



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 162, THE JOHN GOLDEN ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): D26Q162

PRINCIPAL: JOAN CASALE EMAIL: JCASALE@SCHOOL.NYC.GOV

SUPERINTENDENT: MS. ANITA SAUNDERS

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
Joan Casale	*Principal or Designee	
Susan Singer	*UFT Chapter Leader or Designee	
Ria Pallas	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Maria Kaouris	Member/Parent	
Michelle Chen	Member/Parent	
Mia Hwang	Member/Parent	
Anna Ng	Member/Parent	
Fannie Salerno	Member/Parent	
Danielle Ferrara	Member/Teacher	
Sharon Gralitzer	Member/Teacher	
Louise Kaufman	Member/Teacher	
Andrea Schweiger	Member/Teacher	

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.
 - By June, 2012, 80% of the students in grades K-5 will improve their reading comprehension by making at least one year's progress as measured by the T.C.R.W.P. (Teacher's College Reading/Writing Project) benchmarks for reading levels.

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.

Rationale: To raise the level of comprehension for K-5 students through alignment to the Common Core Standards

Based on the analysis of the following data, teachers, supervisors, data specialist, and staff developer identified the need to raise the level of reading comprehension achievement for Grades K-5 students.

The students' independent reading level progression data was reviewed by the teachers, principal, data specialist and staff developer. This data was gathered in June and Sept. 2011 from students who were assessed using the T.C. Reading Assessments (3-5) and Rigby Assessments (K-2). Because the two assessments were not aligned across the grades, a school-wide decision was made to use T.C.R.W.P. Reading Assessments for the 2011-12 school year. It was noted that the students, especially in the upper grades and ELLs need reading comprehension support. Further data collected in a survey for the 2010-11 school year, found that 51% of all students came from non-English-speaking homes. This year the same data was taken from ATS and found that 57% of the students come from non-English-speaking homes. Recognizing that this trend will have an impact on the English Language acquisition of these students, PS 162 instituted the *Steck-Vaughn Vocabulary Program* to enhance and improve reading instruction.

Reading Assessment 2010-2011 Results

Grade	Total # of students	# of students reading far below grade level (level 1)	# of students reading below grade level (level 2)	# of students in ESL who tested in levels 1 or 2	Total # of ESLs
K	103				
1	118	11	10	10	23
2	106	16	12	3	3
3	109	6	17	8	8
4	124	34	22	9	10
5	127	24	41	8	8

The School Supervisor, Teachers, Data Specialist and Staff Developer reviewed the data below regarding 3-5 student progress as measured by the 2011 NYS ELA scores/assessment. We noted that there was a drop in level 4s for grade 3, 4, and 5 from 2009 to 2010 and a huge increase in level 2's as well. Although our scores increased from 2010-2011 in grades 3, 4, and 5 we still need to move level 2's and 1's into the 3/4 levels and increase the level 4s which have been declining. This will alleviate the decrease of over 10% in scores from 2009 to 2011. Focusing on reading comprehension will not only improve our reading levels but will also help to improve math scores since the MATH test are heavily weighted with literacy comprehension both in multiple choice questions as well as constructed response questioning.

	~ 2008 - 2009 ~				~ 2009 - 2010 ~				~ 2010 - 2011 ~			
ELA	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
Gr. 3	20	73	7	0	21	46	26	7	5	78	17	1
Gr. 4	19	75	5	1	12	65	21	1	3	77	18	2
Gr. 5	25	69	6	0	16	57	24	3	12	67	20	2

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,**
 - A school-wide comprehensive implementation of Fountas and Pinnell's *The Continuum of Literacy Learning* (K-2) and Grades (3-5) that will ensure rigor and scaffolding of student learning.
 - *Words Their Way*, a word study program by Pearson Learning Group, will be provided for all teachers in grades K-2 to be implemented by all students and as needed for differentiation of instruction in grades 3-5.
 - Staff will collaborate and implement *Elements of Reading* – vocabulary program (Steck-Vaughn) and TC Units of Study K-2 and 3-5 Reading Comprehension toolkits.
 - Teachers will implement new T.C. reading assessments in grades K-2 (replacing Rigby assessments) to align school-wide reading assessment continuity.
 - Teachers will administer T.C. reading assessments four times per year to evaluate/adjust student's individual reading levels
 - AIS instruction will take place during, before and after (depending on funding resources) for identified students to increase comprehension skills for those students who did not achieve level 2 on ELA state testing and for those students who dropped from level 4 to level 3
 - ESL small group instruction in comprehension skills will be provided for ESL level 2 subgroups during extended day and AIS after-school funded programs.
 - "Thinking Maps" have been introduced/implemented and will be continually supported with Network P.D. throughout the year
 - Students will demonstrate an increase in standardized and non-standardized test scores such as Acuity – ITA's/Predictives, customized tests, TC Assessments, NYSESLAT exam, ELA 2012 state test results
 - Ongoing monitoring of student conversations that are accountable to text in whole group and in small group activities.
 - Increase of vocabulary/sight word capacity.
 - Teachers will align their pacing calendars to the CCLS for the 2011-2012 school year.

- Teachers will assist students in identifying clear learning goals for increasing their critical reading skills.
- Teachers will participate in a year-long study of Charlotte Danielson's *Framework for Teaching* with a focus on using open-ended questions, actively engaging students in lessons, and creating genuine discussion among students.
- All classes participate in a "Book of the Month" program
- Teachers will engage all students in at least one ELA task that should be embedded in the CCLS curricula and include multiple entry points for all learners including students with disabilities and English Language Learners. These tasks will engage students in cognitively demanding comprehension skills that requires them to demonstrate their ability to read and understand non-fiction text which appears to be the key challenges in the Common Core.

b) staff and other resources used to implement these strategies/activities

- ESL and Sp. Ed. Teachers will attend workshops and turn-key strategies (UDL – Universal Design for Learning) to assist classroom teachers to further differentiate in order for students to have multiple strategies/flexible entry points to promote learning success.
- ESL and Special Education teachers will attend workshops (Thinking Maps – A Language For Learning) as well as Maryann Cucchiara's Scaffolding Presentation for ELLs and All Learners and turnkey strategies to assist classroom teachers to further differentiate instruction that addresses individual student's specific learning needs (UDL) around the use of comprehension strategies.
- Teachers will meet on grade levels to develop curricular mapping/planning to include C.C.L.S. and create individualized/class reading comprehension goals.
- Administration will provide inter-class visitation and inter-school visitation to observe best teaching practices
- Throughout the year, classroom/cluster/support staff will implement non-fiction shared reading as a core component of their reading program to strengthen critical reading instruction and comprehension.
- Principal will observe lesson designs and provide feedback to all teaching staff with the support of Charlotte Danielson's, *Framework for Teaching*.
- Principal and Staff Developer will continue to meet monthly with grade leaders to further articulate data analysis, differentiated lesson planning for ELLS and SWD's, comprehension strategies and infuse the Common Core Learning Standards with all teachers.
- Lead Teachers will attend monthly meetings with the Network Literacy Specialist to support own professional growth around shared reading and comprehension strategies. They will turnkey information to colleagues at grade conferences and/or faculty conferences.
- The Core Team will navigate teacher teams to implement C.C.L.S. into the curriculum and infuse strategies/units of study for success with citywide expectations for completion of one ELA performance task by winter of 2012.
- K-5 students will continue to attend extended day programs and AIS instruction during the day focusing on specific comprehension skills identified by teacher, support staff and Inquiry teams through data analysis and school-wide trends.
- All classroom teachers will participate in the collaborative inquiry process to monitor and analyze data for a targeted group of students
- Principal and staff developer will attend monthly network meetings focusing on ELA-CCLS
- Teachers will utilize professional resources such as *Strategies that Work: Teaching Comprehension for Understanding and Engagement* in Harvey and Goudvis to support reading comprehension building strategies.
- Literacy Network Specialist will provide professional development to all Collaborative Teacher Teams as well as the entire faculty on developing critical thinking skills through effective questioning.
- Utilize technology resources (i.e. Smartboards – grades 3-5, computer lab) to support comprehension activities/skills and integrate with curriculum

- Reso A grant will equip our 2nd and 1st grade classroom with Smartboards by Spring, 2012
- Per Diem days will be budgeted for sub coverage so that teachers can participate in professional development activities on thinking maps, curriculum planning, and performance tasks.
- Full day professional development on Sept. 6th and 7th, November 8th 2011 and June 7th 2012 will be used to introduce, support, and continue school-wide comprehension focus, study the CCLS and share the DOE's mandates with staff
- Common planning time will be scheduled so teachers can develop curriculum mapping and entry points for successful achievement of the ELA performance task in grades K-5
- Extended day, 37.5 minutes Mon – Wed. will be utilized for reading comprehension at-risk intervention services

