studies	
Karen Dix	Member/Parents	
Joanne Franco	Member/Parents	
Rafeena Santram	Member/Parents	
Purnima Chander	Member/Parents	
Sara Periera	Member/Parents	

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

English Language Arts:

By June of 2012, 60.7 % of students on Grades Three through Six will meet or exceed grade level standards in Reading, as measured by performance gains on the New York State Reading exam, compared to 59.7% in June of 2011. This will be supported by purposeful instruction in non-fiction for 50% of student reading time, as well as a school-wide emphasis on building academic and conversational vocabulary.

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.

Based on results of the June 2011 NYS ELA exam, as reflected on our Progress Report, our students went down in school-wide performance by 1.1 percent. (As compared to 60.8 in June to 2010). While grade 3's score improved 6%, from 56% in 2011 vs. 50% in 2010, and grade 6's scores improved 3%, to 68% in June of 2011, as compared to 65% in June of 2010, our students in grades 4 saw a decrease in scores, from 62% in June of 2010 to 57% in June of 2011, and our students in Grade 5 saw a decrease from 68% in 2010 to or 63% in 2011%, for a total decline of 5% points on 5th grade and 5% on Grade 4. This data is reflective of the NYSTART report. which is rounded up to the nearest whole number. According to NYSTART, this averaged out to 1%.

In analyzing certain subgroups, the performance change was as follows:

ELL's: Upon review of the data, it became apparent that our ELL population had performed below expectations in the school year 2010-2011. According to information found on ARIS, only 4% of our ELL population performed at or above grade level, as compared with 22% in the Spring of 2010. This is a net loss of 18%. Since we are committed to providing our students with the highest expectations and the most rigorous interventions, it was particularly disconcerting. It was for this reason that we are providing our ELL population with additional ELA interventions. With this in mind, the entire school community is engaged in purposeful instruction that will increase the use of academic language. This includes instruction in the ESL classrooms, as well as in the regular classrooms.

Student's with IEP's: The students identified with IEP's have demonstrated a net gain of 16% from 2009-2010 compared with 2010-2011. This seems to indicate that the academic interventions provided for this group of children have had a positive effect. We will continue to engage them in instruction, in the ICT classes, as well as in the SETSS small group instruction.

Bottom Third: The students identified as the lowest one-third of our population did not perform as well in 2010-2011 as they had in 2009-2010. There was a 19% decrease in the percentage of students who were performing at levels 3 and 4. According to the data published on ARIS in Spring 2010, 82% of our lowest 1/3 students were meeting the standards. However, only 71% of the lowest 1/3 of our population matched the results from the previous year. Therefore, with this in mind, we have implemented new and more aggressive methods to help them achieve grade level expectations.

We decided to reflect upon our item analysis data to get a complete picture of what areas of reading instruction needed to receive additional attention. Lower performance, in the area of inference, including drawing conclusions, and author's purpose pointed to a need to emphasize higher order thinking and inferential skills. Upon analyzing the non-negotiables of the new common core standards in Literacy, and reflecting upon new insights gained in studying Webb's Depth of Knowledge, it was determined that the strand labeled "Uses knowledge of story structure, story elements, and key vocabulary to interpret stories" as well as another strand labeled "Determining the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources" warranted further investigation. We anticipate that the number of stories representing non-fiction as opposed to fiction on future exams will increase, in keeping with the roll-out of the Common Core Learning Standards. These new standards have placed a greater emphasis on information texts, and the ability to read, analyze, synthesize, defend, and critique points of view derived from these reading experiences. Since academic language is implicit in this kind of high level reading, it became apparent that we needed to devote more time and effort towards student acquisition of academic language.

With this in mind, we have implemented a school-wide initiative which celebrates the use of more sophisticated vocabulary word, and the implementation of vocabulary programs, including **Wordly Wise**. A cluster teaching position which focuses solely on the acquisition of academic language has also been created. Finally, additional Non-fiction books, video resources, coordination between the literacy and content area subjects, and teacher training in how to prompt and support argumentation based on non-fiction texts have been implemented in order to support this focus.

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.
- Purchase of non-fiction libraries for classrooms as well as additional non-fiction materials for school library.
- Increases emphasis on use of video technology during literacy and content area lessons.
- PD from TCWRP around developing specific skills and strategies of non-fiction reading and writing.
- New vocabulary program to be implemented on K-6, during Word Work period, ½ hour each day: **Wordly Wise**.

- New “Academic Language” cluster program, supplemented with the Building Vocabulary Foundations program.
 - Introduction of the i-Ready, web-based computer program, offering each student target and differentiated instruction in Literacy. Teachers have the availability of ongoing assessment data. In addition, students have access to the program at all times during the day, including Library periods and at home.
 - Word of the day introduced in a.m. announcement, based on Tier 2 words, i.e.: “sophisticated” adjectives and verbs.
 - Specific, differentiated vocabulary PD provided by Teachers College Reading Writing Project Staff Developers.
 - Specific, differentiated vocabulary PD provided by CFN #207 ELL Staff Developer Giuvela Leungisang
 - ESL instruction will include increased use of non-fiction texts, and academic vocabulary strategies to scaffold classroom instruction.
 - Vocabulary displays, including “paint chips” or “word ladders”, required in each classroom
 - Continued use of the web-based Achieve 3000 program used to support our special needs and ELL population in both Reading and Writing.
 - Vocabulary word games introduced via SMART Board technology
 - Inquiry studies related specifically to vocabulary on Kindergarten and grade 4
 - Weekly PD/cabinet meetings to support vocabulary initiative
 - Monthly PD meetings to allow input from teacher representatives across grades and specialty areas
- Remodeling of School Library to include more non-fiction resources, computer availability, and SMART Board technology, and student friendly design to encourage independent research and exploration.

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.
- “Parents are Teachers Too” workshops in Vocabulary development, differentiated for parents on grade K-3, 4-6
- Global connect system implemented to notify parents, of conferences, workshops, interim assessments, state assessments, and other events related to improving students’ vocabulary development.
- Building the Academic Parent Program, whereby “reward dollars” are given for attendance at curriculum-related parent events.
- Adding vocabulary activities to Parent events such as “Author Illustrator Night”, “Family Fun Day”, and other schoolwide events.

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.

Teaching positions are listed on the open market, as well as through “word of mouth” advertising among our staff members. Our student teachers from Queens College, mentored by our staff, are also added to the pool of candidates. A “hiring committee”, comprised of interested staff members, meets after school and during the summer to decide on questions and activities to be included in the hiring process. A review of resumes, a rigorous interview, creation of a writing sample, and a “demonstration lesson” are all components of the

process. Candidates are selected by consensus of representatives of teaching staff as well as administrators. Once a candidate is hired, they are mentored through the UFT mentoring program, as well as with an on-site “buddy”. They become part of a “new teachers” group that meets one morning per week before the start of the regular school day. Each new teacher is immediately immersed into weekly grade PD, including potentially 9 or more sessions of TCWRP staff development, as well as all of the other PD opportunities afforded to the veteran staff.

