



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: CAESAR RODNEY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K164

PRINCIPAL: MARGARET CHOY-SHAN **EMAIL:** MSHAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: **KARINA COSTANTINO**

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
Margaret Choy-Shan	*Principal or Designee	
Camille Ragazzo	*UFT Chapter Leader or Designee	
Maria Chavez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Danielle Bennett	Member/ CSA	
Mary Ellen Connolly	Member/ UFT	
Melissa Jamieson	Member/ UFT	
Hannah Krueger	Member/ UFT	
Kim Molloy	Member/ UFT	
Teresa De La Rosa	Member/ Parent	
Pedro Cruz	Member/ Parent	
Dianey Sanchez	Member/Parent	
Rosa Fernandez	Member/ Parent	
Agustina Morales	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, P.S. 164 will fully align and implement a Common Core Learning Standards curriculum in Grades K-5 in English Language Arts as measured by 60% proficiency (Level 3 or higher) on the 2013 NYS ELA Test for all students tested.

Comprehensive needs assessment

- This goal is directly aligned to the Citywide Instructional Expectations for the 2012-2013 school year which requires that students experience four common-core aligned units of study: two in Math and two aligned to the Literacy standards in ELA, Social Studies, and /or Science.
- As discussed during Inquiry meetings, School Leadership meetings, and teacher team meetings, there is a self-identified need to redesign and strengthen the current curriculum to better reflect the expectations of the Common Core Learning Standards and Instructional Shifts in ELA.
- According to data from the 2012 NYS ELA Test, 55% of all students met proficiency.

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,
 - Use of data from task work to identify strengths and weakness of teaching and learning as well as student needs
 - The use of UDL in planning tasks to include multiple entry points for all students
 - Designing a coherent curriculum that is consistent across the grade and supports vertical conversations at core instructional meetings.
 - Use of online educational software such as Raz-Kids and Lexia Learning to support Reading during school and at home.
 - b) key personnel and other resources used to implement these strategies/activities,
 - Professional development on Curriculum Mapper/Instructional Planner
 - Weekly grade level meetings with an administrator
 - Grade level teacher team meetings around text complexity and CCLS
 - Professional development at faculty conferences
 - Literacy consultant supporting individual teachers in the classroom and looking at student work
 - Staff attendance at Instructional Leads meetings provided by CFN 409
 - Attendance at PD opportunities for administrators by CFN 409
 - Administrators will engage in a series of short informal observations and provide timely feedback to teachers regarding quality of pedagogy and content.
 - 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 development of at least two tasks in ELA
 - Review of task work at grade level and instructional core meetings
 - Inquiry meetings that reflect on vertical curriculum and student performance on tasks and other curricular activities
 - d) timeline for implementation
 - This work will take place the entire school year during grade meetings, inquiry meetings, faculty conferences, and during other professional settings.
 - Professional development is scheduled continuously through the school year for a variety of staff including administration, teachers, and paraprofessionals.

Strategies to increase parental involvement

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand
- providing materials and training to help parents work with their children to improve their achievement level
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA X Title III X Grants X Other

If other is selected describe here:

ARRA RTTT Citywide Instructional Expectations, School Support Supplement

Service and program coordination

P.S. 164 uses several other programs to enhance the activities/strategies in the plan above including the following:

- Fresh Fruit and Vegetable Program- As part of a grant, students at P.S. 164 receive daily fresh fruits and/or vegetables.
- UPK and super-start program- P.S. 164 has three full-day PreK Programs. Two general ed classes and one 10:8:2 plus program. Our UPK program and Superstart Plus program provides opportunities for students to learn early literacy skills and strategies that they will need for the rigorous instruction provided in Kindergarten
- Breakfast Program- Students in Kindergarten are provided breakfast in the classroom daily to ensure a healthy start to their day.
- Foundations- For Tier 1 Response for Intervention, all students in grades K & 1 receive Foundations instruction daily. Teachers have been trained and continually supported throughout the year.
- Clubs- P.S. 164 has a series of clubs offered to students in a variety of grades. We know that strengthening student involvement through extra-curricular activities will impact student performance in all academic areas. The clubs originally started to encourage integration of SWD in self contained classes with General Ed Students. Currently, all students, including SWD and ELLs, participate in clubs. Teachers at P.S. 164 volunteer their time to lead clubs such as Peace Club, Green Team, Chess Club, Dance Club, Dance Company, and Knitting Club.
- Band Program- The band program is comprised of students in grades 3-5 and meets two times per week and is led by our Music Teacher. The band performs at school concerts and other assemblies or special events.

- Penny Harvest- P.S. 164 participates yearly in Penny Harvest. Students collaboratively decide which charity to sponsor.
- COBALT- P.S. 164 is part of the Metropolitan Opera Guild's COBALT program. Students receive several hours of in-class opera instruction by teaching artists as well as intense professional development at the MET and in school by the teaching artists. Students in Grades 3-5 have the opportunity to attend opera dress rehearsals each year. Opera-based learning is weaved through the classroom instruction on a daily basis. There is a three year commitment to this research project. We are in the second year of the project.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2013, P.S.164 will fully align and implement a Common Core Learning Standards curriculum in Mathematics as measured by 74% proficiency (Level 3 or higher) on the 2013 NYS Math Test.

Comprehensive needs assessment

- This goal is directly aligned to the Citywide Instructional Expectations for the 2012-2013 school year which requires that students experience four common-core aligned units of study: two in Math and two aligned to the Literacy standards in ELA, Social Studies, and /or Science.
- As discussed during Inquiry meetings, School Leadership meetings, and teacher team meetings, there is a self-identified need to redesign and strengthen the current curriculum to better reflect the expectations of the Common Core Learning Standards and instructional shifts.
- According to data from the 2012 NYS Math Test, 73% of all students met proficiency.

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
- Use of data from task work to identify strengths and weakness of teaching and learning as well as student needs
- The use of UDL in planning tasks to include multiple entry points for all students
- Designing a coherent curriculum that is consistent across the grade and supports vertical conversations at core instructional meetings.
 - b) key personnel and other resources used to implement these strategies/activities
- Professional development on Curriculum Mapper/Instructional Planner
- Weekly grade level meetings with an administrator
- Grade level teacher team meetings around CCLS alignment, particularly Math Standards for Practice.
- Professional development at faculty conferences provided by Math Leads
- Staff attendance at Instructional Leads meetings provided by CFN 409
- Administrators will engage in a series of short informal observations and provide timely feedback to teachers regarding quality of pedagogy and content.
 - 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 development of at least two tasks in Math
- Review of task work at grade level and instructional core meetings
- Inquiry meetings that reflect on vertical curriculum and student performance on tasks and other curricular activities
 - d) timeline for implementation
- This work will take place the entire school year during grade meetings, faculty conferences, and during other profession settings.
- Professional development is scheduled continuously through the school year for a variety of staff including administration, teachers, and paraprofessionals.