Parent Involvement:

- Monthly newsletters sent home on each grade level to inform parents of academic curriculum, activities, units of study, upcoming events, etc.
- Administration presents school-wide information at monthly PTA
- Administration conducts Quarterly Meetings with PTA Co-Presidents
- Back to school - Meet the Teacher Parent Meeting – September, 2011
- Parent Coordinator presents at monthly PTA meetings informing parents of various workshops/activities etc.
- Parent Coordinator is readily available on a daily basis to address all parental concerns.
- Parent Coordinator Outreach with e-mail and phone messages to parents
- Parent Coordinator provides a Monthly Calendar/Lunch Menu to parents on-line as well as class distribution
- Principal is available to address any concerns of parents on a daily basis.
- Parents are encouraged to attend reading and writing class/grade celebrations throughout the year when planned by classroom teacher.
- Kindergarten teachers encourage parents to participate in read-a-louds to students.
- Parent workshops are presented by staff during the year to provide support to parents re: reading strategies; student at-home assignments on Acuity; ESL workshops to help new families to get acquainted with school policies/procedures
- ELA Testing workshops are given to familiarize parents with test-preparation for students in grades 3-5.
- School Leadership Team training for parents conducted by District 26 Family Advocate – November 2011
- SLT monthly meetings
- PTA parents work closely with staff to provide many scholastic book fair fundraisers.
- Principal routinely is visible to parents during dismissal time.
- There is a welcoming environment to all parents when they enter the P.S. 162 school building.
- Teachers meeting with parents at Parent Teachers Conference in November and March as well as phone conferences and/or additional parent/teacher meetings (grades K-5) as needed to inform parents of student's academic success or needs for improvement in reading comprehension areas and inform parents of how student's progress is measured and provide information regarding the curriculum currently in use at the school and what is required to meet grade level standards.
- The administration establishes various forms of clear and consistent communication with the parents through letters, e-mails, newsletters and phone calls when necessary encouraging regular discussion about and participation in school programs, students'

academic progress and behavioral management.

- Communication shall be provided in alternative formats and languages as necessary
- Parents are provided with alternative means of communicating (besides their primary classroom teacher) their concerns and suggestions through Parent Coordinator, support staff, ESL teachers,
- An open door policy has been established at all PTA meetings for communication with Principal, Staff Developer, Parent Coordinator, Social Worker and Guidance Counselor
- P.S. 162 DOE website with online resources for parents – http://schools.nyc.gov/school_portals/26/q162/default.htm

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Teacher teams, administrators and support specialists will meet regularly to analyze data and coordinate Professional Development to provide assistance in the implementation of comprehension strategies and improve higher order thinking skills to meet both the needs of teachers and students.
- Teachers will maintain records (blue reading level cards), running records, conferencing notes/student goals and report outcomes to administration 4 times per year.
- Teachers voted on and approved an SBO (School Based Option) to allow teachers to meet and expand ***Inquiry Team*** work to include aligning curriculum with the C.C.L.S for ELA.
- Administrative cabinet, Core Inquiry Team, Data Specialist will make school-wide curriculum driven decisions to monitor progress and drive planning and instruction based on quantitative and qualitative data such as: ECLAS, Acuity (Predictives/ITS's), TC Reading Assessments, ELA test scores, item analysis and analysis of school trends and look at student writing samples for grade-level trends.
- Teachers, administrators, support specialists, AIS and PPT teams will periodically monitor assessments in order to check progress of at-risk students and to ensure that their learning targets match their specific needs.
- A Vertical Data team comprised of teachers from K-5 and data specialists will be created to evaluate school-wide data/trends, grading policies, curriculum planning, Common Core Learning Standards, various aspects of differentiated instruction for ELA, and citywide expectations for improving teacher and student rigor. The team will be studying "Questioning techniques" utilizing the book, *Questioning the Author*, by Isabel Beck and enhancing professional practice in order to develop students' critical thinking skills, and will turn key information to grade level teachers during common prep time, grade conferences, leader teacher meetings and/or faculty conferences.

d) timeline for implementation.

- **September 2011 through early June, 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.

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.
 - P.S. 162 attracts highly qualified teachers by using a rigorous interview process:
 - ❖ Utilize the Open Market search for candidates
 - ❖ The principal and staff developer formulates interview questions
 - ❖ Candidates meet with principal for interview
 - ❖ Satisfactory candidates are required to give a demonstration lesson with students from P.S.162
 - P.S. 162 retains and nurtures teachers by:
 - ❖ Administration routinely invites and/or sends teachers to participate in current professional development for growth as educators such as:
 - ✓ Curriculum Mapping
 - ✓ Thinking Maps
 - ✓ Danielson's Framework for teaching
 - ✓ Citywide Performance Task Expectations
 - ✓ Lead Teacher Meetings
 - ✓ Smart Board and Acuity Training
 - ✓ ESL/UDL workshops/presentations
 - ❖ Providing common planning periods with grade-level colleagues
 - ❖ First Year mentoring program.
 - ❖ Administration encourages building professional capacity by highlighting teachers' individual strengths, showcasing their abilities and encouraging independent leadership roles,
 - ❖ Administration encourages staff to conduct P.D. at Faculty Conferences and Grade Conferences
 - ❖ Administration conducts monthly Faculty Conferences, grade conferences, Lead Teacher Meetings to inform staff of any new DOE agenda/mandates
 - ❖ Administration reads and disperses items to appropriate staff members that is provided in the Principal's Weekly.
 - ❖ Professional Development consisting of smartboard/acuity training, T.C.reading/writing program, lead teacher meetings, and Network trained facilitators are conducted in-house by highly qualified staff members to colleagues on an on-going basis throughout the year.
 - ❖ Principal provides a breakfast/accountable talk time on Professional Development days to encourage social/academic collaboration (i.e. September 6th, 7th Professional Development days, Election Day, Chancellor's day – June 2012).
 - ❖ Principal offers Lunch-N-Learn opportunities for professional growth.

- P.S. 162 differentiates professional development by:
 - ❖ Provides new teachers with one year of mentoring
 - ❖ Formal observations by supervisors
 - ❖ Informal observations with written feedback by supervisors using Danielson’s Framework for Teaching
 - ❖ Alternative Observations for tenured teachers are planned with supervisor and with mid-year reflections and end-year evaluations
 - ❖ Continuation of Individualized Professional Development (according to Teacher’s strength/weakness) provided across the school year.

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.
- P.S./ 162 Initiatives to help achieve this goal are:
 1. Participation in Chancellor’s initiative “Respect for All” week
 2. “G-RRRR-EAT CITZEN” 4-R’s program - featuring monthly character traits
 3. Ballroom Dancing
 4. Young Audiences Program
 5. Healthy Choices Breakfast/Lunch Program
 6. N.Y.H.Q. Blood Donor Center – Affiliation (Blood Drive TBA – March, 2012)
 7. Jump-Rope-For-Heart – Affiliation with American Heart Association
 8. Hop–A-Thon – Affiliation with Muscular Dystrophy Association
 9. City Harvest – Food Drive
 10. Toys for Tots – Marine Corps. Affiliation
 11. Penny Harvest Campaign – to help better communities by donating spare change/pennies (Common Cents Affiliation)

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.
 - Per session monies (Tax Levy Fair Student Funding) will be budgeted for professional development activities and purchase of resources and professional literature.
 - Use available funds for NYSTL – classroom books, leveled libraries, curriculum resources
 - Per Diem days will be budgeted to increase content and pedagogy knowledge in ELA development.
 - Utilize Extended Day (Thursdays) for collaboration/planning/data analysis with teacher teams, clusters and vertical teams.
 - Title III – funding for ESL after-school program instruction

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.
 - **By the end of June 2012, 80% of the students in grades 3-5 will improve one level on the written analysis of informational texts as measured by the DOE Informational writing rubric provided in the 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.

Rationale: The authors of the Common Core standards have pointed to the issues of text complexity in informational text and making an argument based on those texts as the key challenges in the Common Core.

“As part of our commitment to support all students in grades K-5 to be College and Career Ready, Informational Writing has been targeted by the P.S.162 school as an area that needs to be strengthened in our educational program as indicated in the new Common Core Learning Standards.”