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.
- ✓ Reso A Technology Grant has provided for SMARTBoards, laptops, and other computer hardware and software to assist students in meeting academic goals, such as including video streaming in Literacy, Math, Science, and Social Studies lessons.
- ✓ Cornell Cooperative Extension Program teams with our Parent Coordinator to provide Nutrition workshops, in an 8-week cycle. This supports students’ health/science education in the area of nutrition, as well as promoting healthy eating for optimum student academic performance.
- ✓ Learning Leaders are serving in many of our classrooms, offering assistance with small group instruction and tutoring.
- ✓ Child Health Plus literature is distributed at Parent Teacher conferences, and assistance with obtaining student health insurance is available in our Parent Resource Room. This supports optimum student health needed for academic achievement.

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.
- 2 Administrators(*FSF and Title I*)
- 40 Classroom Teachers(*FSF, 09 C4E CTT, TL Salary Subsidy, FSF Legacy Teacher Supplement, Childrens First Network Support and Deferred Program Planning Initiative*)
- 2 Coaches, one k-2 (*FSF*) and one 3-6(*Title I*)
- 1 AIS Coordinator (*FSF*)
- 1 IEP/SETSS Teacher (*IEP Teacher funds*)
- 7 Cluster Teachers(*Title I, Tittle Ila Supplement, FSF Legacy Supplement, School Support Supplement, Contract for Excellence, FSF and Universal PreK*)
- 2 ESL Teachers(*FSF*)
- 2 Speech Teachers(*TL Mandated Speech*)
- 1 Parent Coordinator(*FSF*)
- OTPS, including books, computer, hardware and software, site licenses, and other resources related to Literacy. (*NYSTL funds, FSF,*

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teacher Effectiveness

By June of 2012, 25% of ongoing professional development will be devoted to Teacher Effectiveness This will be accomplished by reflecting upon research-based rubrics. This will initiate and stimulate professional dialogue that will support student growth and academic progress, as we implement the new Common Core Learning Standards.

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.

Based on Administrative walkthroughs and informal observations, it was determined that teachers needed to improve their ability to deliver instruction that meets the needs of all students, i.e. “to differentiate” their instruction for students with special needs, unique learning styles, and limited language proficiency, as well as high achievers. Upon analysis of administrative walkthrough data, it was determined that more emphasis needed to be placed on both establishing the proper classroom environment and focusing on more differentiated planning and preparation efforts, to ensure improved instruction and therefore improved student outcomes.

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.

- Attendance by administrative staff and coaches at CFN #207 PD focusing on Teacher Effectiveness.
- On site Teacher Effectiveness Professional Development for all staff members during our mandated professional development day on Sept. 7th.
- Ongoing PD provided for all staff members, differentiated by grade level and delivered by on-site coaches, as well as administrative personnel.
- Administrative focused walkthroughs, generating follow-up conversations that will enhance teacher practices.
- Teacher surveys distributed prior to the School-wide PD meetings, to gain insight into teachers' understanding, acceptance, and sense of professional support gained from this professional development.
- Continuing Daily Administrative Walkthroughs to assess the implementation of the new research-based teaching practices.
- Implementation timeline: September 2011 through June 2012. Professional development by grade monthly.

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.
- New research-based protocols will be discussed during SLT meetings, including needs assessments and preparation for next year's CEP.

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.

Teaching positions are listed on the open market, as well as through "word of mouth" advertising among our staff members. Our student teachers from Queens College, trained by us, are also added to the pool of candidates. A "hiring committee", comprised of interested staff members, meets after school and during the summer to decide on questions and activities to be included in the hiring process. A review of resumes, a rigorous interview, creation of a writing sample, and a "demonstration lesson" are all components of the process. Candidates are selected by consensus of representatives of teaching staff as well as administrators. Once a candidate is hired, they are mentored through the UFT mentoring program, as well as with an on-site "buddy". They become part of a "new teachers" group that meets one morning per week before the start of the regular school day. Each new teacher is immediately immersed into weekly grade PD, including 15 sessions of TCWRP staff development, as well as all of the other PD opportunities afforded to the veteran staff.

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.
- ✓ Reso A Technology Grant has provided for SMARTBoards, laptops, and other computer hardware and software to assist students in meeting academic goals, such as including video streaming in Literacy, Math, Science, and Social Studies lessons.
- ✓ Cornell Cooperative Extension Program teams with our Parent Coordinator to provide Nutrition workshops, in an 8-week cycle. This supports students' health/science education in the area of nutrition, as well as promoting healthy eating for optimum student

academic performance.

- ✓ Learning Leaders are serving in many of our classrooms, offering assistance with small group instruction and tutoring.
- ✓ Child Health Plus literature is distributed at Parent Teacher conferences, and assistance with obtaining student health insurance is available in our Parent Resource Room. This supports optimum student health needed for academic achievement.

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.
 - 2 Administrators(*FSF and Title I*)
 - 40 Classroom Teachers(*FSF, 09 C4E CTT, TL Salary Subsidy, FSF Legacy Teacher Supplement, Childrens First Network Support and Deferred Program Planning Initiative*)
 - 2 Coaches, one k-2 (*FSF*) and one 3-6(*Title I*)
 - 7 Cluster Teachers(*Title I, Tittle Ila Supplement, FSF Legacy Supplement, School Support Supplement, Contract for Excellence, FSF and Universal PreK*)
 - 2 ESL Teachers(*FSF*)
- OTPS, including books, computer, hardware and software, site licenses, and other resources related to Literacy, Math, Science, Social Studies, Guidance, and Teacher Effectiveness. (*NYSTL funds, FSF, Title I, and DYO Supplement*)

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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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Mathematics

By Spring of 2012 83% of students on Grades 3-6 will perform at levels 3 and 4 on the New York State Mathematics exams, as compared to 82% in the Spring of 2011, reflecting an increase in students' ability to critique and defend their thinking during mathematical problem solving activities.

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.

Students increased their mathematics performance by 1.3%, as reflected in our Progress Report, (scoring 82.2% in Spring 2011 as compared to 80.9% in Spring of 2010). Our analysis of the more rigorous tasks included in the new Common Core Learning Standards in Mathematics indicated that there was a need to implement a different approach to mathematics instruction. Attendance at Math Professional Development workshops sponsored by CFN #207, as well as staff participation in workshops conducted "in house", has highlighted the need for more problem solving activities. Student homework assignments, classroom notebooks, and classroom charts were analyzed by administrative staff, indicating the need for more rigorous instruction, and higher expectations for our students in Math problem solving. The emphasis in the past seemed to be on teacher directed delivery of direct instruction that emphasized one strategy to solve a particular problem. This indicated that the instruction was more concerned with skills rather than higher-order thinking. In compliance with the Common Core Learning Standards on critiquing and defending arguments in Math, we shifted our PD and instructional focus in this area of the curriculum.