Strategies to increase parental involvement

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand
- providing materials and training to help parents work with their children to improve their achievement level
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I _____ Title IIA x Title III _____ Grants X Other

If other is selected describe here:

ARRA RTTT Citywide Instructional Expectations, School Support Supplement

Service and program coordination

P.S. 164 uses several other programs to enhance the activities/strategies in the plan above including the following:

- Fresh Fruit and Vegetable Program- As part of a grant, students at P.S. 164 receive daily fresh fruits and/or vegetables.
- UPK and super-start program- P.S. 164 has three full-day PreK Programs. Two general ed classes and one 10:8:2 plus program. Our UPK program and Superstart Plus program provides opportunities for students to learn Math skills and strategies that they will need for the rigorous instruction provided in Kindergarten
- Breakfast Program- Students in Kindergarten are provided breakfast in the classroom daily to ensure a healthy start to their day.
- Clubs- P.S. 164 has a series of clubs offered to students in a variety of grades. We know that strengthening student involvement through extra-curricular activities will impact student performance in all academic areas. The clubs originally started to encourage integration of SWD in self contained classes with General Ed Students. Currently, all students, including SWD and ELLs, participate in clubs. Teachers at P.S. 164 volunteer their time to lead clubs such as Peace Club, Green Team, Chess Club, Dance Club, Dance Company, and Knitting Club.
- Band Program- The band program is comprised of students in grades 3-5 and meets two times per week and is led by our Music Teacher. The band performs at school concerts and other assemblies or special events.
- Penny Harvest- P.S. 164 participates yearly in Penny Harvest. Students collaboratively decide which charity to sponsor.
- COBALT- P.S. 164 is part of the Metropolitan Opera Guild's COBALT program. Students receive several hours of in-class opera instruction by teaching artists as well as intense professional development at the MET and in school by the teaching artists. Students in Grades 3-5 have the opportunity to attend opera dress rehearsals each year. Opera-based learning is weaved through the classroom instruction on a daily basis. There is a three year commitment to this research project. We are in the second year of the project.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2013, 100% of English Language Learners will engage in content area Informational Reading with increasing text complexity as measured by school wide performance increasing by 2-4% as measured by the NYS ELA exam for English Language Learners in Grades 3-5.

Comprehensive needs assessment

- There has been a significant decrease in proficiency and progress on the 2012 NYS ELA based on our 2011-2012 Progress Report. According to data from the 2012 NYS ELA Test, 11% of Limited English Proficient students met proficiency. As the test changes to meet the demands of the CCLS, our students need to increase stamina and develop skills to master comprehension while reading more complex text within their grade bands. Students need to be supported during this shift of instruction in order to meet the expectations of the CCLS.

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
- Due to the large ELL subgroup, we will be providing professional development to all teachers, regardless of specialty, to establish basic knowledge of instruction for all professionals at P.S.164. The teachers who specialize in instruction of this specific subgroup will be responsible for providing feedback to and engaging in professional discussion with their colleagues based on their experience.
- Teachers in grades K and 1 will receive two days of professional development by CITE (Center for Integrated Teacher Education) to support instruction of ELLs in their classrooms.
 - b) key personnel and other resources used to implement these strategies/activities
- Weekly grade level meetings and support/cluster meetings with an administrator
- Grade level teacher team meetings around inquiry work
- Professional development at faculty conferences, including pedagogical shifts demanded by CCLS
- Staff attendance at Instructional Leads meetings provided by CFN 409
- Bimonthly inquiry meetings attended by school instructional leads
- Assistant Principal will attend monthly study group offered by CFN 409 focused on ELL instruction
 - 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 team development of baseline assessment(s) for inquiry work
- Teacher team development and planning of read alouds and reading responses to support the development of the main idea in grades PreK-5 in order to support inquiry study.
- Teacher team development and planning of shared reading to support the development of the main idea in grades PreK-5 in order to support inquiry study.
- Review of task work at grade level and instructional core meetings
- Inquiry meetings that reflect on vertical curriculum and student performance on tasks and other curricular activities
 - d) timeline for implementation
- This inquiry work will take place the entire school year during Bi-monthly Core Inquiry Meetings, Wednesday grade inquiry meetings, faculty conferences, and during other profession settings. The inquiry study may change during cycles based on student achievement data.

Strategies to increase parental involvement

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand
- providing materials and training to help parents work with their children to improve their achievement level
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents
- provide interpretation during meetings and events as needed

Budget and resources alignment

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I _____ Title IIA x Title III X Grants x Other

If other is selected describe here:

ARRA RTTT Citywide Instructional Expectations, School Support Supplement

Service and program coordination

P.S. 164 uses several other programs to enhance the activities/strategies in the plan above including the following:

- Fresh Fruit and Vegetable Program- As part of a grant, students at P.S. 164 receive daily fresh fruits and/or vegetables.
- UPK and super-start program- P.S. 164 has three full-day PreK Programs. Two general ed classes and one 10:8:2 plus program. Our UPK program and Superstart Plus program provides opportunities for students to learn early Literacy skills and strategies that they will need for the rigorous instruction provided in Kindergarten
- Breakfast Program- Students in Kindergarten are provided breakfast in the classroom daily to ensure a healthy start to their day.
- Foundations- For Tier 1 Response for Intervention, all students in grades K & 1 receive Foundations instruction daily. Teachers have been trained and continually supported throughout the year.
- Clubs- P.S. 164 has a series of clubs offered to students in a variety of grades. We know that strengthening student involvement through extra-curricular activities will impact student performance in all academic areas. The clubs originally started to encourage integration of SWD in self contained classes with General Ed Students. Currently, all students, including SWD and ELLs, participate in clubs. Teachers at P.S. 164 volunteer their time to lead clubs such as Peace Club, Green Team, Chess Club, Dance Club, Dance Company, and Knitting Club.
- Band Program- The band program is comprised of students in grades 3-5 and meets two times per week and is led by our Music Teacher. The band performs at school concerts and other assemblies or special events.
- Penny Harvest- P.S. 164 participates yearly in Penny Harvest. Students collaboratively decide which charity to sponsor.
- COBALT- P.S. 164 is part of the Metropolitan Opera Guild’s COBALT program. Students receive several hours of in-class opera instruction by teaching artists as well as intense professional development at the MET and in school by the teaching artists. Students in Grades 3-5 have the opportunity to attend opera dress rehearsals each year. Opera-based learning is weaved through the classroom instruction on a daily basis. There is a three year commitment to this research project. We are in the second year of the project.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson Reading System- Two certified Wilson teachers provide direct instruction to students in Grades 2-5 who struggle with decoding and spelling.	small group	during school
	AIS Guided Reading- Library teacher provides guided reading instruction to Grade 4 students who are at-risk	small group	during school
	Schoolwide AIS Period- Out of classroom teachers provide Literacy support using nonfiction texts to selected students in grades 1-5 from 9:10-9:40am daily	small group/one to one	during school
	Saturday School- All students in grades 3-5 are invited to attend the 5 week program to prepare students for the State ELA Test.	regular class size	Saturday

Mathematics	<p>AIS Math- Math cluster teacher supports at-risk Math students in grades 4 & 5 by providing remediation and reinforcing problem solving strategies.</p> <p>AIS Math Test Prep- all students in grades 3-5 are invited to attend the 4 week program to prepare students for the Statewide Math Test.</p> <p>Extended Day Math Fluency- all classroom teachers support students in grades 1-5 by providing activities that develop automaticity and fluency.</p>	<p>small group</p> <p>regular size class</p> <p>small group</p>	<p>during school</p> <p>after school</p> <p>extended school hours</p>
Science	<p>Science Teacher uses FOSS kits and Harcourt Brace textbooks to prepare 4th grade students for the NYS Science Test.</p>	<p>regular class size</p>	<p>after school</p>
Social Studies	<p>Classroom Teachers use trade books and primary documents during the Literacy block to reinforce Social Studies content with struggling students</p>	<p>small group</p>	<p>during school</p>

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At Risk Counseling- Guidance Counselor provides at-risk counseling. Guidance Counselor is mandated for two days and works three days to accommodate the needs of all students.	one to one/small group	during school
	School Psychologist/Social Worker/ PreK Social Worker provide at-risk counseling on an as-need basis	one to one	during school

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

All staff at P.S. 164 are highly qualified. To encourage professional growth and retain teachers, P.S. 164 provides ongoing professional development to teachers based on personal goals, interests, needs assessment, and current instructional trends. Professional development is provided by, but not limited to, school-based administration, school-based instructional leads, literacy consultant from Literacy Support, CITE staff developer, CFN 409, and other contracted providers. Teaching assignments are determined by Principal based on instructional needs of students and with consideration of teacher preference.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Chris Groll/Neal Opromalla	District 20	Borough Brooklyn	School Number 164
School Name Caesar Rodney			

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

Principal Margaret Choy-Shan	Assistant Principal Danielle Bennett
Coach	Coach
ESL Teacher Craig Fishbane	Guidance Counselor Patricia Mulhall
Teacher/Subject Area Kate Culleton/ELA	Parent Maria Chavez
Teacher/Subject Area Elena Levin/ESL	Parent Coordinator Brenda Soto
Related Service Provider	Other Liliana Crespo/Sp. Ed. Teacher
Network Leader Neal Opromalla	Other

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

D. School Demographics

Total number of students in school	507	Total Number of ELLs	95	ELLs as share of total student population (%)	18.74%
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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. 