Based on the analysis of the following data, teachers, supervisors, data specialist, and staff developer identified the need to raise the level of informational writing achievement for Grades 3-5 students by developing critical analysis skills in order to have a better understanding of factual information.

2011 NYS ELA Item Analysis Data

Reading, Writing, Listening and Speaking for Information and Understanding and Critical Analysis and Evaluation

Grade	% of Students Reading, Writing, Listening and Speaking for Information and Understanding	% of Students Reading, Writing, Listening and Speaking for Critical Analysis and Evaluation
3	90%	78%
4	78%	74%
5	82%	84%
Total Average of Grades 3-5	83%	79%

As additional data, this year we will be collecting and analyzing three informational writing pieces in November, March, and early June, in order to measure student progress. This form of data will be useful to drive instruction as well as create a chart to visually show the increase in growth over time at the end of the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - All K-5 classroom teachers will incorporate non-fiction read-alouds to model written analysis of information texts into their written T.C. units of study
 - Teachers will work collaboratively on grade level (k-5) to create kid-friendly rubrics to assess the written analysis of informational texts
 - Staff Developer will provide resources for differentiated instruction for at risk K-5 classes to support the work of written analysis of informational texts.
 - Student writing will be studied in Grade Leader Meetings, collaborative Inquiry-based Teacher Team meetings with a focus on strategies to be taught and next steps.
 - Provide each classroom teacher, K-5 with the K-8 T.C. continuum for Assessing Informational/Explanatory Writing to be studied and used as a resource in determining students' differentiated writing strengths and next steps.
 - Writing samples of written response/analysis of informational texts will be collected in grades K-5 three times per year by administration
 - Look at informational text exemplars provided in the C.C.S.S. appendix to compare and analyze student writing in order to drive instruction
 - Teachers will engage all students in at least one literacy task that will be embedded in the CCLS curricula and include multiple entry points (UDL) for all learners including students with disabilities and English Language Learns.
 - b) staff and other resources used to implement these strategies/activities
 - K-5 Teachers have been provided additional non-fictional informational grade-appropriate texts to incorporate into their leveled libraries.
 - ESL and Special Education teachers will attend workshops (Thinking Maps – A Language For Learning) as well as Maryann Cucchiara's Scaffolding Presentations for ELLs and ALL Learners and turnkey strategies to assist classroom teachers to further differentiate instruction that addresses individual student's specific learning needs (UDL) around the use of informative, and opinion writing.
 - Provide planning time and feedback to teachers through Danielson's ***Framework for Teaching*** rubric to promote professional growth.
 - Principal and staff developer will attend monthly network meetings to focus on ELA – CCLS.
 - Utilize technology resources (i.e. Smartboards – grades 3-5, computer lab) to support informational writing activities/skills and integrate with curriculum
 - Reso A grant will equip our 2nd and 1st grade classroom with Smartboards by Spring, 2012
 - Teachers will demonstrate professional growth using Danielson's Framework for Teaching rubric and show evidence by using higher order thinking questions from the Depth of Knowledge Professional Chart resulting in more rigorous task-oriented informational writing activities
 - Help provide resources (i.e. specific literature; shared reading passages; websites; technology tools) through Common Core Library website)

to accomplish implementation of one literacy performance task

- Teachers in grades 3-5 attended all-day Professional Development on Election Day to unpack and discuss implementation of the ELA performance tasks.
- The staff will read (throughout the year) a professional resource that was distributed to the entire staff, ***Non-fiction in Focus*** (Kristo and Bamford) to use for developing non-fiction skills and discuss at grade leader and grade conference meetings.

Parent Involvement:

- Monthly newsletters sent home on each grade level to inform parents of academic curriculum, activities, units of study, upcoming events, etc.
- Administration presents school-wide information at monthly PTA
- Administration conducts Quarterly Meetings with PTA Co-Presidents
- Back to school - Meet the Teacher Parent Meeting – September, 2011
- Parent Coordinator presents at monthly PTA meetings informing parents of various workshops/activities etc.
- Parent Coordinator is readily available on a daily basis to address all parental concerns.
- Parent Coordinator Outreach with e-mail and phone messages to parents
- Parent Coordinator provides a Monthly Calendar/Lunch Menu to parents on-line as well as class distribution
- Principal is available to address any concerns of parents on a daily basis.
- Parents are encouraged to attend reading and writing class/grade celebrations throughout the year when planned by classroom teacher.
- Kindergarten teachers encourage parents to participate in read-a-louds to students.
- Parent workshops are presented by staff during the year to provide support to parents re: reading strategies; student at-home assignments on Acuity; ESL workshops to help new families to get acquainted with school policies/procedures
- ELA Testing workshops are given to familiarize parents with test-preparation for students in grades 3-5.
- School Leadership Team training for parents conducted by District 26 Family Advocate – November 2011
- SLT monthly meetings
- PTA parents work closely with staff to provide many scholastic book fair fundraisers.
- Principal routinely is visible to parents during dismissal time.
- There is a welcoming environment to all parents when they enter the P.S. 162 school building.
- Teachers meeting with parents at Parent Teachers Conference in November and March as well as phone conferences and/or additional parent/teacher meetings (grades K-5) as needed to inform parents of student's academic success or needs for improvement in written response and/or analysis of informational text areas and inform parents of how student's progress is measured and provide information regarding the curriculum currently in use at the school and what is required to meet grade level standards.
- The administration establishes various forms of clear and consistent communication with the parents through letters, e-mails, newsletters and phone calls when necessary encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management.
- Communication shall be provided in alternative formats and languages as necessary
- Parents are provided with alternative means of communicating (besides their primary classroom teacher) their concerns and

suggestions through Parent Coordinator, support staff, ESL teachers,

- An open door policy has been established at all PTA meetings for communication with Principal, Staff Developer, Parent Coordinator, Social Worker and Guidance Counselor
- P.S. 162 DOE website with online resources for parents – http://schools.nyc.gov/school_portals/26/q162/default.htm

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Lead teachers will attend and turn-key monthly Lead Teacher meetings with the Literacy Network specialist focusing on the ELA Common Core Learning Standards.
- A Vertical Data Inquiry Team will be created to prepare our teachers and students in transitioning to the new higher Common Core Learning Standards in order to meet the citywide instructional expectations
- Principal and staff developer will continue to meet with grade leaders and newly formed Vertical Data Team to turnkey and articulate data and informational writing strategies to all teachers
- Schedule common prep time for teachers to plan the implementation of the Literacy task
- Plan for implementation of Literacy Task at collaborative Grade level meetings with navigators
- Teachers voted on and approved an SBO (School Based Option) to allow teachers to meet and expand ***Inquiry Team*** work to include aligning curriculum with the C.C.L.S for ELA.

d) timeline for implementation.

For improvement of at least one level on written analysis of informational texts: September 2011 to early June, 2012

For completion of ELA performance task: September 2011 to March 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.

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.
 - P.S. 162 attracts highly qualified teachers by using a rigorous interview process:
 - ❖ Utilize the Open Market search for candidates
 - ❖ The principal and staff developer formulates interview questions
 - ❖ Candidates meet with principal for interview

- ❖ Satisfactory candidates are required to give a demonstration lesson with students from P.S.162
- P.S. 162 retains and nurtures teachers by:
 - ❖ Administration routinely invites and/or sends teachers to participate in current professional development for growth as educators such as:
 - ✓ Curriculum Mapping
 - ✓ Thinking Maps
 - ✓ Danielson’s Framework for teaching
 - ✓ Citywide Performance Task Expectations
 - ✓ Lead Teacher Meetings
 - ✓ Smart Board and Acuity Training
 - ✓ ESL/UDL workshops/presentations
 - ❖ Providing common planning periods with grade-level colleagues
 - ❖ First Year mentoring program.
 - ❖ Administration encourages building professional capacity by highlighting teachers’ individual strengths, showcasing their abilities and encouraging independent leadership roles,
 - ❖ Administration encourages staff to conduct P.D. at Faculty Conferences and Grade Conferences
 - ❖ Administration conducts monthly Faculty Conferences, grade conferences, Lead Teacher Meetings to inform staff of any new DOE agenda/mandates
 - ❖ Administration reads and disperses items to appropriate staff members that is provided in the Principal’s Weekly.
 - ❖ Professional Development consisting of smartboard/acuity training, T.C.reading/writing program, lead teacher meetings, and Network trained facilitators are conducted in-house by highly qualified staff members to colleagues on an on-going basis throughout the year.
 - ❖ Principal provides a breakfast/accountable talk time on Professional Development days to encourage social/academic collaboration (i.e. September 6th, 7th Professional Development days, Election Day, Chancellor’s day – June 2012).
 - ❖ Principal offers Lunch-N-Learn opportunities for professional growth.
- P.S. 162 differentiates professional development by:
 - ❖ Provides new teachers with one year of mentoring
 - ❖ Formal observations by supervisors
 - ❖ Informal observations with written feedback by supervisors using Danielson’s Framework for Teaching
 - ❖ Alternative Observations for tenured teachers are planned with supervisor and with mid-year reflections and end-year evaluations
 - ❖ Continuation of Individualized Professional Development (according to Teacher’s strength/weakness) provided across the school year.