This year the focus will be on exposing students to diverse strategies and allowing them to choose which ones they feel are most appropriate to attack math problems. Along with this will be an expectation for all students, beginning in Kindergarten, to vary their arsenal of strategies and manipulatives to solve open-ended math problems, and to subsequently explain, critique, and defend their work, thereby developing a deeper understanding and ability to solve math problems.

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.
- Attendance by staff developers and administrators at CFN #207 Math Liaisons Workshops conducted by Lucy West and other CFN

staff, as well as other Math professional development opportunities.

- Math Problem Solving workshops at P.S. 161 provided by CFN #207 staff developer Steven Gilroy and Liz Fisher, emphasizing open ended problems, for the entire school community.
- Model lessons conducted in classrooms by CFN staff, in house staff developers, in order to put the strategies in practice.
- Intervisitations among grade level colleagues in order to share best practices in implementing the new standards.
- 50% of all PD provided by CFN #207 will be related to math problem solving.
- 20% of student homework assignments will be related to math problem solving strategies
- 25% of student math notebooks will be devoted to math problem solving strategies.
- Math “problem-solving days” implemented two days per month.
- Conversion of Everyday Math “Math Messages” to more open-ended problems, implemented every day.
- Teacher Math problem solving toolkits prepared by each teacher in order to create a modified Math curriculum that supports open-ended problem solving.
- Classroom charts documenting math investigations and multiple problem solving strategies, displayed in all classrooms, reflected by administrative walkthrough charts.
- Classroom bulletin boards, both in class and in hallways will reflect deeper Math problem solving work, including student reflective comments.
- Discussion of student Math Problem solving work during School-wide PD meetings.
- Implementation timeline: September 2011 to June of 2012.

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.
- Parents are Teachers Too workshops in Math Problem solving, differentiated for parents on grade K-3, 4-6
- Global connect system implemented to notify parents, of conferences, workshops, interim assessments, state assessments, and other events related to improving students’ math problem solving performance
- Building the Academic Parent Program, whereby “reward dollars” are given for attendance at curriculum-related parent events.
- Adding math activities to Parent events such as “Author Illustrator Night”, “Family Fun Day”, and other school-wide events.

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.

Teaching positions are listed on the open market, as well as through “word of mouth” advertising among our staff members. Our student teachers from Queens College, trained by us, are also added to the pool of candidates. A “hiring committee”, comprised of interested staff members, meets after school and during the summer to decide on questions and activities to be included in the hiring process. A review of resumes, a rigorous interview, creation of a writing sample, and a “demonstration lesson” are all components of the process.

Candidates are selected by consensus of representatives of teaching staff as well as administrators. Once a candidate is hired, they are mentored through the UFT mentoring program, as well as with an on-site “buddy”. They become part of a “new teachers” group that meets one morning per week before the start of the regular school day. Each new teacher is immediately immersed into weekly grade PD, including 15 sessions of TCWRP staff development, as well as all of the other PD opportunities afforded to the veteran staff.

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.
- ✓ Reso A Technology Grant has provided for SMARTBoards, laptops, and other computer hardware and software to assist students in meeting academic goals, such as including video streaming in Literacy, Math, Science, and Social Studies lessons.
- ✓ Cornell Cooperative Extension Program teams with our Parent Coordinator to provide Nutrition workshops, in an 8-week cycle. This supports students’ health/science education in the area of nutrition, as well as promoting healthy eating for optimum student academic performance.
- ✓ Learning Leaders are serving in many of our classrooms, offering assistance with small group instruction and tutoring.
- ✓ Child Health Plus literature is distributed at Parent Teacher conferences, and assistance with obtaining student health insurance is available in our Parent Resource Room. This supports optimum student health needed for academic achievement.

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.
 - 2 Administrators(*FSF and Title I*)
 - 40 Classroom Teachers(*FSF, 09 C4E CTT, TL Salary Subsidy, FSF Legacy Teacher Supplement, Childrens First Network Support and Deferred Program Planning Initiative*)
 - 2 Coaches, one k-2 (*FSF*) and one 3-6(*Title I*)
 - 1 AIS Coordinator (*FSF*)
 - 1 IEP/SETSS Teacher (*IEP Teacher funds*)
 - 2 ESL Teachers(*FSF*)
 - 1 Parent Coordinator(*FSF*)
- OTPS, including books, computer, hardware and software, site licenses, and other resources related to Mathematics. (*NYSTL funds, FSF, Title I, and DYO Supplement*)

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Parent Involvement Initiative: “Building the Academic Parent”

By June of 2012, parent involvement in workshops and other events that support the academic growth of students will increase as measured by a 50% increase in parent academic workshops offered, In addition, 50% of Parent workshops offered will be a collaboration between our Parent Coordinator, an administrator, and a on-site pedagogue, thus increasing the academic resources available to our parents.

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.

In April of 2011 a comprehensive needs assessment was conducted by members of our School Leadership Team. This included classroom walkthroughs, examination of student work, and a follow-up discussion of possible CEP goals for the 2011-2012 school year. Attendance figures related to PTA meetings, Parent Workshops, and Curriculum Open House days were also reviewed. This data, in addition to the implementation of the Common Core Learning Standards, as well as advances and opportunities in technology, led us to conclude that more academic training of *parents* would be necessary to ensure our students’ success.

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.

●

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.

See above.

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.

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.
- ✓ Reso A Technology Grant has provided for SMARTBoards, laptops, and other computer hardware and software to assist students in meeting academic goals, such as including video streaming in Literacy, Math, Science, and Social Studies lessons.
- ✓ Cornell Cooperative Extension Program teams with our Parent Coordinator to provide Nutrition workshops, in an 8-week cycle. This supports students' health/science education in the area of nutrition, as well as promoting healthy eating for optimum student academic performance.
- ✓ Learning Leaders are serving in many of our classrooms, offering assistance with small group instruction and tutoring.
- ✓ Child Health Plus literature is distributed at Parent Teacher conferences, and assistance with obtaining student health insurance is available in our Parent Resource Room. This supports optimum student health needed for academic achievement.

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.
 - 2 Administrators(*FSF and Title I*)
 - 40 Classroom Teachers(*FSF, 09 C4E CTT, TL Salary Subsidy, FSF Legacy Teacher Supplement, Childrens First Network Support and Deferred Program Planning Initiative*)
 - 2 Coaches, one K-2 (*FSF*) and one 3-6(*Title I*)
 - 1 AIS Coordinator (*FSF*)
 - 1 IEP/SETSS Teacher (*IEP Teacher funds*)
 - 1 Parent Coordinator
 - 1 Parent Coordinator(*FSF*)
- OTPS, including books, computer, hardware and software, site licenses, and other resources related to Parent Involvement. (*NYSTL funds, FSF, Title I, and DYO Supplement*)

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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.

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.

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.

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.

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.

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.