ELL IDENTIFICATION PROCESS

1. P.S. 164 ensures that all ELLs and potential ELLs are properly identified. This begins at registration. All parents of incoming students are given a Home Language Identification Survey (HLIS) and then given an initial interview by a licensed pedagogue. Teachers trained to administer this interview include our ESL teachers (Mr. Fishbane, Ms. Levin and Ms. Culleton) and our librarian (Ms. Jamieson). The school provides interpreters in the parent's native language to ensure that the proper information is provided about the new students. The school has onsite interpreters in Spanish (including the parent coordinator--Ms. Soto-- paraprofessionals--Ms. Toro, Ms. Berton and Ms. Haymondos--and teachers, Ms. Crespo, Ms. Guerron and Ms. Pollock), Russian (including a paraprofessional--Ms. Dunichev--and a teacher--Ms. Levin.), Chinese (a paraprofessional, Ms. Zhang) and Bengali (the paraprofessional, Ms. Salek) If an interpreter is required in another language, the school contacts the Translation and Interpretation Unit for assistance. Both the parent and the child are interviewed to ensure that the HLIS is completed accurately. Once the home language survey is completed, the ESL coordinator, Mr. Fishbane, will then use the HLIS to make a determination, following city guidelines, whether or not a child is to be tested with the LAB-R. All students who are eligible will be tested within ten days by a licensed ESL teacher. All students who are eligible for the Spanish LAB (children who did not pass the LAB-R and have Spanish as their home language) are tested within 10 days by a licensed classroom teacher who is fluent in Spanish, including Ms. Crespo, Ms. Molloy and Ms. Pollock. For transfer students, the ESL coordinator is notified by the pupil accounting secretary every time a child is newly admitted into the school. The ESL coordinator will check these children's electronic records on ATS and, if necessary, consult with the previous school to determine that child's status. Any transfer student who needs to be tested will be tested within ten days of admission. Any transfer student who is already entitled to ESL services will participate in an appropriate program. The ESL teachers meet with the administration after the initial LAB-R testing period has concluded and present a roster of eligible students. All ELLs take the NYSESLAT each year. The ESL and Testing Coordinators (Craig Fishbane and Kate Culleton) utilize the ATS NYSESLAT eligibility report to ensure that all entitled students are scheduled for this exam. They carefully check the ESL rosters to make sure that newly admitted students who do not yet have their LAB-R scanned onto ATS are also included on the testing roster. The ESL Coordinator collaborates with the administration to schedule the four sections of the test for each eligible student. Students are tested by licensed classroom and ESL teachers. Groups sizes for the testing vary according to IEP mandates. The number of teachers needed varies from year to year, depending on the number of ELLs. Teachers who regularly proctor the exam include Ms. Levin, Ms. Molloy, Ms. Pollock, Ms. Capetanakis, Ms. Krueger and Ms. Connolly. For kindergarten and first grade students, the school schedules one or two paraprofessionals to assist the classroom teacher in the testing room. Careful attendance records are maintained to make sure than all students receive all four sections of the test. Makeups are scheduled for children who are absent for a particular section. All NYSESLAT testing is conducted during the state mandated testing period. At the beginning of every school year, when the NYSESLAT results are available, the ESL coordinator meets with the school administrators to determine which children will still require ESL services and which students are now considered proficient. The administrators, the ESL teachers, and the school's data inquiry team analyze trends in the NYSESLAT scoring to help determine the best approaches for assisting our ELLs during the school year. This includes grouping based on proficiency levels and academic

services offered to our ELL population.

2. To assure compliance with city, state and federal regulations, P.S. 164 offers all parents an opportunity to learn about frestanding ESL, bilingual and dual language programs at orientation sessions. These meetings are held within 10 days of a child's initial enrollment in the school. Each meeting is conducted by a licensed pedogoue trained in the procedures of student placement. These pedagogues include the school's 3 ESL teachers and the school librarian. At the orientation, a city-designed video explains the choices that all parents have for student placement. The teachers answer parent questions and take great care not to pressure parents into any one particular choice for their children. The presentations are translated into Spanish, Bengali, Russian and other appropriate languages for the parents in attendance. The school contacts the city Interpretation Unit if we do not have an interpreter available onsite for a given language. The school schedules a parent orientation meeting every September to accommodate the parents of newly admitted students and kindergarteners. The meetings are scheduled within ten days of the first day of school. For students who are admitted later in the school year, the school schedules additional orientation meetings within ten days of the child's first attendance. Parents are notified of these meetings in writing in the language of preference indicated on the home language information survey. When a bilingual program that parents have requested becomes available, parents are notified in writing in their home language. The ESL coordinator maintains a list of all parents and students waiting for a bilingual class to open. When there are 15 parents on two continguous grades who have requested a bilingual class, the principal is notified and will begin the process of hiring a bilingual teacher and forming the new class. If there are not enough students to form a bilingual class, parents who requested one will be notified of transfer options available within the district by the ESL coordinator in writing in the parent's native language. If we do not receive a response from these parents, we do outreach by phone in the native language. If we do not have an interpreter in the school who speaks a parent's native language, we reach out to the city Translation Unit for assistance.

3. Entitlement letters are distributed to all students who are eligible for ESL/bilingual services. These letters are given out at the beginning of the year after the initial round of LAB-R testing has been completed. For students who arrive during the school year, entitlement letters are given out after LAB-R testing is implemented. The school keeps a written record indicating when the Entitlement Letters have been sent. This record is updated during the year when new ELLs arrive and receive entitlement letters. After LAB-R testing is finished in September, the ESL coordinator presents a list of the school's ELLs to the principal. These students include first-time admits who were tested with the LAB-R, transfer students who had previously taken the LAB-R and/or NYSESLAT and continuing students in the school who had previously taken the LAB-R and/or NYSESLAT. The school's 3 ESL teachers hand out the entitlement letters (translated into the appropriate languages) to all eligible students during the first day of ESL classes. Parent Survey and Program Selection forms are handed out at Parent Orientation Meetings. Most surveys are completed at the end of these meetings and are returned that day. The school is vigilant in making sure these forms are returned in a timely manner, assuring parents that their children are given the program of their choice. If necessary, teachers will meet with parents after-school or make home phone calls to ensure that these forms are returned. Decisions about student placement are always made in consultation with parents. Parents are notified in writing—in their language of preference—that if they do not return a Survey and Program Selection form, their child may be placed in a bilingual class.

4. In order to honor the choices made my parents, the school utilizes Parent Surveys and Program Selection Forms to place ELL students in either ESL or bilingual programs. During Parent Orientation workshops, our ESL teachers meet with each parent individually to discuss their child's needs. If a parent needs further opportunities for discussion, our ESL teachers and/or the principal will meet privately with parents to discuss program options. Whenever necessary, an interpreter in the native language will be provided. The ESL coordinator gathers the Program Selection forms to determine which programs will be required for the school year. If 15 or more parents of students within two contiguous grades request a biligual class in a given language, the ESL coordinator informs the principal that a biligual class needs to be formed. The principal will then begin the process of hiring a licenced bilingual teacher and form the new class. If some parents request a biligual class but there are not enough students to form one in the school, the ESL coordinator will provide a list of schools in the district that do have bilingual classes in the appropriate grade and language. All students who are not placed in a bilingual class will be served by an ESL program. All newly enrolled ELLs receive placement letters, informing parents whether their children were placed in an ESL or bilingual program. All continuing ELLs receive continued entitlement letters, informing parents that they will continue to receive ESL or bilingual services during the school year. The ESL coordinator keeps ongoing records to indicate that both placement and entitlement letters have been sent out.