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.

- P.S./ 162 Initiatives to help achieve this goal are:
 1. Participation in Chancellor's initiative "Respect for All" week
 2. "G-RRRR-EAT CITZEN" 4-R's program - featuring monthly character traits
 3. Ballroom Dancing
 4. Young Audiences Program
 5. Healthy Choices Breakfast and Lunch Program
 6. N.Y.H.Q. Blood Donor Center – Affiliation (Blood Drive TBA – March, 2012)
 7. Jump-Rope-For-Heart – Affiliation with American Heart Association
 8. Hop-A-Thon – Affiliation with Muscular Dystrophy Association
 9. City Harvest – Food Drive
 10. Toys for Tots – Marine Corps. Affiliation
 11. Penny Harvest Campaign – to help better communities by donating spare change/pennies (Common Cents Affiliation)

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.

- Per session monies (Tax Levy Fair Student Funding) will be budgeted for professional development activities and purchase of resources and professional literature.
- Use available funds for NYSTL – classroom books, leveled libraries, curriculum resources
- Per Diem days will be budgeted to increase content and pedagogy knowledge in ELA development.
- Utilize Extended Day (Thursdays) for collaboration/planning/data analysis with teacher teams, clusters and vertical teams.
- Title III – funding for ESL after-school program instruction

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.
- **By the end of June 2012, 80% of students in grades K-5 will maintain proficiency or show improvement of at least one level on their ability to construct grade appropriate viable arguments in mathematics as measured by the Exemplars rubrics for reasoning and proof.**

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.

RATIONALE: Based on the Standards for Mathematical Practices from the Common Core standards and the Chancellor's expectations, we want to develop mathematically proficient students who can construct and analyze mathematical arguments and evaluate and articulate the reasoning behind the claims.

- School Supervisor, Teachers, Data Specialist and Staff Developer reviewed the data below regarding 3-5 student progress as measured by the 2011 NYS Math scores/assessment. We noted that our scores have continually dropped in level 4 in grade 4, 5 and especially grade 3 and although we have no 1's there is a marked increase in level 2's while our 3's have remained relatively constant. Due to the consistent drop in Math scores, we have implemented a new math program (GO MATH) that is more aligned to the C.C.L.S. as well as adding the Math Exemplars Program in order that our students have the needed support to address these new standards and become mathematically proficient students. These programs incorporate modeling with mathematics and constructing viable arguments in order to solve authentic problems in our world problems -- clearly the vehicle to evaluating, articulating and successfully analyzing the reasoning behind these mathematical claims.

	~ 2008 - 2009 ~				~ 2009 - 2010 ~				~ 2010 - 2011 ~			
MATH	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
Gr. 3	39	61	0	0	46	43	11	0	21	63	16	0
Gr.4	74	24	2	0	63	28	9	0	60	31	9	0
Gr.5	63	35	2	0	55	36	10	0	61	31	8	0

- Starting December, 2011 teachers will present Math Exemplar tasks/Rubrics (3 times this year) to grades K-5 which will be collected and used as further data to show growth in reasoning and proof.

Based on the analysis of this data and the new math programs implemented this year to move level 2's up to level 3's and move the level 3's to high level 3's and 4's, our teachers, supervisors, data specialists and staff developer have identified the need to raise/improve the level of mathematics achievement for K-5 students through problem solving.

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,
 - The new *GO MATH* program (Houghton Mifflin Harcourt) curriculum which is more aligned to the CCLS for math, will be implemented which presents a stronger focus on problem solving and constructing viable math arguments.
 - Utilize/Implement new *Exemplars Program* to create Rubrics for measuring achievement of Math goals 2011-2012.
 - Ongoing study of Exemplars Reasoning and Proof rubric and student work at Grade Conferences in order to:
 - Inform Instruction
 - Identify areas of strength
 - Identify next steps for groups of students
 - Discuss strategies for instruction
 - Alignment of instruction with the CCLS
 - Teachers will incorporate all standards for the appropriate CCLS grade-level into their mathematics curriculum including using mathematics to represent and solve authentic problems in our world.
 - Teachers will align their pacing calendars to the CCLS for the 2011-2012 school year. Pacing calendars will include lessons that strengthen students' abilities to clearly construct and analyze mathematical arguments, and evaluate and articulate the reason behind claims.
 - Network Math Specialist will provide support and training to teachers to prepare for the administration of appropriate math tasks for each grade level
 - Exemplars tasks will be scheduled throughout the year to provide rich problem solving activities and rubrics that will assess and scaffold student learning. Exemplars will provide a pathway that will provide students to demonstrate a solid knowledge of key concepts and to demonstrate their mathematical thinking by constructing viable math arguments.
 - Lead teachers will attend monthly math workshops to increase their content knowledge in mathematics and to deepen their understanding of how students learn to think about mathematics. These teachers will turnkey information at faculty/grade/inquiry team meetings
 - Teachers will work together in specific grades to engage all students in rigorous tasks embedded in well-crafted instructional units with appropriate supports.
 - ESL and Sp. Ed. Teachers will attend workshops and turn-key strategies (UDL – Universal Design for Learning) to assist classroom teachers to further differentiate in order for students to have multiple strategies/flexible entry points to promote learning success.
 - ESL and Special Education teachers will attend workshops (Thinking Maps – A Language For Learning and turnkey strategies to assist classroom teachers to further differentiate instruction that addresses individual student's specific learning needs (UDL) around the use of problem-solving strategies.
 - Utilize "Thinking Maps" for problem solving strategies in classroom, extended day and cluster/support settings
 - Teachers will facilitate in-depth conversations around mathematical ideas and relationships
 - Student work and strategies for problem solving will be posted on charts around the classroom

- Students will be taught how to articulate their solutions to solve problems both orally and in writing.
- School-wide solving of non-routine problems of the day.
- Teachers will engage all students in at least one mathematics task that should be embedded in the CCLS curricula and include multiple entry points for all learners including students with disabilities and English language learners. These tasks will engage students in cognitively demanding mathematics that requires them to demonstrate their ability to model with mathematics or to construct and explore the reasoning behind arguments to arrive at viable solutions.

b) staff and other resources used to implement these strategies/activities,

- Teachers will participate in professional development focusing on problem solving strategies in order to enhance levels of critical thinking that ensures rigor and scaffolding of student learning
- Common planning time will be scheduled so teachers can develop curriculum mapping and entry points for successful achievement of the Math performance task in grades K-5 and plan ways to enhance the instruction on problem solving for their students.
- Teachers will plan lessons and instruction based on data generated from Acuity and teacher created pre and post-assessments, Go Math chapter pre and post tests in order to inform instruction for whole class, small group, and/or individual differentiated instruction.
- Teachers will review math notebooks, portfolios, conference logs and performance lessons that demonstrate student awareness of word problems strategies.
- Teachers will create a class environment that focuses on problem solving activities.
- Math centers will be further developed to cultivate cooperative problem solving activities.
- SBO has been submitted to allow teachers to meet and expand Inquiry Team work to include Common Core State Standards for Mathematics.
- Extended day periods will help in providing additional support for students with difficulties in problem solving strategies.
- Teachers will give workshop to parents giving strategies in order for them to help their children better understand the problem-solving goals of the school and how they can help their children reach these goals by applying math to real life situations.
- All classroom teachers will participate in an inquiry process to monitor and analyze data and look closely at student work in order to understand the steps needed to reach a high level of performance that the CCLS demands.
- Principal and staff developer will attend monthly network meetings focusing on MATH-CCLS
- Math Lead Teachers will attend and turnkey information presented at monthly Math Coach meetings focusing in the CCLS in Mathematics
- Principal and Staff Developer will continue to meet monthly with grade leaders to further articulate data analysis, differentiated lesson planning for ELLS and SWD's, constructing viable arguments in math task-oriented problem solving and infuse the Common Core Learning Standards with all teachers.
- Students will respect and listen to one another as they discuss various approaches to problem solving in order to build upon each other's ideas.
- Strategy charts and tracking of student thinking will be posted around classrooms.
- Utilize technology resources (i.e. Smartboards – grades 3-5, computer lab) to support problem solving activities/skills and integrate with curriculum
- Reso A grant will equip our 2nd and 1st grade classroom with Smartboards by Spring, 2012
- A Vertical Data team comprised of teachers from K-5 and data specialists will be created to evaluate school-wide data/trends, grading policies, curriculum planning, Common Core Learning Standards, various aspects of differentiated instruction for Math, and citywide

expectations for improving teacher and student rigor and study Math Curriculum Maps across the grades.