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	0	0	N/A	N/A	4			
1	0	0	N/A	N/A	2			
2	55	55	N/A	N/A	3			
3	60	60	N/A	N/A	5			
4	55	55			2			
5	58	58			0			
6	32	32			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
ELA	<ul style="list-style-type: none"> • All students at PS 161 receive daily instruction that is aligned with literacy Units of Study, as defined by Teachers College. • All students meet with their classroom teacher weekly, engaging in either small group strategy instruction or individual conferences. • Every student in grades 2-6 has been assessed using the “i-Ready” computer based program. It differentiates literacy instruction for each child and provides the teacher with ongoing assessment data. • Students in the lowest 1/3 of the population have been invited to attend an After School Program, 4 times a week, for 1 ½ hours each day in attendance. These teachers are using a wide variety of materials, including Soar to Success Techniques, as well as mathematics. • Grade 3 students receive one additional period of support in ELA from the UFT District Representative, from Monday – Friday. • Students are encouraged to visit the school library with their parents, selecting books on their level and of their interest. • Students in the lowest 1/3 of the student population attend the mandated extended day program, Monday – Wednesday from 2:40 – 3:30. • Student Council members on the fourth grade meet with students in grades 2-3 who are struggling readers during lunchtime recess. (Book Buddies) They read together and discuss the meaning of the text. • Students are building a greater personal lexicon by participating in a “Juicy Words” initiative. The classroom teachers infuse more sophisticated language into their instruction each day. • The Assistant Principal gives a “Word of the Day” at the end of the daily announcements, providing the students with the context in which the word may be used and its part of speech. • Students are learning academic language by reading more extensively in the

	<p>area of non-fiction.</p> <ul style="list-style-type: none"> • The students are building prior knowledge through the use of Smart Board technology. • ELL students in grades 3-6 engage in differentiated instruction using the Achieve 3000 program. • Teachers continue to read aloud to students during literacy. • Students are expected to maintain reading logs to chronicle their understanding of text. • Teachers are administering performance tasks as a way to better differentiate future instruction and interventions,
<p>Mathematics</p>	<ul style="list-style-type: none"> • Struggling students in grades 3-6 have been invited to attend an After School program on Monday – Thursday for 1 ½ hours each day each session. The teachers are providing small group instruction in the area of mathematics, as well as literacy. • Classroom teachers are providing targeted instruction for those struggling with performance tasks in mathematics by using Smart Board technology resources. • Teachers are administering performance tasks as a way to better differentiate future instruction and interventions, • Students are expected to defend their thinking in mathematics and critique the thinking of their classmates. • Students are engaged in “i-Ready” interventions that are differentiated based upon a baseline assessment. The teachers continue to receive data on each child as they inter-face with the program. • Students are encouraged to work cooperatively with their classmates while finding viable solutions to a problem in mathematics. • Manipulatives are available to students (if they choose to use them) while developing an understanding of a problem.
<p>Science</p>	<ul style="list-style-type: none"> • Students are encouraged to read and write about concepts found in science. • Students are engaged in vocabulary instruction in science. They are learning academic language that supports their understanding of the curriculum. • Students work cooperatively with classmates to discover new concepts in

	<p>science.</p> <ul style="list-style-type: none"> • Students use Smart Board technology to support their understanding of new information in science. • Students are expected to maintain notes on experiments performed in class. • Students are participating in literacy instruction that supports non-fiction reading and writing. • Teachers are selecting read alouds that are aligned with the science curriculum.
<p>Social Studies</p>	<ul style="list-style-type: none"> • Students are engaged in social studies instruction that appreciates the different learning styles. • Students are learning academic language found in social studies. • The Smart Board technology is supporting our most recent immigrants by building background knowledge in social studies. • Students are participating in classroom discussions that go beyond basic knowledge in social studies, in keeping with Webb’s Depth of Knowledge. • Students are using outside resources, including maps, graphs, diagrams, to develop a deeper understanding of social studies concepts. This is a more inter-disciplinary approach to teaching the curriculum. • Students are reading historical fiction to develop an interest and an understanding of the various periods in history. • Students are participating in social studies instruction that regularly infuses art and music. • Students are reading non-fiction texts during literacy that support social studies instruction. • Teachers read aloud from texts that are social studies based thereby supporting the students as they develop an historical understanding of new information. • Teachers are taking their students on Tier I experiences, going on trips that are aligned with the social studies instruction.
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Short term at-risk counseling is available to deal with crisis intervention, adjustment problems, or issues with students who are awaiting referral. This guidance service is provided upon prior consultation with parents, and with parental permission only. Services may include:</p> <ul style="list-style-type: none"> ✓ 1:1 counseling, 6 sessions, as needed ✓ Group counseling

	✓ Crisis intervention counseling
At-risk Services provided by the School Psychologist	N/A
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;

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;

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.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Charles Amundsen	District 28	Borough Queens	School Number 161
School Name Arthur Ashe			

B. Language Allocation Policy Team Composition [i](#)

Principal Jill Hoder	Assistant Principal Janice Egan
Coach Sara Goldberg	Coach Leslie Ortenberg
ESL Teacher Reginald Pierre-Louis	Guidance Counselor Robin Stolar
Teacher/Subject Area Jane Ragno/ESL	Parent Danny Diaz
Teacher/Subject Area Kathy Beaulieu/Science/UFT	Parent Coordinator Kathy Knowles
Related Service Provider Cynthia Rotando	Other
Network Leader Peggy Miller	Other

C. Teacher Qualifications [i](#)

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	3	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	761	Total Number of ELLs	94	ELLs as share of total student population (%)	12.35%
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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. 

PS 161 is located in the Richmond Hill section of Queens. The school has a total of 761 students in grades pre-kindergarten to grade six. The student population is 47% female and 53% male. The school population's ethnic breakdown is: 68% Asian or Pacific Islander or Native Hawaiian, 20% Hispanic, 7% African or Caribbean American, 3% Caucasian, and less than 2% Multi-Racial and American Indian or Alaskan Native students.

The process of screening for English language program eligibility begins with an analysis of newly admitted students' Home Language Identification Surveys (HLIS). A trained pedagogue is with parents when they initially register their child, to assist in filling out the HLIS, and to interview both the child and parents. If there is an indication through the survey and the interview that the home language is one other than English, the student is then administered the Language Assessment Battery-Revised to determine program eligibility. The test is scored in-house, and the ESL teachers use the scoring guide in the current LAB-R Memorandum to determine the child's service eligibility. Students whose home language is Spanish are administered the Spanish LAB by a bilingual Spanish-English teacher. Once a student has been tested and found to be entitled to receive English language services, an Entitlement letter is sent home to the parents in English and in the native language. The child is then placed into the program of the parents' choosing. Parents who choose a program that is not offered in our school are referred to school in the district that offers the program. The school also keeps a database, as well as a binder, of all parents' choices and continues to monitor the numbers to see if the 15 student requirement for opening a dual language or transitional bilingual program is met. The number of parents of ELLs whose first choice of programming is ESL continues to be the largest percentage at approximately Our school currently offers an ESL program only, based on parent choice. Students who are eligible for ESL services as per their LAB-R scores are given the required number of minutes of service based on their proficiency levels.