5. The overwhelming trend at P.S. 164 has been a preference for ESL classes. In 2011, not one parent has requested a bilingual class. Presently, since parents have overwhelmingly prefered ESL classes, PS 164 maintains three licensed ESL teachers on its staff. If this trend changes and parents choose to have bilingual classes in the school, the principal will hire appropriately licensed educators to teach these classes.

6. Currently, in accordance with the requests of the overwhelming majority of our parents, all of our English Language Learners are participating in a frestanding ESL program. This program is taught by our three licensed ESL teachers: Mr. Fishbane, Ms. Levin and

Ms. Culleton. Students who scored at the advanced level on the NYSESLAT or LAB-R receive 180 minutes of direct ESL instruction and 180 minutes of ELA in the classroom. Students who scored at the beginning or intermediate levels receive 360 minutes of direct ESL instruction. This is consistent with the requests of our parents. Parents have overwhelmingly been requesting English as a Second Language programs for their children. This has been a long-standing trend over the years at P.S. 164.

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	15	19	6	4										44
Total	15	19	6	4	0	0	0	0	0	0	0	0	0	44

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	95	Newcomers (ELLs receiving service 0-3 years)	82
SIFE	0	ELLs receiving service 4-6 years	12
		Special Education	33
		Long-Term (completed 6 years)	1

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

ELLs by Subgroups		
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	Total
TBE										0
Dual Language										0
ESL	82	0	28	12		9	1	0	1	95
Total	82	0	28	12	0	9	1	0	1	95

Number of ELLs in a TBE program who are in alternate placement: 13

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	10	14	5	8	4								55
Chinese		3	3	1	1									8
Russian														0
Bengali	3	1	3	3	1	1								12
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	4	4	3	2	6								20
TOTAL	18	18	24	12	12	11	0	95						

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

1.A. The ESL program in P.S. 164 is taught by three licensed instructors. It features a blended model of instruction, incorporating both pull-out and push-in service. A recent survey conducted by our Childrens First Network has indicated that there is no correlation between a particular program model and results on the NYSESLAT. Therefore, we tailor our program to best meet our students' needs. When children are best served by small-group instruction out of the classroom, our ESL teachers pull them out. When students are best-served by being given additional support in the classroom, our ESL teachers push in. Presently, there are seven push-in ESL groups, servicing grades k, 1 and a 2/3 bridge with special education students. There are eight pull-out groups, servicing grades k through 5.

B. Our pull-outs are homogenous so that instruction can be tailored to meet each child's individual needs. Our push-ins are more heterogeneous, with the ESL teacher using a variety of approaches to help different students success in their classroom environment. We feature an ungraded homogenous pull-out group for our beginning students in grades 3-5, providing these students with the strong support they will need to acquire English Language skills.

2. The school utilizes its three licensed ESL instructors to ensure that all students are provided with the appropriate amount of service. Advanced students receive 180 minutes of explicit ESL instruction each week with a licensed ESL provider. They receive an additional 180 of ELA instruction from their classroom teachers. Beginning and intermediate students receive 360 minutes of explicit ESL instruction each week with a licensed ESL provider. The principal and the ESL coordinator meet in September to make certain that all ELLs are scheduled for the appropriate amount of service.

3. P.S. 164 has a variety of targeting intervention programs to meet in the needs of ELLs, both in ELA and in the content areas. Our school maintains an intense focus on content-area ESL lessons. Our ESL teachers incorporate Social Studies and Science themes into their study units, combining language learning with content-area instruction. Our Science and Social Studies cluster teachers will use ESL techniques and hands-on learning to better introduce new concepts to English Language learners. Our Math cluster provides small-group support to ELLs to enhance the acquisition of math vocabulary and concepts. Classroom teachers provide content-area instruction with the awareness that, for ESL students, two lessons are being learned at once: a set of new concepts and a set of new words and phrases to describe the concepts. ESL students will get opportunities to practice the new vocabulary of these academic subjects. In addition to their regularly scheduled ESL classes, ELLs receive small-group instruction during a daily AIS block. During this 30-minute block, which takes place during the regular school day, students will receive small-group or one-on-one instruction in areas of their greatest need. For beginning students, this may involve additional vocabulary practice or learning English phonics and decoding. For intermediate or advanced students, this may involve reinforcing content-area learning in Science, Social Studies or Math, especially the specialized vocabulary and grammar of these content areas. During the 50-minute extended day (on Mondays and Tuesdays), ELLs also receive small-group instruction that targets Literacy and Math skills. Content-area Social Studies and Science instruction are provided during the ESL period by ESL teachers. The school's social studies and science teachers provide additional support, scaffolding instruction with vocabulary

A. Programming and Scheduling Information

lessons and hands-on activities.

4. In order to ensure that all ELLs are appropriately evaluated in their native language, our school's testing coordinator meets with the ESL coordinator in November to determine which children would benefit from standardized testing in the native language. Both coordinators will meet with students in grades 3-5 to jointly decide if these children would benefit from a translated test and/or testing with an interpreter. Factors determining this decision include: the child's proficiency in native language literacy, years of schooling in the native country and the child's knowledge of content-area terms in the native language. If it is determined that a child will benefit from a translated test, the classroom teacher will be provided with the materials (glossary, native language texts) that will help the child prepare for this testing. All Spanish-speaking ELLs are given the Spanish LAB within ten days of their entry to the school system. The ESL coordinator determines which children require this test and a Spanish-fluent pedagogue (including teachers Ms. Pollock, Ms. Guerron and Ms. Crespo) will administer the examination.

5. a. In P.S. 164, we have had only one student identified as SIFE in recent years. Nonetheless, since SIFE students are children in dire need, we are well prepared to meet the needs of these students, if they arrive in our school. First, of course, these children will receive 360 minutes of weekly ESL services. Second, they will receive daily Academic Intervention Services in both reading and math (if necessary). Third, SIFE students will participate in our extended day program, which provides 50 minutes of additional academic instruction in a small-group environment two days a week. If necessary, our SETSS teacher will provide at-risk literacy services, utilizing the Wilson program. In addition, these students will be invited to all after school programs and other extra curricular activities. The administration will focus on these students during one to one conversations with teachers and offer instructional strategies to meet the needs of these specific children. The teacher will be offered additional support by the literacy coach and/or the ESL Coordinator. This support may include: suggested texts for literacy or the content areas, strategies for vocabulary enhancement and coaching sessions.

b. The newcomers to P.S. 164 receive the services they require to meet their academic needs. Students who score at the beginning and intermediate levels of the LAB-R receive 360 minutes of weekly ESL instruction, in addition to 180 minutes of weekly English Languages Arts instruction. Students who score at the advanced level receive 180 minutes of weekly ESL instruction, in addition to 180 minutes of weekly ELA instruction. The daily schedule of P.S. 164 includes a 30-minute Academic Intervention Service period, where small-group instruction is provided for children with special academic needs. This period further enables our newcomers to build their vocabulary and develop the letter-recognition and phonics skills necessary for English-language decoding and comprehension. Our literacy consultant provides additional small-group interventions. P.S. 164 also has an extended day program, providing 50 minutes of additional instruction on Monday and Tuesday each week. All newly arrived ELLs will be invited to participate in this program, where they will be given additional opportunities to develop both their English skills and their skills in other academic areas. Our staff is focused on meeting the emotional needs of newly arrived students as well. We strive to create a multicultural community where all students feel welcome and ready to learn. For children who show signs of difficulty in adapting to a new culture, our guidance counselor and School Assessment Team offer counseling sessions and other appropriate interventions. We make every effort to involve the parents of newly arrived ELLs in the school community. Our parent orientation sessions provide parents with detailed information on citywide ESL and bilingual programs. We translate all key notices into the home language and make translators available for parent-teacher conferences. Our Parent Coordinator is always available to assist parents of newly arrived ELLs, offering information and advice on matters pertaining to both the school community and the broader community outside.