Parent Involvement:

- Monthly newsletters sent home on each grade level to inform parents of academic curriculum, activities, units of study, upcoming events, etc.
- Administration presents school-wide information at monthly PTA
- Administration conducts Quarterly Meetings with PTA Co-Presidents
- Back to school - Meet the Teacher Parent Meeting – September, 2011
- Parent Coordinator presents at monthly PTA meetings informing parents of various workshops/activities etc.
- Parent Coordinator is readily available on a daily basis to address all parental concerns.
- Parent Coordinator Outreach with e-mail and phone messages to parents
- Parent Coordinator provides a Monthly Calendar/Lunch Menu to parents on-line as well as class distribution
- Principal is available to address any concerns of parents on a daily basis.
- Parents are encouraged to attend reading and writing class/grade celebrations throughout the year when planned by classroom teacher.
- Kindergarten teachers encourage parents to participate in read-a-louds to students.
- Math Testing workshops are given to familiarize parents with test-preparation for students in grades 3-5.
- School Leadership Team training for parents conducted by District 26 Family Advocate – November 2011
- SLT monthly meetings
- PTA parents work closely with staff to provide many scholastic book fair fundraisers.
- Principal routinely is visible to parents during dismissal time.
- There is a welcoming environment to all parents when they enter the P.S. 162 school building.
- Teachers meeting with parents at Parent Teachers Conference in November and March as well as phone conferences and/or additional parent/teacher meetings (grades K-5) as needed to inform parents of student's academic success or needs for improvement in Math problem solving and constructing viable arguments areas and inform parents of how student's progress is measured and provide information regarding the curriculum currently in use at the school and what is required to meet grade level standards.
- The administration establishes various forms of clear and consistent communication with the parents through letters, e-mails, newsletters and phone calls when necessary encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management.
- Communication shall be provided in alternative formats and languages as necessary
- Parents are provided with alternative means of communicating (besides their primary classroom teacher) their concerns and suggestions through Parent Coordinator, support staff, ESL teachers,
- An open door policy has been established at all PTA meetings for communication with Principal, Staff Developer, Parent Coordinator, Social Worker and Guidance Counselor
- P.S. 162 DOE website with online resources for parents – http://schools.nyc.gov/school_portals/26/q162/default.htm
- Family Science Night – using hands-on problem solving task-oriented experiments

- An ARIS parent link & ACUITY workshop will be presented to Parents in December, 2011 addressing ITA math results and how to navigate ACUITY for test preparation, and individualized at-home assignments.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Teachers will create rigorous learning experiences in their classrooms everyday by providing scaffolding Math (tasks) techniques.
- A curriculum planning committee will be created to prepare our teachers and students in transitioning to the new higher Common Core Learning Standards in order to meet the citywide instructional expectations
- Teachers will demonstrate professional growth using Danielson's Framework for Teaching rubric and show evidence by using higher order thinking questions from the Depth of Knowledge Professional Chart resulting in more rigorous task-oriented mathematical problem-solving activities

d) timeline for implementation

For improvement of at least one level on written analysis of informational texts: September 2011 to early June, 2012

For completion of Math performance task: September 2011 to March 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.

Strategies for attracting Highly Qualified Teachers (HQT)

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- ❖ Formal observations by supervisors
- ❖ Informal observations with written feedback by supervisors using Danielson's Framework for Teaching
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2. "G-RRRR-EAT CITIZEN" 4-R's program - featuring monthly character traits

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9. City Harvest – Food Drive
10. Toys for Tots – Marine Corps. Affiliation
11. Penny Harvest Campaign – to help better communities by donating spare change/pennies (Common Cents Affiliation)

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.
 - Per session monies (Tax Levy Fair Student Funding) will be budgeted for professional development activities and purchase of resources and professional literature.
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 - Utilize Extended Day (Thursdays) for collaboration/planning/data analysis with teacher teams, clusters and vertical teams.
 - Title III – funding for ESL after-school program instruction

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	17	1	N/A	N/A	15	7	10	3
1	20	0	N/A	N/A	25	6	20	7
2	23	0	N/A	N/A	30	5	35	2
3	50	1	N/A	N/A	25	5	30	1
4	51	1			30	2	27	4
5	54	4			30	3	30	7
6								
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	At risk students who have deficits in ELA are provided differentiated instruction in small groups to improve comprehension skills and informational writing using the <i>Teacher's College Reading Writing Workshop Program</i> , short shared texts, and Thinking Maps. <i>Month-by-Month Phonics</i> is used to improve word attack skills. The small groups meet during extended day three times a week for 37 ½ minutes. Students with IEPs are seen 1-3 periods a week in SETSS classes. Those who enter the self-sustaining After School Program or the Title 3 Funded ESL Program receive 90 minutes of instruction after school each week.
Mathematics	Students who are at-risk in Math receive differentiated instruction to improve math skills utilizing the <i>Go Math Series</i> and the <i>Math Exemplar Program</i> . The small groups meet during the extended day, three times a week for 37 ½ minutes. Those who have IEPs attend 3-10 periods a week and those who go at risk attend SETSS for 1-3 periods a week. Those in the self-sustaining After School Program receive 90 minutes of instruction after school each week.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Provide social and emotional support services to at risk students individually and in groups. Lead 8 week <i>Banana Splits</i> program, providing support to students whose families are separated or divorced. Lead Bereavement groups for students who have had a recent loss. Lead classroom lessons on interpersonal skills, conflict resolution, character traits, relaxation training and social issues that arise during the year.
At-risk Services provided by the School Psychologist	Provides crisis intervention, pre-referral intervention, communication with parents, agencies or doctors treating students with problems.
At-risk Services provided by the Social Worker	Provide crisis intervention counseling to students as needed. Assess and refer parents to outside hospitals and mental health agencies for an at-risk child as needed. Provide observations and consultation to teachers with regard to at-risk students. Maintain home to school communication with guardians of at-risk students as needed. Provide short term or at-risk counseling for students.
At-risk Health-related Services	Open Airways mandated by the American Lung Association provides sessions during the day with students in grades 3, 4 and 5 who are diagnosed with asthma. HOPS (Healthy Options and Physical Activity in Schools) is an intervention that deals with children who are overweight and a dangerously high BMI. With permission of parents, students are advised about healthy eating/exercise, blood pressure is taken and a referral is made to the family physician. Students with diabetes sessions are weekly.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Mary Jo Pisacano	District 26	Borough Queens	School Number 162
School Name The John Golden School			

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

Principal Joan Casale	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Lindsay Lee	Guidance Counselor Aimee Serfaty
Teacher/Subject Area Diane Popeil /ESL	Parent Anna Ng
Teacher/Subject Area Andrea Schweiger	Parent Coordinator Debra Strassberg
Related Service Provider Jacqueline Hesse, SETSS	Other Randi Kuperman, Speech
Network Leader Mary Jo Pisacano	Other Amy Cha, SETSS

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	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	30
Number of teachers who hold both a bilingual extension and ESL certification	1	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	682	Total Number of ELLs	70	ELLs as share of total student population (%)	10.26%
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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 162 is an elementary school located in Bayside, New York. It is in CFN#205, District #26, Region 3. The school community is comprised of 682 students 70 of whom are English Language Learners. This is 10.26% of the total school population. . The demographics of our school community are as follows: 67.59% Asian, 21.1% White, 8.94% Hispanic and 1.46% Black. The languages spoken are predominantly Chinese, Korean and Spanish. The ELLs are serviced by two full time certified ESL teachers.