All ELLs are assessed annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The ESL teachers administer this test as well. The entire screening process is performed by a team of people, including the pupil secretary, the assistant principal, two ESL teachers, and four special education teachers, one of whom is ESL certified.

In order to ensure receipt of Parent Survey and Program Selection forms from all parents, the ESL teachers pull parents at the time of registration to watch the video and complete the survey. If the parents are not able to see the video at the time of registration, the ESL teachers contact the parent and schedule an orientation session within the required 10-day period. All Parent Survey and Program Selection forms are completed at the school with the ESL teachers. Translation services are provided by bilingual school staff (ie, teachers, paraprofessionals), the NYCDOE Translation & Interpretation Unit, and hired interpreters. Letters are sent home in English and in the home language. The survey and selection forms are also offered in the home language. During the orientation sessions, parents view the NYC DOE Orientation Video in their home language. Information concerning the three program choices is described in the video, and questions are then addressed, using interpreters as needed. Parents then complete the survey and selection forms at the end of the orientation session. Once the parent choice has been received, a Placement Letter is sent home to parents notifying them of their child's placement in an English language program. In the event that a parent does not respond to the school's requests to come in,

the default program for this parent is Transitional Bilingual Education; however, at this time, all parents of new admits have completed a program selection form.

In the event that a parent selects a program that is not offered in the school, they are given the option of transferring their child to a school in the district that offers the program. The ESL teachers maintain a list of Transitional Bilingual and Dual Language programs that are offered throughout the city and keep this list available for parents who choose a program that is not offered at the school.

An analysis of parents' program selection forms over the past few years indicates that the majority of parents select English as a Second Language as their first program of choice. Of the current school year's new admits, 7 parents chose Dual Language, 6 parents chose Transitional Bilingual Education, and 15 parents chose English as a Second Language. Of parents of new admits in the 2010-2011 school year, 7 parents chose Dual Language, and 17 parents chose ESL.

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 <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	3	3	2	2	2	2	1							15
Push-In														0
Total	3	3	2	2	2	2	1	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	94	Newcomers (ELLs receiving service 0-3 years)	78	Special Education	9
SIFE	4	ELLs receiving service 4-6 years	15	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	78	4	5	15		5	1		1	94
Total	78	4	5	15	0	5	1	0	1	94

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
Haitian																			0	0
French																			0	0
Other																			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																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	4	1		8	2								18
Chinese	1													1
Russian														0
Bengali	2					2								4
Urdu	2		1		2	2								7
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	16	14	9	6	7	7	1							60
Polish														0
Albanian														0
Other	2				1	1								4
TOTAL	26	18	11	6	18	14	1	0	0	0	0	0	0	94

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?

The school has a freestanding ESL pull-out program. In general, ELLs are grouped by proficiency level within the grade. Students are also serviced in both homogeneous and heterogeneous groups (ie, mixed proficiencies by grade level, and mixed proficiencies and mixed grade levels). In order to ensure that students receive the mandated number of instructional minutes, students are divided between the two ESL teachers. One teacher services Kindergarten through Grade 2; the other teacher services Grades 3 through 6, as well as a group of first and second graders.

To determine the number of minutes of service each student is mandated to receive, the ESL teachers, at the start of the school year, analyze the previous year's NYSESLAT scores and chart students according to grade and proficiency level. Newly admitted students are administered the LAB-R, and their grade and proficiency levels are included in the chart, as well. The teachers then determine which students scored at the Beginner and Intermediate levels and, therefore, require 360 minutes of English language instruction per week, and those students who scored at the Advanced level, requiring 180 minutes of language instruction per week. In general, the two ESL teachers each service a range of students: students in Kindergarten through grade 2, and students in grades 3 through 6. In order to ensure that all students receive the mandated number of instructional minutes, the teachers see all students for one 45-minute period per day, plus an additional period per day for those requiring the 360 minutes per week. For example, an Advanced proficiency fourth grader receives one 45-minute period of ESL, whereas a Beginner level fourth grader receives two. For those Advanced students requiring 180 minutes of English Language Arts instruction, these students are not pulled for ESL during literacy, and therefore receive their mandated ELA instruction in their classroom.

ESL teachers provide content area support through the use of the school-based content area curricula, as well as the NYS content standards. The school's content area teachers provide the ESL teachers with a content calendar, which allows ESL teachers to plan a content-based ESL curriculum for ELLs. Text support is provided in part by National Geographic's leveled nonfiction texts, as well as Achieve 3000, a nonfiction internet-based program that provides differentiated texts. Support is provided through the SIOP model, CALLA, and technology such as SmartBoard and internet tools. The ESL teachers regularly provide explicit instruction of language functions and structures that are taken directly from the content curriculum. They then follow this explicit instruction with contextualized

A. Programming and Scheduling Information

modeling of the structures.

In order to make content comprehensible, the ESL teachers scaffold lessons with pictures and slide shows, videos (unitedstreaming.com), realia, graphic organizers, adaptation of text, TPR, and native language support (cognates, dual language dictionaries, translation through other students or staff, where possible).

The school does not currently offer formal native language assessments for ELLs. However, in the case of our Spanish speakers, these students are assessed using Achieve 3000's level set test in Spanish. This test determines a student's lexile level based on their responses to nonfiction articles. Our Punjabi/Hindi/Urdu speakers are informally assessed using dual language books and the help of our in-house Punjabi/Hindi/Urdu interpreter.

Students in ELL subgroups receive a variety of support throughout the school. Students who get required services receive age and grade level appropriate services and resources. There are currently four identified SIFE students enrolled at the school. All four of these students receive extended-day AIS. In addition, one receives at-risk SETSS, and three are in ICT classrooms. These students' literacy and language progress is closely monitored by both the ESL, SETSS, and classroom teachers.

Newcomers are supported through highly-interactive lessons that include, for example, TPR, role-play, singing, and interactive reading and writing. One-on-one instruction is provided during class time when students are engaged in student-centered tasks. Newcomers receive additional language support through the LeapFrog Language First program, which is thematically-based. For those students who have been in an ESL program for less than 3 years, instruction is heavily content-based and is supported by various scaffolds. For example, graphic organizers, provision of background information, maps, and explicit language instruction focusing on academic language are used to support student learning. For those students who are taking the NYS ELA exam for the first time, the ESL teachers and classroom teachers provide ample practice of test-taking strategies to prepare these ELLs, and others, for taking the exam.