Our instructional plan for newcomers is designed to help these children meet the state ELA standards, as measured by the state test. In order to rapidly build a rich background in English literacy, we offer the kind of structured, explicit vocabulary instruction demonstrated in the book "Bringing Words to Life" (Beck, McKeown and Kukan). Newcomers are explicitly taught higher order thinking skills—summarization, sequencing, character analysis and finding the main idea—in a manner that is appropriate to their proficiency level.

c. Our students who require service from 4 to 6 years are children who require additional help in reading and writing. Our NYSESLAT scores indicate that these children are quite proficient in listening and speaking, but have difficulty with reading comprehension and essay writing. Therefore, our ESL instruction targets these areas. A key aspect of instruction is vocabulary acquisition. We offer the kind of structured, explicit vocabulary instruction demonstrated in the book "Bringing Words to Life" (Beck, McKeown and Kukan). In addition, we focus on reading skills such as summarization, sequencing, character analysis and finding the main idea—high order thinking skills that will enable these children to use the English language as a tool for thinking and deep understanding. Writing instruction encourages students to demonstrate rich, ordered, complex thinking—progressing from sentences to paragraphs to essays. During the school's Academic Intervention Service (AIS) period, students receive small-group instruction to help them build reading-comprehension skills. If necessary, our literacy and math coaches provide additional small-group interventions. During the 50-minute extended day periods on Monday and Tuesday, an ESL teacher will be pushing into a fifth-grade classroom, collaborating with the classroom teacher to develop more effective approach to teaching guided reading to advanced and intermediate ELLs. The school will build on the results of this action

A. Programming and Scheduling Information

research to improve instruction for ELLs across the school. Many experts and officials have conceded that one of the most challenging leaps in English Language Learning is for intermediate and advanced students in upper grade classrooms to succeed in grade-level literacy lessons. P.S. 164 hopes to be in the forefront of schools attempting to bridge this gap.

d. Our long-term ELLs have generally fallen into two groups: students who need to improve their reading skills and children who have special needs. For the first group, our focus is to improve reading skills, both during mandated ESL periods and in the classroom. We offer push-in ESL services, when possible, to enable students to receive instructional support during classroom literacy activities. Our long-term ELLs receive instruction that focuses on building higher-order reading skills. During the school's Academic Intervention Service (AIS) period, these students receive small-group instruction to help them build reading-comprehension skills. P.S. 164 also has an extended day program, offering 50 minutes of additional instruction on Monday and Tuesday each week. All long-term ELLs will be required to participate in this program, where they will be given additional opportunities to develop their English literacy skills.

6. For students with special needs, our school follows the mandates of each child's IEP. Our ELL-SWDs come with a great variety of needs and we modify our instruction accordingly. To meet the language needs of these children, ESL services are provided according to state mandates (360 minutes for beginning and intermediate students; 180 minutes for advanced students). In the classroom, vocabulary-rich scaffolded instruction is designed to both enrich language learning and enhance understanding in the content areas. Materials include Spector Phonics and Foundations for lower-grade students and Sundance Comprehension Strategy Kits for the upper grades. Our ELL-SWDs build phonics skills on the Starfall website and build comprehension skills on the Raz Kids website.

7. Our school has a flexible approach to meeting the needs of our ELL-SWDs. In a third-grade self-contained class, an ESL teacher pushes-in and collaborates with the classroom teacher to modify the curriculum to provide language-rich enhancement for math lessons. In the upper grades, special education students are pulled out to be mainstreamed with other ELLs who are at the same proficiency level. These children are provided with scaffolded writing instruction to enable them to match their mainstream peers in clear, organized writing. One fifth-grade student with severe language delays has been placed in an ESL group that is focusing on oral language skills. During the school's AIS period, ELL-SWDs receive small-group instruction to help them build reading-comprehension skills. P.S. 164 also has an extended day program, offering 50 minutes of additional instruction in math and literacy on Monday and Tuesday each week.

Courses Taught in Languages Other than English ⓘ

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

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

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

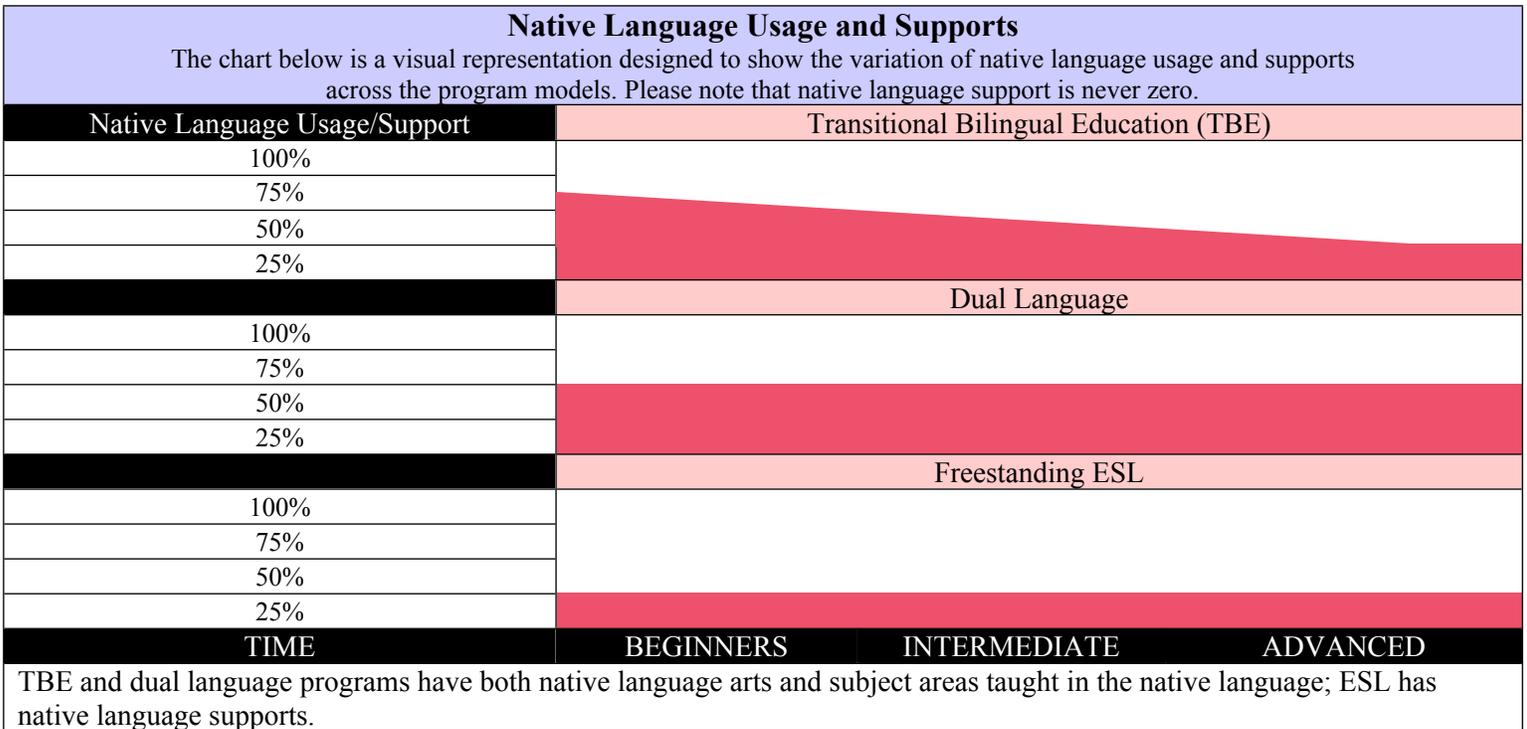
Class/Content Area	Language(s) of Instruction

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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?