The Home Language Identification Survey (HLIS) is completed by all first time entrants to NYC public schools. Whenever needed, a translator is called upon to conduct the oral interview along with a pedagogue, and assist in completing the HLIS. The two certified ESL teachers determine the eligibility for the LAB-R and administer accordingly within ten (10) school days. The administration of the Spanish LAB for Spanish speaking ELLs is administered after eligibility is determined by the English LAB-R. A Spanish speaking pedagogue administers it. Every spring a NYSELAT eligibility report is run in order to accurately identify the ELLs who need to be tested. The NYSELAT is administered by the two certified ESL teachers.

In regard to parent choice a review of the Parent Survey and Program Selection forms indicate unanimously the trend in parent choice has been the Freestanding English as a Second Language Program as their preference which aligns with the program offered at our school. Any parent requesting another program model will be referred to the Parent Coordinator for alternative placement. Parents are invited after the LAB-R administration, to attend an orientation meeting to view the translated videotapes produced by the New York City Department of Education to ensure that parents understand all three program choices. Translators are available to answer any questions. Attendance is taken in order to reach out to those parents who do not attend in order to ensure that every parent returns and understands the Parent Survey and Program Selection forms.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	15	23	5	8	11	8								70
Total	15	23	5	8	11	8	0	0	0	0	0	0	0	70

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	62	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	62	0	6	6	0	2	2	0	2	70
Total	62	0	6	6	0	2	2	0	2	70

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

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

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	0	0	0	1								4
Chinese	12	14	5	3	11	6								51
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1	0	0	0	0	0								1
Korean	1	5	0	3	0	1								10
Punjabi														0
Polish														0
Albanian	0	0	0	1	0	0								1
Other	0	2	0	1	0	0								3
TOTAL	15	23	5	8	11	8	0	70						

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 ELLs at P.S. 162 receive their mandated units of services through a Freestanding ESL pull-out/push-in program model. The ESL teachers will push in during the extended morning program to promote additional support. Beginners and Intermediates are given 360 minutes of ESL instruction per week. Advanced ELLs are serviced 180 minutes per week. They also receive 90 minutes per day of ELA instruction in the classroom. Students are grouped according to grade and/or proficiency levels. Sixty-two out of the 70 students have been

A. Programming and Scheduling Information

receiving ESL services for three years and under. Eight students have been receiving ESL services between 4-6 years. At this time there are no Students with Interrupted Formal Education (SIFE) in our school community. Our working plan for future ELLs in this category is to bridge the academic gap through rigorous instruction. The use of leveled libraries is incorporated to facilitate the grade-appropriate reading readiness skills. After the assessment of each student's content area knowledge, they will be able to attend grade appropriate content area instruction to expedite academic growth. Students will attend after school AIS classes as well as the extended day program.

In order to better assist our ELL newcomers, we use a wide range of visual and technology resources to develop English language proficiency in all content areas. All classrooms have a print rich environment that includes labeling of classroom items. Books are selected that are highly predictable, have repetitive patterns and strong picture support. Language function, language structures and vocabulary lessons are integrated in all content area lessons. Electronic bilingual dictionaries have been purchased to facilitate language acquisition along with the use of the NYC-DOE bilingual content area glossaries. For ELL's that have been here for more than one year and are required to take the ELA test a rigorous curriculum will be implemented to enhance their academic performance. Bilingual study notes in Chinese/English and Korean/English for science, social studies and math will be used for additional native language support. These students will be invited to attend the Title III after school program when available.

As per the NYSESLAT test results, analysis for ELLs receiving service 4 to 6 years indicates additional instruction in writing mechanics and reading comprehension skills is needed. These goals will be accomplished through the following interventions: The ELLs will be immersed in a wide range of activities to promote reading comprehension and written expression. Language function, language structures and vocabulary lessons will be planned to align with each unit of content area instruction. Instruction will be differentiated to meet each ELLs learning and language needs. They will be invited to attend after school AIS/Title III programs. In consultation with the classroom teachers and support personnel, it will be determined whether or not further evaluation will be needed in order to determine if the student's inability to make adequate academic progress is due to a reason other than second language acquisition and may need a possible referral for alternative placement in Special Education.

Long term ELLs would be invited to attend after school AIS, extended day and the Title III programs. Any student falling into this category will be brought to the attention of the Academic Intervention Team in order to determine what additional support can be given. The team will also determine whether or not to recommend if further evaluation will be needed to determine if the student's inability to make adequate academic progress is due to a reason other than second language acquisition. This recommendation will then be brought to the school's Pupil Personnel Team for final approval. During the instructional day, these students will use the Strategies To Achieve Reading Success (STARS) series. This series will provide essential instruction in 12 reading strategies.

All ELLs who are already identified having special needs will be serviced as per their I.E.P. In collaboration with the Special Education teacher and classroom teacher grade level materials and specific instructional strategies will be individualized to provide access to academic content and accelerate English language development. Thinking Maps will be utilized to help ELL SWDs to organize information visually in order to clarify difficult and abstract concepts. Flexible scheduling is collaborated with all service providers and classroom teachers of ELL SWDs in order to meet their diverse needs.

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:

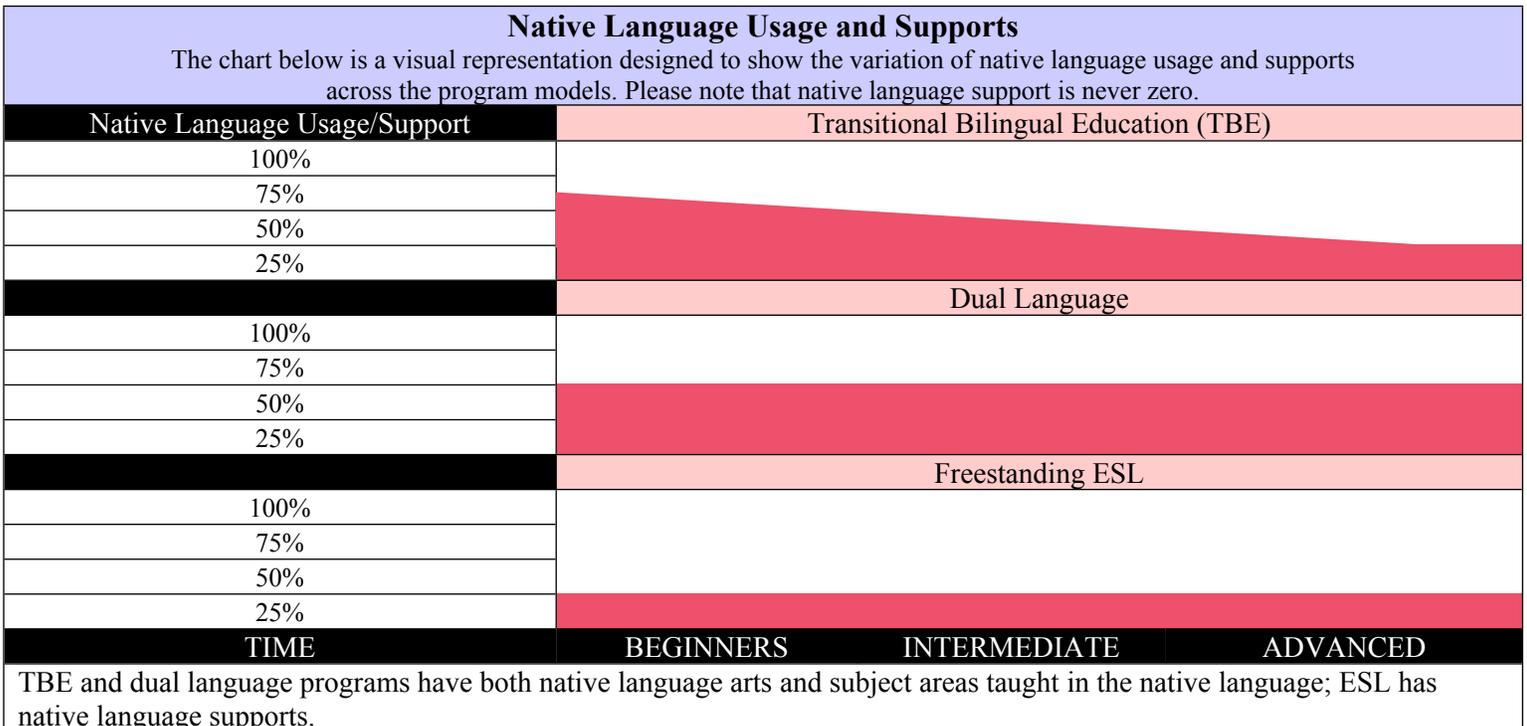
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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?