Instruction for ELLs who have been receiving ESL services for 4 to 6 years is also highly content-based. In general, these students' greatest area of need is writing. To confront this challenge, students are supported through continuous and consistent emphasis on schema building, vocabulary development (including academic vocabulary), sentence structure, and planning for literacy tasks (ie, pre-reading and pre-writing strategies). These students also stay for an extended period of AIS three days per week for 45 minutes per session. There, the teacher focuses on each child's needs in a small-group format (fewer than 10 students). Currently, the school has one long-term ELL (more than 6 years of service). This student has special needs and is receiving services based on those needs. She also receives extended-day AIS for additional support.

As per their IEPs, ELLs with special needs are either placed in a grade-level Integrated Co-Teaching class, or they receive support through a number of service providers (speech, OT/PT, SETSS, guidance). With exception of the kindergarteners and first graders, all of these students receive extended-day AIS as an additional support. The teachers that service these students take into account the annual goals and functional needs of the students when planning instruction. Finally, the SETSS teachers meet with the ESL teachers regularly to assess the students' progress, evaluate their own teaching, and plan for instruction accordingly.

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:

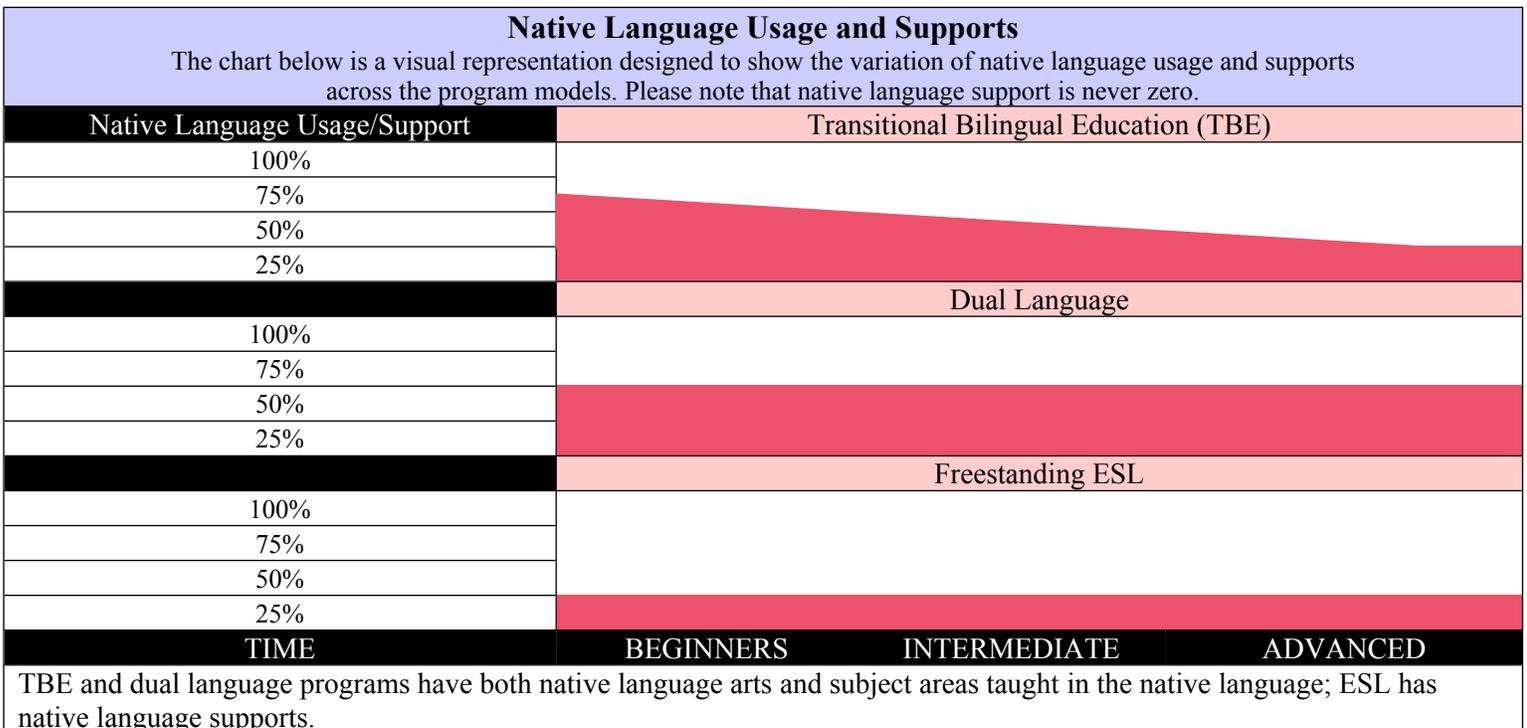
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
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?

Intervention programs at PS 161 include Extended Day Academic Intervention Services and SETSS. These services are offered in English, unless otherwise specified by a student's IEP. ELLs at PS 161 receive these services based on their needs, which are assessed through their scores on the NYS ELA and Math tests. Because these intervention programs are provided to the entire student population, based on need, they are not limited to any subgroup of ESL student, nor are subgroups of ELLs inherently eligible to receive these services. The school offers a Title III after school program for ELLs in grades 3 through 6 that focuses on the content areas, as well as a Saturday school program for ELLs in grades 1 and 2. In addition, the school has created an ELL Inquiry Team that researches the effects of specific interventions on a targeted ELL population. The current population under inquiry includes ELLs in grade 4 who have been receiving ESL services for 3 years or more, and who have scored at the Advanced proficiency level for 2 years or more. The team attempts to identify interventions that will prepare Advanced proficiency children to pass the NYSESLAT, thereby becoming 'Proficient.'

Students who have attained proficiency on the NYSESLAT within the last two years are supported by either an extended day period of AIS or consistent consultation between the ESL teachers and the classroom teacher (students who need more support are receiving extended day AIS, whereas students who are on or above grade level are monitored). In addition, these students receive the same testing modifications as do current ELLs on New York State standardized assessments, for up to two years after achieving proficiency on the NYSESLAT.

The one program at PS 161 that the school plans to improve this year is the Title III After School Program for ELLs in grade 3 through 6. The major improvement that would be made to this program is to hire an additional teacher in order to reduce class size and provide more specific instruction.

For the past two years, the school has offered a Title III Parent ESL Program. Unfortunately, due to budget constraints, this program will most likely be cut.

In the past, PS 161 has offered several extracurricular programs to all of its students, including ELLs. These programs included after school and Saturday programs in test preparation, physical education, art, violin, and tennis. Due to budget cuts, the fate of these programs is currently unknown. Traditionally, however, ELLs have participated in all of these programs. ELLs have also been members of PS 161's student council. Participation in these programs is based on the desire of the students.

The school has a variety of content and language materials, including technology, to support ELLs. Texts include National Geographic's nonfiction library, big books, leveled and themed readers, dual language books, and English and dual-language dictionaries. For the lower grades, the predominant language-specific program used is Avenues by Hampton-Brown. Technology includes SmartBoards, Macbooks, streaming video, digital voice recorders, and LeapFrog. The school also uses Achieve 3000 with its ELLs.