8. P.S. 164 has a variety of targeting intervention programs to meet in the needs of ELLs, both in ELA and in the content areas. Our school maintains an intense focus on content-area ESL lessons. Our ESL teachers incorporate Social Studies and Science themes into their study units, combining language learning with content-area instruction. Our Science and Social studies cluster teachers will use ESL techniques and hands-on learning to better introduce new concepts to English Language learners. Our Math cluster provides small-group support to ELLs to enhance the acquisition of math vocabulary and concepts. Classroom teachers provide content-area instruction with the awareness that, for ESL students, two lessons are being learned at once: a set of new concepts and a set of new words and phrases to describe the concepts. ESL students will get opportunities to practice the new vocabulary of these academic subjects.

In addition to their regularly scheduled ESL classes, ELLs receive small-group instruction during a daily AIS block. During this 30-minute block, which takes place during the regular school day, students will receive small-group or one-on-one instruction in areas of their greatest need. For beginning students, this may involve additional vocabulary practice or learning English phonics and decoding. For intermediate or advanced students, this may involve reinforcing content-area learning in science, social studies or math, especially the specialized vocabulary and grammar of these content areas.

During the 50-minute extended day (on Mondays and Tuesdays), ELLs also receive small-group instruction that targets literacy and math skills. Content-area social studies and science instruction are provided during the ESL period by ESL teachers. The school's social studies and science teachers provide additional support, scaffolding instruction with vocabulary lessons and hands-on activities.

9. For students who require continuing transitional support (2 years) after reaching proficiency on the NYSESLAT, the LAP team monitors their progress to determine how to best meet each child's needs. During the 30-minute AIS block, these children receive focused literacy instruction. During the 50-minute extended day (on Mondays and Tuesdays), these students receive targeted instruction in literacy and math. Recently proficient students receive extended time during all standardized tests (as required by the city). If any of these children require additional support services, possible interventions include: small group learning during the AIS period, reading recovery, scaffolding long texts, vocabulary instruction, guidance, short-term return sessions in an ESL class.

10. For the 2011/2012 school year, P.S. 164 will be trying a new push-in model to enhance learning. An ESL teacher will be pushing-in to a fifth-grade classroom to develop--in collaboration with the classroom teacher--new approaches for literacy learning for intermediate and advanced ELLs. Beyond the immediate goal of helping the students in that classroom succeed, the school is developing a model of instruction that can be utilized in all classrooms. Our school has found that the greatest challenge in instructing English Language Learners is helping upper-grade ELLs to succeed in classroom literacy activities. Through vocabulary instruction, scaffolding and targeted skills-based instruction, we believe we are taking important steps toward a kind of enhanced focused instruction that enables these children to make more rapid progress. Additionally, our SETSS teacher will be providing Wilson instruction to a small group of ELLs who have had difficulty utilizing phonics and sight-words for their reading comprehension.

11. There will be no discontinued programs in 2011.

12. ELLs in P.S. 164 receive equal access to all school programs. Our after-school test preparation classes (Social Studies, Science, Math, ELA and the Arts) are open to all children on the appropriate grades. All children make regularly scheduled visits to our Robin Hood library and our computer lab. The library offers a variety of bilingual books, in languages such as Spanish, Bengali, Arabic, Chinese and Russian. We offer NYSESLAT preparation classes for our ELLs in the winter. Last year, through funding by a grant, we offered an after-school library program for ELLs and their parents. If funding allows, we would like to continue this program. All of our required and supplemental services correspond to our ELL's age and grade levels. Our district offers a summer-school class for beginner ESL students, providing them with additional support before the next school year begins.

13. There are a wide variety of instructional materials that support the learning of our ELLs. Our ESL classroom has a large collection of leveled books designed to support literacy at each grade level, as well as content-area instruction in science and social studies. We utilize the Rigby Newcomer Kit to provide high-interest, grade-appropriate reading for beginning students. We also utilize Rigby's collection of leveled ESL books for all students in grades K-5. Classroom teachers utilize Scott Foresman's Accelerated ESL texts. These texts provide vocabulary rich, content-area learning specifically tailored to meet the needs of ELLs for each grade from one through five. NYSESLAT preparations are enhanced by grade-level sets of test-prep books by Attanacio and Continental Press. Our ESL teachers have also compiled a library of trade books specifically chosen to enhance learning in a variety of vocabulary areas (including the city, the zoo, farm animals, etc.) The school's Robin Hood library has a bilingual section with books in a variety of languages, including Spanish, Russian, Chinese, Vietnamese and Bengali. Students have access to bilingual glossaries and dictionaries, which they may borrow for the entire year. ESL students have full access to the school's computer lab and most classrooms, including the ESL room, have a Promethean Board. This piece of technology has proven a vital tool for language learning--enabling interactive lessons featuring video, music and text. There are three key websites we utilize for language learning: Lexia and Starfall for phonics, and Raz Kids for reading comprehension.
14. In 2009, the school was awarded a grant, allowing us to hire Spanish, Russian and Bengali paraprofessionals to assist our beginning students in content-area learning. This program was a great success: our child showed great confidence and rapid educational growth. We are hoping to receive funds later in the year to continue this content-area native language program. Although no students are presently scheduled to receive support from a bilingual paraprofessional, we will arrange for interventions when necessary.
15. All required services, support and resources correspond to ELLs' ages and grade levels.
16. Our school district offers ESL classes during summer school to support newly arrived ELLs before the start of a given school year.
17. There are no language electives offered to any students in PS 164.

C. Schools with Dual Language Programs

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

n/a

D. Professional Development and Support for School Staff

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

1. We believe that rigorous, content-based ESL and ELA instruction, with an emphasis on higher-order thinking skills, is the key to improved student performance across the curriculum. All teachers in the school are seen as stakeholders in the process of helping our ELLs acquire English Language skills. The school offers regular staff development for classroom teachers, ESL teachers, administration, paraprofessionals, guidance counselors, special education teachers, the school psychologist, occupational/physical therapists, speech therapists, secretaries and parent coordinators. This staff development enables all members of the school faculty to better meet the needs of our ELLs. Professional development is provided by both our in-house ESL specialists and outside sources.

In recent years, our ESL teachers participated in professional development workshops organized by Catherine Brown. These workshops focuses on developing higher-order thinking skills for beginning and intermediate language learners. We have also attended city-wide workshops on vocabulary acquisition. For this year, we will continue to participate in workshops organized by our Children's First Network 409 and the Office of English Language Learners. The focus will be on assisting advanced students to develop the skills they need to reach proficiency on the NYSESLAT. Our in-house schedule of staff development for ESL teachers, administration and all other personnel who work with ELLs includes:

November 7--Utilizing Technology to Support ELL Learning in the Classroom

November 8--Opera-Based Learning to Increase All Student Achievement and Support ELL Learning in the Classroom

Attendance will be taken at these sessions. The attendance records will be kept on file in the main office.

2. Our Parent Coordinator meets with fifth-grade teachers to inform them of all procedures for children applying to Junior High School. The Parent Coordinator arranges for all key documents to be translated into appropriate languages—utilizing both our in-house translators and the city's Office of Translation and Interpretation. Parents are invited to attend a meeting with the Parent Coordinator regarding the transition to Junior High School. Interpreters will be provided for these meetings. There is ongoing professional development at weekly grade meetings with fifth grade teachers to assist teachers in meeting the needs of their ELLs who will be promoted to Junior High School. The guidance counselor will receive professional development from the Office of English Language Learners regarding the transition process. The guidance counselor then meets with fifth-grade teachers in the spring to turnkey with the staff and discuss any concerns about ELLs who will be promoted. If further support is needed, we reach out to our CFN-409 network.

3. All staff members will receive more than the mandated 7.5 hours of ELL training. The schedule is as follows:

November 7--Utilizing Technology to Support ELL Learning in the Classroom (1 hour)

November 8--Opera-Based Learning to Increase All Student Achievement and Support ELL Learning in the Classroom (all day--6 hours)

January 9--Skills for Succeeding on the NYSESLAT (1 hour)

March 14--Developing Academic Language (1 hour)

Attendance will be taken at these sessions. The attendance records will be kept on file in the main office.