Our targeted intervention program for ELLs in ELA and Math is implemented by inviting the more advanced ELLs in grades 3, 4, and 5 to after school AIS programs. The newcomers and intermediate ELLs will be invited to the Title III after school Math and ELA programs. The 4th grade ELLs are invited to the morning extended day program with the Science teacher. Many of our ELLs participate in the extended morning program as well. All programs are offered in English.

The ELLs who have reached proficiency level on NYSESLAT will transition into the school's Reading Program for continued support. They will be invited to attend after school AIS programs as well. Test modifications will be provided for an additional two years.

For the upcoming year our ELLs who need additional support will be included in each grade's Inquiry Team. This program will assess and target their identified areas of weakness. Short and long term goals will be set based on available data. These goals will be systematically addressed and monitored during the extended day program. No current programs will be discontinued due to the success of our ELLs.

In order to better assist our ELL newcomers (less than three (3) years), we use a wide range of picture libraries, thinking maps, books on tape, English at Your Command ESL Content Area Program, and technology resources to develop English Language Proficiency in all content areas. All classrooms have a print rich environment that includes labeling of classroom items. Books are selected that are highly predictable, have repetitive patterns and strong picture support. Language function, language structures and vocabulary lessons are integrated in all content area lessons. Electronic bilingual dictionaries have been purchased to facilitate language acquisition along with the use of the NYC-DOE bilingual content area glossaries. For ELLs that have been here for more than one (1) year and are required to take the ELA test, a rigorous curriculum will be implemented to enhance their academic performance. Bilingual study notets in Chinese/English and Korean/English for science, math and social studies will be used for additional native language support. These students will be invited to attend the Title III after school program when available.

The following instructional materials are used for the ELLs receiving services for four (4) to six (6) years: STARS, English at Your Command ESL Content Area Program, Daily Academic Vocabulary Series, Daily Paragraph Editing, picture libraries and Thinking Maps.

Currently, there are no students with Interrupted Formakl Education (SIFE) in our school community.

All ELLs who are already identified having special needs will be serviced as per their I.E.P. in collaboration with the Special Education teacher and the classroom teacher grade level materials and specific instructional strategies will be individualized to provide access to academic content and accelerate English language development. Thinking Maps will be utilized to help ELL SWDs to organize information visually in order to clarify difficult and abstract concepts. Flexible scheduling is collaborated with all service providers and classroom teachers of ELL SWDs in order to meet their diverse needs.

The content area instructional materials that are used in the classrooms are: Houghton Mifflin Harcourt New York City Edition for Social Studies; Harcourt School Publishers - New York City Edition for Science and Go Math.

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B. Programming and Scheduling Information--Continued

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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?

As for parental involvement, every effort will be made to involve the parents of ELLs as active partners in their child's education through parent meetings and workshops with translators and translated notifications and handouts. In addition, the Parent Coordinator will provide ongoing assistance to the ELL parents. The parents of ELLs will be invited to take part in various school activities such as: Pumpkin Painting/Sale, PTA Meetings, Children Around the World Cultural Day followed by an International Feast. The weeks leading up to the Children around the World Cultural Day parents are invited to come in and share about their culture. Kindergarten parents are invited to be guest readers. Parents are invited to participate in Field Day, Graduation Committee, Spring Concerts and Ballroom Dancing Performances.

Our school partners with other Community Based Organizations and agencies to provide workshops and disseminate information. This year notices have already been sent regarding free Adult ESL classes at the local library and at PS 26. Parents are invited to attend a Citywide Parent Workshop with translators. The New York City Department of Health and Mental Hygiene will conduct a safety workshop at our school. Each year the Parent Coordinator sends home a survey asking for parent input in order to plan future workshops addressing their needs. Parents are invited to PTA Meetings which are held both in the daytime and evening where they are given the opportunity to express their needs.

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)?

This part is not applicable.

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 ESL teachers will provide the common branch teachers and paraprofessionals ongoing ESL training workshops for strategies and resources to help ELLs meet the standards as well as meet their minimum 7.5 hours of ELL training. A log of all training hours will be kept for each individual teacher and paraprofessional. The following is a list of Workshops that were held and will be upcoming: 9/6/2011 - Danielson Framework, 9/7/2011 - ELA Task, 9/9/2011 - Instructional Goals for Reading, Writing Math and Science, 9/15/2011 - Presenter Judy Goldfeder Topic: DOK Questions, 9/18/2011 - Maryann Cucchiara ELLs - Instructional Pathways, 9/22/2011 - Curriculum Mapping, 9/27/2011 - Go Math, 10/7/2011 - Inquiry Team Protocol and Danielson DOK Questions, 10/11/2011 - Performance Task, 11/8/2011 - Math Task, GO Math and Thinking Maps, 11/21/2011 - Maryann Cucchiara - ELL - Instructional Pathways Part II, Lead Teacher Meetings for Math are as follows: 10/18, 11/29, 1/17/2012, 2/28, 3/20, 4/30 and 5/15; Literacy Coach and Lead Teacher Meetings for ELA 10/11, 11/10, 12/13, 1/10/2012, 2/14/ 3/22, 4/26 and 5/8. Social Studies Common Core PD's to be announced and additional PD's to be scheduled. Throughout the year ESL resource books and materials will be provided to the classroom teachers to add to their existing ESL Resource Library and Binders in order to address the specific needs of their ELLs.

In order to assist ELLs as they transition from elementary to middle school, our fifth graders participate in a 10 week exchange program in the spring of each year. This program allows students to rotate rooms for four periods each day and receive instruction in content area subjects. Students will visit their future Middle School to tour and view with the guidance counselor, principal and classroom teachers. the guidance counselors from our feeder middle schools come to PS 162 to give student orientations. Students receive a feedback

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In order to assist ELLs as they transition from elementary to middle school, our fifth graders participate in a 10 week exchange program in the spring of each year. This program allows students to rotate rooms for four periods each day and receive instruction in content area subjects. Students will visit their future Middle School to tour and view with the guidance counselor, principal and classroom teachers. the guidance counselors from our feeder middle schools come to PS 162 to give student orientations. Students receive a feedback form to provide student interest information. These guidance counselors also articulate with the 5th grade teachers to ascertain each student's academic strengths/weaknesses, behavior, interests and family issues.

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?

As for parental involvement, every effort will be made to involve the parents of ELLs as active partners in their child's education through parent meetings and workshops with translators and translated notifications and handouts. In addition, the Parent Coordinator will provide ongoing assistance to the ELL parents. The parents of ELLs will be invited to take part in various school activities such as: Pumpkin Painting/Sale, PTA Meetings, Children Around the World Cultural Day followed by an International Feast. The weeks leading up to the Children around the World Cultural Day parents are invited to come in and share about their culture. Kindergarten parents are invited to be guest readers. Parents are invited to participate in Field Day, Graduation Committee, Spring Concerts and Ballroom Dancing Performances.

Our school partners with other Community Based Organizations and agencies to provide workshops and disseminate information. This year notices have already been sent regarding free Adult ESL classes at the local library and at PS 26. Parents are invited to attend a Citywide Parent Workshop with translators. The New York City Department of Health and Mental Hygiene will conduct a safety workshop at our school. Each year the Parent Coordinator sends home a survey asking for parent input in order to plan future workshops addressing their needs. Parents are invited to PTA Meetings which are held both in the daytime and evening where they are given the opportunity to express their needs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	9	2	1	1	0								23
Intermediate(I)	0	11	1	1	2	3								18
Advanced (A)	5	3	2	6	8	5								29
Total	15	23	5	8	11	8	0	0	0	0	0	0	0	70

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	5	1		7

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:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The assessment tools that are used to assess the ELLs early literacy skills are ECLAS-2 and TCRWP. One common trend found was a weakness in the area of vocabulary. A school wide survey was conducted in order to find out what percentage of students are living in non-English speaking households and the finding was 51% school wide. Based on the data, a school wide initiative to develop vocabulary is underway. The Steck Vaughn Elements of Reading: Vocabulary program was implemented. Picture/word cards will be used in the school setting to promote vocabulary.

An assessment analysis has been done using the LAB-R and NYSESLAT results. There is an evident pattern in proficiency levels and

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.

The ESL program incorporates the Balanced Literacy Approach (Read Aloud, Interactive Read Aloud, Shared Reading) while integrating thematic units in different curriculum areas (Math, Social Studies, Science as prescribed in the Learning Standards for English as a Second Language and aligns with CR Part 154 regulations through the use of Sheltered English in order to make content comprehensible to enrich language development). The Language Experience Approach is utilized to extend listening and speaking into reading and writing and to validate the student's own language in a natural setting. Concrete hands-on materials, thematic picture word walls, graphic organizers, pictures, TPR, modeling, role playing and big books are incorporated to encourage students to participate in class activities. Critical thinking skills are emphasized to meet New York State Language Arts and Math Standards.

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	2	1	4	1	0	0	8
4	0	0	2	1	5	0	1	2	11
5	0	0	2	1	1	1	1	2	8
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	1	6	1	1	0	11
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The assessment tools that are used to assess the ELLs early literacy skills are ECLAS-2 and TCRWP. One common trend found was a weakness in the area of vocabulary. A school wide survey was conducted in order to find out what percentage of students are living in non-English speaking households and the finding was 51% school wide. Based on the data, a school wide initiative to develop vocabulary is underway. The Steck Vaughn Elements of Reading: Vocabulary program was implemented. Picture/word cards will be used in the school setting to promote vocabulary.

An assessment analysis has been done using the LAB-R and NYSESLAT results. There is an evident pattern in proficiency levels and across the grades. Our beginners initially need a focus on all four modalities – Reading, Writing, Listening and Speaking. As they progress to intermediate and advanced levels, the focus shifts to Reading and Writing. The implications for the school's LAP and instruction are as follows: a) the use of literature that is based on the student's culture in order to connect the student's prior experience to promote academic discourse and written expression according to their levels of proficiency, b) scaffolding of social/academic language and complex content to support ELLs' participation in the content areas, c) small flexible grouping and task oriented situations in which students have purpose and direction for their talk. ELLs will be encouraged to attend our Title III after-school programs to further strengthen their skills and enjoy

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.

The ESL program incorporates the Balanced Literacy Approach (Read Aloud, Interactive Read Aloud, Shared Reading) while integrating thematic units in different curriculum areas (Math, Social Studies, Science as prescribed in the Learning Standards for English as a Second Language and aligns with CR Part 154 regulations through the use of Sheltered English in order to make content comprehensible to enrich language development). The Language Experience Approach is utilized to extend listening and speaking into reading and writing and to validate the student's own language in a natural setting. Concrete hands-on materials, thematic picture word walls, graphic organizers, pictures, TPR, modeling, role playing and big books are incorporated to encourage students to participate in class activities. Critical thinking skills are emphasized to meet New York State Language Arts and Math Standards.

Part VI: LAP Assurances

School Name: P S 162

School DBN: 26Q162

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joan Casale	Principal		
N/A	Assistant Principal		
Debra Strassberg	Parent Coordinator		
Lindsay Lee	ESL Teacher		
Anna Ng	Parent		
Diane Popeil/ESL	Teacher/Subject Area		
Andrea Schweiger	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Aimee Serfaty	Guidance Counselor		
Mary Jo Pisacano	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q162 **School Name:** The John Golden School

Cluster: 2 **Network:** CFN 205

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.

Assessments were done through Home Language Identification Surveys given out at the time of registration, teachers' findings, the ELL teachers, requests from parents and Parent Coordinator relationships with parents.

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.

Findings show written interpretation is needed in the following languages: Chinese (222), Korean (38), Spanish (24), Greek (4) and Bengali (2). Oral interpretation has been requested by parents and provided by bilingual members of our staff in the following languages: Korean, Chinese, Greek and Spanish. Written translations of school notices, PTA notices, correspondence to parents in the form of letters, flyers and e-mails, have been provided. The school has communicated its willingness to reach out to non-English speaking parents through the School Leadership Team, the PTA, signs placed main entrance, verbal conversations between bilingual members of our staff and parents, and correspondence to parents in writing. Findings were reported at SLT and PTA meetings.

Part B: Strategies and Activities

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

Notices for most of the above languages are being sent home for PTA Meetings, Parent-Teacher Conferences, fund raising events, parent workshops and special school activities. DOE notices are available in most languages through Central. Notices are sent to the Translation and Interpretation Unit 1-2 weeks before needed to ensure a timely provision of the document.

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.

Translators are available at PTA Meetings. Interpreters are available for Parent Teacher Conferences and for any Parent-Teacher interaction whenever needed through in-house interpreters and/or through the Translation and Interpretation Unit as needed.

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>.

In compliance with Chancellor's Regulations A-663, we have multi-lingual postings in the front vestibule notifying families that both oral and written interpretation is available upon request. Parents Rights booklets are available in the Parent Coordinator's office, Room 109 in different languages.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 162Q	DBN: 26Q162
Cluster Leader: Charles Amundsen	Network Leader: Mary Jo Pisacano
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 18 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # 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 program model at P.S. 162Q is a Freestanding English as a Second Language Program. This is a pull-out program that takes place during the school day and the language of instruction is English. Our Title III After School Program will supplement our mandated program for English Language Learners (ELLs). Twenty (20) ELLs and former ELLs in grades 3, 4 and 5 will be offered the opportunity to participate in this program. Small group instruction will be provided by two (2) certified ESL teachers twice a week after school for 1 1/2 hours under the direction and supervision of the principal. Students will be grouped accordingly to their NYSELAT proficiency levels. Differentiated instruction will be provided by ESL instructors guided initially by an analysis of the NYSELAT strands of Reading/Writing and Listening/Speaking. The results of the New York State ELA, Math and Science exams will also be analyzed as part of the action research of the ESL teachers teaching the Title III Program in addition to the input from classroom teachers and other service providers in the school. Our Title III Instructional Program will improve learning in core subject areas. This after school program is designed to improve performance in English Language Arts and Math. We will use Thinking Maps in all content areas. Strategies will be implemented to foster community, confidence and engagement. Students will participate in standards-based group activities in which they share and compare in order to increase their academic vocabulary. The ELL's will be immersed in a wide range of activities to promote reading comprehension and written expression. Language function, language structures and vocabulary lessons will be planned to align with each unit of content area instruction. Instruction will be differentiated to meet each ELL's learning and language needs. The Title III After School Program incorporates the Balanced Literacy Approach (Read Aloud, Interactive Read Aloud, Shared Reading) while integrating thematic units in different curriculum areas (Math, Science, Social Studies as prescribed in the Learning Standards for English as a Second Language and aligns with CR Part 154 regulations through the use of Sheltered English in order to make content comprehensible to enrich language development.) The Language Experience Approach is utilized to extend listening and speaking into reading and writing and to validate the student's own language in a natural setting. Concrete hands-on materials, thematic picture word walls, graphic organizers, pictures, TPR, modeling, role playing and big books are incorporated to encourage students to participate in class activities. Critical thinking skills are emphasized to meet New York State Language Arts and Math Standards.

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

Part C: Professional Development

Begin description here: Every Monday from 4:30 - 5:00 PM, the ESL teachers will meet for joint curriculum development. There will be ongoing professional development for ESL teachers, administrators and classroom teachers throughout the school year. The ESL teachers will attend workshops provided by CFN 205 presented by Mary Cucchiara and others as they become available. The two certified ESL teachers are part of the Collaborative Inquiry Teams and meet weekly for 37 1/2 minutes in order to share updated research-based approaches and strategies.

Part D: Parental Engagement Activities

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

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

Begin description here: In addition to student instruction, Title III Program parents of our ELL and former ELL student participants will be invited to two (2) one (1) hour meetings. The first workshop will provide them with strategies on how they can improve their child's acquisition of English through the use of educational websites, daily reading, multimedia resources and exposure to extra-curricular family activities. The second workshop will inform parents on how to help their children succeed on the NYSESLAT. NYSESLAT Samplers will be distributed along with a translated parent guide. These meetings will be conducted by two (2) certified ESL teachers. Invitation letters will be sent to parents in English, as well as, in their home language, whenever possible. In addition, translators will be available at the meetings. The dates of these meetings will be 1/10/2012 and 3/22/2012.

Part E: Budget

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

Allocation Amount: \$11200

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 	\$9315.78	Extended Day Program (After School) Mondays - 3:00 - 4:30 PM (1 1/2 hrs) Wednesdays - 3:00 - 5:00 PM (2 hrs) Program begins on 11/28/11 and ends on 4/4/2012. 2 Teachers @ \$50.06/hour @ 111 hours = \$5556.66 (Includes fringe) 1 Principal @ \$52.39 @ hours @ 72 hours = \$3772 (Includes fringe)
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$1884.22	- Literacy/Mathematics materials to assist with NYSELAT and NYS Math Assessment. - General Instructional Supplies to be utilized during After School Program.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,200.00	\$11,200.00