Native language support is provided through access to dual language dictionaries in English and the students' native languages. Students also have access to native language literature in the ESL classrooms and in the school library. These native language collections contain books in all languages currently spoken by students at PS 161. Within the ESL classroom, students provide each other with native language support, especially to newcomers. In the general education classroom, newcomers are paired with a 'buddy' who speaks his/her native language. Through Title III, the school has established a bilingual library for parents of ELLs. The library is located in the parent coordinator's room and is accessible to parents during school hours and parent-teacher conferences. Finally, when necessary, interpretation

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Required services support and resources correspond to ELLs' ages and grade levels.

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?

PS 161 welcomes and encourages parental involvement in several ways. Firstly, one of the school's goals this year is to increase parents' ability to support their child's academic goals at home. The Parent Teacher Association (PTA) meets regularly once per month, as does the School Leadership Team, which also includes parents. Additionally, in the past few years, the school has increased its number of special events per year. These are open to all parents and families, and include Author/Illustrator night, Halloween Costume Ball, Thanksgiving potluck, Red-and-White Valentine's Day celebration, and Family Fun Day. The parent coordinator creates a calendar of parent activities that is sent home monthly. On days when there is no parent activity planned, the parent coordinator's room remains open to parents for inquiries and concerns, as well as for access to the internet, among other things.

As discussed above, PS 161 created a Title III bilingual library for parents of ELLs. The purpose of the library is to encourage literacy activities between parents of ELLs and their children, while building ELLs' comprehension skills and overall strength of their native language. In addition to the library, the school offers a Title III Parent ESL program. Last year (2009-2010) was the first year of the program, and it proved to be a great success. Since the start of this school year, several parents have asked for program information. The school plans to continue this program, pending Title III money. The school currently does not collaborate with external or community-based organizations to provide support for parents.

The school evaluates the needs of its parents primarily through its 'open door' policy that allows parents to make their requests known to the ESL teachers, and predominantly, to the Parent Coordinator. The Parent Coordinator is in consistent contact with the administrators and ESL teachers, forwarding information and discussing future parent activities. For example, the inception of the Title III Parent ESL Program was the result of several parents' inquiries made through the Parent Coordinator, who then passed these queries on to the ESL teachers.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The school continues to enhance the skills of all teachers of ELLs through workshops. Professional development for the staff is continuous throughout the school year. Professional development is and will be provided by members of the professional development team (literacy coaches, content area teachers, service providers, and ESL teachers). This professional development is provided during the school's designated common professional development period for teachers on each grade, and on days when students are not present. When possible, the school also obtains the help of qualified consultants, including Giuvela Leisengang, the Network Support Specialist in ESL. Among other topics, professional development focuses on the following areas:

Common Core Standards

Academic Language (vocabulary, sentence structure)

Comprehensible Input

Adaptation of Materials

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Common Core Standards
Academic Language (vocabulary, sentence structure)
Comprehensible Input
Adaptation of Materials
Scaffolding for ELLs
Strategies for ELLs at Different Proficiency Levels
Communicating with ELL Parents
Tiered Vocabulary

Teachers will receive their required 7.5 hours of ELL training through these professional development workshops. The ESL teachers take attendance at these workshops and keep a spreadsheet that tracks teachers' participation in these workshops. In addition, a binder is kept in the Professional Development room that contains agendas and attendance records from all workshops.

In addition to internal professional development, the school frequently sends to teachers to workshops at Teacher's College. The administration is also flexible in sending teachers to other external workshops within New York City.

One way in which we provide support to our students transitioning to middle school is by departmentalizing the fifth and sixth grades. For example, students in the fifth grade rotate between three classrooms: one for literacy, one for math, and one for writing, social studies, and science.

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4. How do your parental involvement activities address the needs of the parents?

PS 161 welcomes and encourages parental involvement in several ways. Firstly, one of the school's goals this year is to increase parents' ability to support their child's academic goals at home. The Parent Teacher Association (PTA) meets regularly once per month, as does the School Leadership Team, which also includes parents. Additionally, in the past few years, the school has increased its number of special events per year. These are open to all parents and families, and include Author/Illustrator night, Halloween Costume Ball, Thanksgiving potluck, Red-and-White Valentine's Day celebration, and Family Fun Day. The parent coordinator creates a calendar of parent activities that is sent home monthly. On days when there is no parent activity planned, the parent coordinator's room remains open to parents for inquiries and concerns, as well as for access to the internet, among other things.

As discussed above, PS 161 created a Title III bilingual library for parents of ELLs. The purpose of the library is to encourage literacy activities between parents of ELLs and their children, while building ELLs' comprehension skills and overall strength of their native language. In addition to the library, the school offers a Title III Parent ESL program. Last year (2009-2010) was the first year of the program, and it proved to be a great success. Since the start of this school year, several parents have asked for program information. The school plans to continue this program, pending Title III money. The school currently does not collaborate with external or community-based organizations to provide support for parents.

The school evaluates the needs of its parents primarily through its 'open door' policy that allows parents to make their requests known to the ESL teachers, and predominantly, to the Parent Coordinator. The Parent Coordinator is in consistent contact with the administrators

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?

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The school evaluates the needs of its parents primarily through its 'open door' policy that allows parents to make their requests known to the ESL teachers, and predominantly, to the Parent Coordinator. The Parent Coordinator is in consistent contact with the administrators and ESL teachers, forwarding information and discussing future parent activities. For example, the inception of the Title III Parent ESL Program was the result of several parents' inquiries made through the Parent Coordinator, who then passed these queries on to the ESL teachers.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

The school uses the Teacher's College Reader's and Writer's Project as its literacy assessment tool for early literacy. An evaluation of assessment data of kindergarten through grade 2 from the spring of 2011 shows that our ELLs begin behind non-ELLs, but are mostly reading at grade level by the end of second grade. The expectations for students (non-ELLs) at the beginning of the year has changed. Students entering first grade should be reading at level D/E (5 out of 16 first grade ELLs have achieved this). Students entering second

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

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								
	I	1	1	1	1	2								
	A	2	9	9		3	3	1						
	P	1	5		4	10	9							
READING / WRITING	B	3	3	1		1								
	I	1	3		1	4	2							
	A		7	3	4	11	10	1						
	P		2	7										

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	7			12
4	1	9	1		11
5	1				1
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	3		7	1	5				16
4	1		4		7				12
5			1						1
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					9		3		12
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: <u>PS 161</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jill Hoder	Principal		10/19/11
Janice Egan	Assistant Principal		10/19/11
Kathy Knowles	Parent Coordinator		10/19/11
Reginald Pierre-Louis	ESL Teacher		10/19/11
Danny Diaz	Parent		1/1/01
Jane Ragno	Teacher/Subject Area		10/19/11
Kathy Beaulieu	Teacher/Subject Area		1/1/01
Sara Goldberg	Coach		1/1/01
Leslie Ortenberg	Coach		1/1/01
Robin Stolar	Guidance Counselor		1/1/01
Peggy Miller	Network Leader		1/1/01
Cynthia Rotando	Other <u>Related Service Pr.</u>		1/1/01
	Other		1/1/01
	Other		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: _____ School Name: **PS 161**

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 school looks at the language breakdown of parents based on the Home Language Identification Survey to determine the language spoken by parents. The school also assesses parents' interpretation needs when they interact with school staff. The school then arranges for translations of documents to be sent home to parents, as well as access to interpreters for school events (i.e., Parent Teacher Conferences, meetings with teacher, etc.).