E. Parental Involvement

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

1. Parents are an integral part of the community at P.S. 164. During monthly Parent Association meetings, parents are invited to discuss their needs and concerns. Interpreters are provided in a variety of languages, including Spanish (Ms. Soto), Russian (Ms. Dunichev) and Bengali (Ms. Salek). Our Parent Coordinator organizes a series of classes and workshops for our parents, including an adult ESL workshop that meets twice a week in the Family Room. The Parent Coordinator is also present at our ELL Parent Orientation Workshops to help address any needs or concerns. Parents are invited to use our newly remodeled Robin Hood library. When memoranda are sent home from the school, we utilize our in-house interpreters, and the city Interpretation Unit when necessary. We also offer translation and interpretation services in the school when parents need assistance in completing paperwork, such as home contact cards.

2. P.S. 164 does not partner with any other agencies or CBOs to provide workshops or services for ELL parents

3. Each spring, a survey is provided by the Department of Education for parents to express their needs and concerns. Our school utilizes the results of this survey, along with ideas presented by the Parent Association, the Parent Coordinator and individual families to better meet the needs of our parents. For instance, two years ago, the school began a monthly newsletter to keep our parents informed about our instructional curriculum. Our ESL teachers participate in this newsletter. This newsletter is translated into Spanish, Bengali, Chinese and Russian.

4. Last year, parents of ESL students were invited to come with their children to attend weekly literacy workshops in the library. We hope to continue this program, if funding allows it. Additional workshops in the family room are designed to inform parents of how they can help their children meet the State Standards and reach proficiency on state exams. The Parent Coordinator is always available to assist parents with issues involving job training, technology, building literacy skills and citizenship status. Interpreters are available to assist parents at these workshops. Our Parent Coordinator, Brenda Soto, speaks fluent Spanish. Our paraprofessionals assist parents who need interpretation in Chinese (Ms. Zhang), Bengali (Ms. Salek) or Russian (Ms. Dunichev). Notifications about these meetings and workshops are translated into the home language. If we do not have a fluent translator available for a given language, we enlist the services of the city Translation Unit.

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)	12	10	8	3	3	0								36
Intermediate(I)	0	3	4	4	1	3								15
Advanced (A)	6	5	11	4	7	6								39
Total	18	18	23	11	11	9	0	0	0	0	0	0	0	90

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	7	9	0	1	0	0							
	I	12	8	1	1	1	0							
	A	7	6	9	3	5	3							
	P	10	9	10	9	8	4							
READING/ WRITING	B	18	12	6	2	0	0							
	I	6	4	7	1	4	2							
	A	7	11	5	7	7	2							
	P	5	5	2	4	3	3							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	7	2		13
4	3	7	2		12
5	3	4	1		8
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		9		3		1		15
4	1		5		5		3		14
5	2		3		2		1		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
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. P.S. 164 uses a variety of assessment tools to assess the early literacy skills of our ELLs. These tools include Fontas and Pinnell and the School Development Profile. The data from these tests reveal that our newly arrived ELLs need support in phonics, vocabulary acquisition and decoding as well as high-order thinking skills. By utilizing this data, we are prepared to meet the needs of these students, providing support during the AIS period, ESL classes and the extended-day sessions. As our students become more proficient in English, the data indicates that more support is required in vocabulary acquisition and higher-order thinking skills.

2. Regarding the NYSESLAT and the LAB-R, our LAP committee analyzes the testing data to identify patterns and trends. The most significant occurrence last year was the sharp increase in the number of children passing the NYSESLAT in kindergarten. Traditionally, the kindergarten test has been the most difficult one for our students. There have been many years where no more than one student passed it. Last year, eight students passed the NYSESLAT in grade K. This improvement can again be traced to improved instruction: we discovered that the kinds of questions asked on the reading portion of the test were not typically part of the lower-grade curriculum, so students were given more direct instruction in answering comprehension questions about reading passages. Another encouraging trend is the progress being made by students in the upper grades. Only six of our students in grades 3-5 scored as beginners, as opposed to 30 in grades k-2. This is a strong indication of academic progress. Additionally, only 15 students in the entire school have scored at the intermediate level. This means our students tend to make dramatic jumps in proficiency, from beginning to advanced. Our vocabulary-rich instruction has provided them with a base to rise quickly past the beginner level.

3. Instructional decisions regarding our ELLs are driven by the data. Patterns across the NYSESLAT modalities are key elements in that decision-making. It is clear from the data that our advanced students need further instruction in Reading and Writing. These students will participate in ESL classes that focus on building higher-order reading comprehension skills and developing the skills necessary to write clear concise essays. Our beginning students will also receive instruction to build their literacy skills, but they will also receive intensive instruction to build their oral language skills, since the data indicates that they need further assistance in this area of language acquisition.

4a. In terms of the state tests in English and Math, some of our ELLs clearly are struggling to meet the standards. This is partly a reflection of the current ELL population in the school. In 2011/2011, we had 20 advanced students. Most of our ESL students were beginners or at the intermediate level. These children struggled on the state tests. Only five of the 33 ELLs who took the ELA met the standards in grades 3-5. Fifteen of the 34 ELLs who took the state math test met the standards in grades 3-5. The ELA results were consistent across the grades: two children met the ELA standards in grade 3, two met the standards in grade 4 and one met the standards in grade 5. The Math results indicated that 8 students met the standards in grade 4--twice as many as in grades 3 or 5. Grade four had a large concentration of children who scored at the advanced or proficient levels on the NYSESLAT, which probably accounts for this discrepancy. We are aware that these struggles on the state test are part of the learning and language-acquisition process for ELLs and will continue to support students in ways that are best for them. In fact, 15 of the 20 former ELLs who had passed the NYSESLAT within the past two years, achieved a level 3 on the ELA in 2010/2011. We have tailored our instructional program to meet the needs of ELLs so they can meet the State Common Core Standards in order to be college and career ready. As the NYSESLAT testing data indicates, our beginning students need to build listening and speaking skills as a gateway to developing Reading and Writing skills. Intermediate students require at higher concentration on their reading and writing skills, while continuing to provide instruction in oral language skills. Advanced students largely need to concentrate on developing their reading and writing skills. In order to achieve this improvement in language skills, our ESL teachers have begun to apply the latest professional research to their teaching, including more rigorous and explicit vocabulary and language instruction, aligned with the Common Core Standards. P.S. 164 has intensified instruction in the high-order language skills students need to succeed. Classroom activities are patterned after the reading and writing questions on the exam, blending test preparation

seamlessly into the learning environment. There is an intense focus on the writing process, helping students to use the English Language as a means of expressing and exploring their inner worlds—and as a means of communicating clearly with others. Content-area ESL instruction enables our students to develop thinking skills in academic subject areas while acquiring the English Language. AIS targets our students who are most at-risk of not making adequate academic progress, focusing on phonics and writing skills.

Our in-house evaluations (along with the latest research) indicate that the greatest problem for our ELLs in the content area is academic language. Our students--while still trying to learn a new language--must also utilize that language to comprehend a challenging curriculum. To help ease and accelerate this process, our classroom teachers have received staff development from our ESL instructors on the methods of scaffolding instruction and providing direct vocabulary instruction to enable our English Language Learners to meaningfully participate in classroom lessons. Content-area Social Studies and Science lessons are provided in the ESL classroom. Our Math cluster will be providing targeted instruction to help ELLs acquire math vocabulary and grasp mathematical language.

b. Teachers utilize the results of the ELL Periodic Assessments to modify their instruction to meet their student's needs. If the Periodic Assessments indicate that a child needs help in a particular area, the child receives specific classroom interventions and modifications.

c. P.S. 164 has found that the ELL Periodic Assessments reveal that our advanced ELLs require additional support in reading comprehension and writing and that our beginners need more assistance in oral language.

5. N/a

6. We evaluate the success of our ESL and ELL programs through standardized testing, portfolio assessment and teacher observations. The key test for our ELLs is the NYSESLAT. We are very pleased with our success in helping students reach proficiency on this exam. In 2009, only 18 children had passed the test. In 2010, that number doubled to 36. In 2011, despite the fact that 86 of our 106 ELLs were now beginners or intermediate students, another 20 children passed. In order to achieve this success, we modified the curriculum to focus on skills that would allow our most advanced students to pass the NYSESLAT and we incorporated more technology into the classroom. The results indicate that these modifications were highly effective.

But the school is well-aware of other challenges to be monitored. Not only do we have 39 advanced students who are now striving for proficiency, but we have 51 children who are at the beginning and intermediate levels of achievement. We monitor their progress to make sure they are advancing at least one proficiency level a year. The majority of our ELLs are now at the beginning and intermediate levels. Their progress may not be accurately measured on many of the city and state tests, which often require a high level of linguistic expertise. These students will be carefully monitored through teacher observation and portfolio assessment. Portfolio assessments allows us to quantify the details of student growth---improvements in spelling, grammar, comprehension, paragraph writing, use of logic—that may not show up in standardized measurements. Teacher observations are essential for evaluating both use of social language and the application of language to classroom tasks. A child who effectively communicates with his/her classmates is moving towards from developing academic language skills. A child who reads and writes well but is silent with his/her neighbors may need interventions to help build confidence in speaking and listening.

Our LAP committee will continue to utilize a blend of formal assessments, portfolio assessments and teacher observations to form of full picture of each child and better understand our accomplishments. We will continue to utilize this data to modify our programs for future success.

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.

Part VI: LAP Assurances

School Name: <u>Caesar Rodney</u>		School DBN: <u>20K164</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Margaret Choy-Shan	Principal		10/24/11
Danielle Bennett	Assistant Principal		10/24/11
Brenda Soto	Parent Coordinator		10/24/11
Craig Fishbane	ESL Teacher		10/24/11
Maria Chavez	Parent		10/24/11
Elena Levin	Teacher/Subject Area		10/24/11
Kate Culleton	Teacher/Subject Area		10/24/11
	Coach		10/24/11
	Coach		10/24/11
Patricia Mulhall	Guidance Counselor		10/24/11
Neal Opromalla	Network Leader		10/24/11
Liliana Crespo	Other <u>Teacher</u>		10/24/11
	Other		10/24/11
	Other		10/24/11
	Other		10/24/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20k164 **School Name:** PS 164

Cluster: 4 **Network:** 409

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.

To make certain that our information regarding interpretation and translation needs are up-to-date, questionnaires are sent out to all parents/guardians in the school each fall. These questionnaires ask parents/guardians to indicate which languages are spoken at home and which languages are preferred for all written communication from the school. In addition, the Emergency Contact Card and Part III of the Home Language Identification Survey ask the parents/guardians for this information as well. The results of these questionnaires are tabulated so the school has a record of all languages necessary for translation, both in written and oral form. Each teacher is given a breakdown of the home languages of his/her class. The principal and the pupil accounting secretary will maintain master copies of the school-wide home language breakdown. The school sends out the questionnaires to the parents/guardians of English-proficient students as well as ELLs, since an English-proficient child may still have parents/guardians who are not proficient in the English language.

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

The primary languages spoken at home in P.S. 164 are: Spanish, Bengali, Uzbeki and Russian. There are also speakers of Chinese, Polish, Vietnamese, Punjabi, Portuguese, Hindi, and Arabic. Each teacher is given a breakdown of the home languages of his/her class. The principal and the pupil accounting secretary maintain master copies of the school-wide home language breakdown. These findings indicate which languages the school will need interpreters for during parent-teacher conferences and other parent-involvement activities at the school. In addition, these findings indicate which languages are required for written translations to facilitate communications between the home and the school. These findings were communicated through the Learning Environment Survey and the School's Progress Report. They are also discussed at the Parent Association Meetings and School Leadership Team Meetings at the beginning of the school year.

Part B: Strategies and Activities

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

The school will provide written translations for all major communications between the school and the home. We use the services of both in-house translators and the Translation and Interpretation Unit provided by the Department of Education. Our teachers and paraprofessionals provide translations in Russian, Spanish, Chinese and Bengali. Our Parent Coordinator also asks for qualified parent volunteers to provide translation services. Translations are done a few weeks in advance (whenever possible) so that all parents will receive written communication in their preferred language.

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.

The school provides oral interpreters to facilitate face-to-face communications between parents/guardians and the school community. There is a language card used by the staff in the main office to determine the oral language needs of the parents/guardians. The parent/guardian can point to the language of choice in order to receive interpretation services. Our teachers and paraprofessionals provide interpretation services in Spanish, Russian, Chinese and Bengali. For other languages, we contact the Translation and Interpretation unit for assistance. Our Parent Coordinator also asks for qualified parent volunteers to provide interpretation services.

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>.

The Parent Coordinator distributes a copy of the Parent's Bill of Rights and Responsibilities to all parents who are speakers of covered languages at the beginning of each school year (or within ten days of a child's registration in our school if that child registers after the beginning of the school year). Signs are posted in the main office in the covered languages to indicate available translation and interpretation services. In the main lobby, a large welcome sign invites the parents/guardians to communicate with the Parent Coordinator and/or District Family Advocate. The sign is translated in several languages to ensure that no parent/guardian is denied access to the administration. In the event that a parent/guardian needs to communicate in a language where no interpreter/translator is available, the school contacts the Translation and Interpretation Unit for assistance. Whenever ten percent of our students have a home language that is not covered, we will arrange for translations of the Parent's Bill of Rights and Responsibilities and other vital communications by the Translation and Interpretation Unit.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Caesar Rodney	DBN: 20k164
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III After School Program will consist of two programs. The first program will serve our newcomers in grades 2-5. There will be two classes. The focus will be on vocabulary development and school pragmatics. The students will meet once a week for 10 weeks at 1.5 hour sessions. The second program will consist of two classes and will serve Intermediate and Advanced ELLs in grades 2 through 5. The focus will be on strengthening students' speaking, listening, reading, and writing to prepare for the NYSESLAT. To create an engaging program, we will use Readers' Theatre as a vehicle to meeting this goal as well as more traditional test prep materials. The classes will meet once a week for ten weeks at 1.5 hour sessions. We have attained guided reading books and Readers' Theatre Kits to be used during the program. To support the ESL students in our school, we will purchase ipads to be housed in the library. During Literacy, students can use the internet and other software programs to support language acquisition through multimedia exposure to digital content.

Part C: Professional Development

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

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

Begin description here: The Assistant Principal will be attending professional development offered by our network titled Understanding the Needs of ELL's. This information will be disseminated to the teachers during weekly grade meetings. We have hired a Literacy Consultant, Maureen Morriss, for 2 days to work with all staff members in meeting the needs of our ELLs. She will work with our new teachers and struggling teachers to support their teaching needs and focus on the ELLs in their respective classrooms. In addition, the Literacy Consultant will hold meeting with paraprofessionals, cluster, and support staff. The meetings will help staff members understand the particular needs of non-native speakers whether they are labeled ELLs or not. Lastly, Ms. Morriss will meet with the teachers who will provide direct instruction for the Title III after school programs and prepare them with curricula support.

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: To engage the parents of P.S. 164, we will offer a Parent Literacy Program. This program will run for six sessions once a week at 1 hours per session. The librarian and the Reading teacher will engage students and their families in Literacy activities. The purpose is to teach families how to help their children Read and Write regardless of their native language. Due to our high population of Spanish speakers, our bilingual Spanish Parent coordinator will participate as a translator and liaison to the parents. If there is a need for translation in other languages, the school will reach out for translators. We will send the translated invitations via backpack and promote the program during Parent Association Meetings and School Leadership Meetings. We will also post signs at egresses throughout the building and the computer teacher will post the invitation on the school's website.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$

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