The ESL teachers keep a spreadsheet of all families whose home language is one other than English, indicating which parents require translation and interpretation services and in which language. This spreadsheet is accessible to all school staff upon request.

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.

There are nine languages other than English spoken in the homes of students at PS 161, with approximately 280 parents who speak a language other than English. The predominant non-English home languages at PS 161 are Punjabi (180 parents) and Spanish (60 parents). The other languages are Hindi (15 parents), Urdu (20 parents), Bengali (10 parents), Cantonese (1 parent), Amoy (1 parent), Romanian (1 parent), and Tagalog (1 parent). Of these parents, approximately 150 parents require translation and interpretation services. As stated above, teachers will receive a list of parents of students in their class who require interpretation services, according to the needs assessment.

The school has learned that more parents, especially non-English-speaking parents, are willing to come to the school when notices are sent home in their respective languages and when interpretation is available. This was acknowledged and discussed at a PTA meeting and during School Leadership Team 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 school will attempt to translate all correspondence to parents, especially letters relating to academic matters. For example, the school has a poster in the lobby of the school that welcomes parents in various languages and notifies them that interpretation services are available. The citywide information packet, Family Guide and the Bill of Parents' Rights and Responsibilities are also translated and sent home in students' home languages. In addition, parents of ELLs receive invitations to orientation sessions, as well as Title III program and information letters in their home languages.

Documents requiring translation are completed according to need and relevance. For example, when the school has an urgent message for parents, the document will be sent for immediate translation. Other documents, such as the Family Guide, are kept on hand in translated form, and are given to parents when necessary. Any formal written translation is processed through the City's Translation and Interpretation Unit or is contracted out to Legal Interpreting Services (LIS).

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.

When oral interpretation is necessary for a meeting with a parent, the school uses various resources to meet the parent's needs. The school often uses school-based staff for interpretation services. Currently, the school houses six bilingual teachers (two Russian, three Spanish, one Chinese, and one Haitian), six bilingual paraprofessionals (two Spanish, one Urdu, one Punjabi and Hindi, one Russian, and one Italian), five other bilingual school staff members (two Spanish, two Italian, and one Tagalog), and one Learning Leader (one Bengali). If the school requires more formal interpretation services or services for language other than the ones listed here, the school acquires the services of Legal Interpreting Services.

The school makes interpreters available during major events, especially Parent-Teacher evening and afternoon conferences. This service is provided by either in-house staff or an outside contractor (LIS), as necessary.

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>.

A sign is placed in the school lobby in each of the school's covered languages, indicating that parents can get a copy of the translation notification in the parent coordinator's room. Parents needing an interpreter will be directed to the main office by the security officer, who greets visitors in the lobby. The school's safety plan for the 2011-2012 school year contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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: Arthur Ashe	DBN: 28Q161
Cluster Leader: Charles Amundsen	Network Leader: Peggy Miller
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input type="checkbox"/> *6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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 After School program will be offered to newcomer ELLs (3 or fewer years of service) in grades 3 through 6. The program will offer these students additional support above and beyond their basic core service received during the school day by providing additional instruction and exposure to English. The program will aim to accelerate these students' English learning so that they are able to participate in the goals of the school sooner. For example, one school goal is 'to increase vocabulary from simple to complex with an emphasis on nonfiction.' Therefore, the program will provide these newcomers with further support in facing vocabulary challenges such as homonyms and synonyms, connotative and denotative language, and Tier II words. Certified ESL teachers will instruct students. The language of instruction will be English. The After School Program will run one and a half hours after school, 4 days per week (Monday through Thursday). The program will begin in November and end in April.

The following instructional components and strategies will be used to help students meet the performance standards:

- All components of the balanced literacy program (independent reading and writing, shared reading and writing, interactive writing, guided reading, and read alouds)
- Use of technology (SmartBoard, laptops, streaming video, internet)
- Sheltered Instruction to ensure early content area exposure
- Direct Explicit Vocabulary Instruction
- Structured Academic Conversation
- Total Physical Response
- Role play and dramatization
- Graphic organizers/semantic maps
- Cooperative learning groups and flexible grouping
- Conceptual development

Students' progress will be measured by their ability to speak and write about the topics covered through the program curriculum. In addition, teachers will create their own assessments using a variety of

Part B: Direct Instruction Supplemental Program Information

informal assessment tools, including consistent observation and student work. The materials used will be based on the respective grades' curricula. The language of instruction will be English.

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 ESL teachers will attend the NYSTESOL conference on October 28-29. Sessions they will attend include:

- Uncovering the Math Curriculum Using Vocabulary & Reading Comprehension
- Connecting Language Objectives & Content Objectives
- RtI and English Language Learners: Making Sense of It All
- Best Practices in Teaching Grammar
- Enhancing English Learning through the Grammar of Interaction
- How Explicit Phonics Plays a Key Role for ELLs
- Addressing the Content in Content-Based Instruction for Teacher Educators
- Closing the Gap: Strategies for ELLs with Interrupted Formal Education
- An Integrated Skills Approach to Grammar Instruction

The teachers will attend different sessions, then use this information as a platform for workshops that will be given to other school staff throughout the school year. These turnkey workshops will be given for three consecutive months during the extended day period, beginning the week of December 19th. Topics such as math and vocabulary are particularly relevant to the city's goals of constructing viable arguments in mathematics and in response to informational texts. Teachers will develop workshops that expand upon this and other relevant topics, such as grammar and content-based instruction.

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

Part D: Parental Engagement Activities

Begin description here: One of the school's goals this year is to increase parents' ability to support their child's academic goals at home. In order to meet this goal, the school has prepared workshops for parents that will be given at least once per month throughout the school year, from 8:30 to 10am. The workshops are developed and provided by the school administration and teachers. Interpreters are present at these workshops. Some of the topics to be covered include:

- Navigating DOE, school, ARIS, and other educational websites
- Teacher's College Reader's & Writer's Workshop
- Just Right Books
- Homework Tips
- Helping with Reading and Math Skills
- Tip for Your Child to Improve or Learn How to Read
- Hands-on Activities to Teach Reading Skills at Home

In addition, parents of Title III students will be invited to come to two celebrations to hear students present their culminating projects at the end of the units of study (December and April).

Part E: Budget

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

Allocation Amount: \$11316

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		

Part E: Budget

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

Allocation Amount: \$11316

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL		