



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE ARTHUR R. ASHE JR. SCHOOL

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

PRINCIPAL: JILL HODER EMAIL: JHODER@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jill Hoder	*Principal or Designee	
Kathy Beaulieu	*UFT Chapter Leader or Designee	
Karen Dix	*PA/PTA President or Designated Co-President	
Janice Egan	Member/Staff/SLT Chairperson/AP	
Sonia Muriel	Member/Staff, Teacher, SS	
Rodney Goldstein	Member/Teacher, Gr. 5	
Theresa Bennett	Member/Teacher, Gr. 4	
Joanne Franco	Member/Parent	
Katherine Arita	Member/Parent	
Krystal Jemison	Member/Parent	
Navjot Ghuman	Member/Parent	
Somattie Mahabir	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

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

ELA: By June of 2013, 65% of students on Grades 3-5 will meet or exceed grade level standards in Reading, as measured by performance gains on the New York State reading exam, compared to 63.8% in June of 2012. This will be supported by instruction in non-fiction for 50% of the time, as well as a schoolwide emphasis on strengthening understanding of figurative language.

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.

P.S. I61 Progress Report Comparison, 2011-2012 to 2010-2011

Category	Score		Change in Points	Grade	
	2011-2012	2010-2011		2011-2012	2010-2011
Student Progress (out of 60)	31.5	31.1	+ .4	B	B
Student Performance (out of 25)	17.3	11.3	+ 6.0	A	B
School Environment (out of 15)	8.3	10.6	- 2.3	B	A
Closing the Achievement Gap (16 max.)	2.1	7.0	- 4.9		
Overall Score (out of 100)	59.2 <i>(64.7 needed for "A")</i>	60.0 <i>(56.7 needed for "A")</i>	.80/100	B	A

This year was the first year since the inception of the NYC DOE Progress Report that we did not make the overall grade of "A". This

year our school received a grade of “B”. Our overall score went down to a 59.2 out of 100, whereas last year our score was 60 out of 100. This made for a .8 difference between the school years. The parameters for receiving an “A” have changed: *While it took a total overall score of 56.7 or higher to achieve and A in 2010-2011, it now takes a 64.7 overall score.* While our school went up percentage-wise in total Performance – from 59.7 in 2010 to 62.4 in 2011, for a gain of 3.7% -- we lost percentage points in Progress in the area of Literacy in our lowest 1/3. Receiving the Early Grade Progress, however, we had a net gain in points for Progress of 1.54. In comparison to our Peer Schools, and all City Schools, we did 1.54 better out of 60 possible points for Progress. We did 2.27 points better than last year compared to peers and the city, out of 25 total points for Performance. Now, while we had a net gain in total points earned in both Performance and Progress, (3.81 out of 85 possible points) we lost points in both the area of School Environment, and “Closing the Achievement Gap”. So while we received a net gain of points in both Reading and Math, in Progress and Performance, our report card grade went down.

P.S. I61 Progress Report Comparison, ELA 2011-2012 to 2010-2011

ELA Progress Comparison						ELA Performance Comparison					
2011-2012 ELA	Points Earned	2010-2010	Points Earned	% Change	Points Change (Comp. Peer and City)	2011-2012	Points Earned	2010-2011	Points Earned	% Change	Points Change (Comp. Peer and City)
MAGP*: 63.0	4.38/10	69.0	6.56/15	-6.0	-1.18/10	% 3 or 4: 62.4 62.4	3.81	59.7	2.58	+3.7%	1.23/6.25
MAGP, 72.0 Lowest 1/3:	5.83/10	77.5	8.90/15	-5.5%	-3.07/10	Avg. St. 3.09 Prof.:	3.88	2.98	2.05		1.04/6.25
EGP** 2.50	5.79/10	N/A	-	N/A	+5.79/10						
Total Points	16.00/30		15.46/30				7.69/12.50		4.63/12.50		
Total Points change from last year					+1.54/30						+2.27/12.50

*Median Adjusted Growth Percentile ** Early Grade Progress

As we can see from the chart above, the total number of points earned this year in both progress and performance in ELA was 16.00 plus 7.69 for a total of **23.69 out of a possible 42.50** for ELA. When compared to the Peer group and the City, there was a net gain of 2.27 points, factoring in the Early Grade Progress measure, which did not exist last year. So while our progress went down this year, we earned enough points in Early Grade Progress, and in Performance, to have an improvement in overall ELA performance. As we can see from the first chart, however, this was not enough for earning the “A”, as the parameters for earning an “A” changed this year. We have noted the loss of points in Median Adjusted Growth Percentile for both groups, the upper 2/3 of students and bottom 1/3. We will pay particular attention to differentiation of Reading instruction, i.e. grouping with both strategy and guided reading groups, to make certain that all students have the opportunity to grow in their ELA abilities.

Further Analysis of ELA Data:

PS 161Q is a Teachers College Project School. We remain committed to this program as we believe it offers the best opportunity to provide students with various points of entry, leveled reading material and rigorous instruction, helping them reach their greatest potential as readers. Also, Teacher’s College has aligned their program and units of study to the new Common Core Learning Standards in ELA. Financial resources have been allocated from the school’s budget to support this collaboration. The staff receives ongoing professional development from two Teachers College staff developers, one in for early childhood grades and one for our upper grades. In addition there is ongoing support from the in-house literacy coach, as well as attendance at workshops provided by both CFN207 and outside consultants in the area of literacy. The strategies used to support our ELA Goal are both research-based and embedded in the culture of the building. Reflectively, ELA is an area of concern when we recognize that our students are not demonstrating significant progress; according to the NYS ELA Assessment, Predictives, and TC Levels, that they should realize given the amount of time and resources allocated to their support in Literacy.

The student body of PS 161Q is highly diverse, both ethnically and culturally. In addition, 12.7% of our students are “LD” and are maintained flexible scheduling programs (as per the mandates of “A Shared Path to Success”) while another 18.7% receive daily ESL services from the two certified specialists on staff. 17 D75 children are seamlessly infused in regular education classes, with the support of paraprofessionals and two resident D75 specialists. In addition, there is another segment of the student population who are not entitled to special services but struggle to understand English as it is commonly used in the United States. 84% of the families have incomes that fall below the poverty level. Recognizing these challenges, it is crucial that we scrutinize the data and reflect upon our current practices.

When studying non-fiction topics, it is paramount that students have an understanding of and are exposed to experiences that will support literacy in this genre. Since many of our children are recent immigrants, they often do not share the background knowledge commonly understood by their native-born counterparts. They quickly learn conversational language in English but it takes several more years to master the academic language. It is understandable that these students invariably struggle to comprehend some non-fiction

topics. Therefore, comprehension in the reading of informational texts is problematic. With this in mind and recognizing the new emphasis on non-fiction, we are challenged to demonstrate greater academic gains as measured by performance on the New York State Reading Examination (ELA). With this in mind, teachers are employing greater use of shared-reading techniques to provide students with strategies that support this reading, both during the school day and in the extended day program. In addition teachers are using “juicy words” in class, providing the children with language that promotes greater understanding of complex text and supports higher order thinking.

Upon review of the 2012 ELA item analysis, it was evident that the majority of our students are performing at or above grade level expectations. However, 63% is not consistent with the level of proficiency in other academic disciplines where they perform on a higher level, most notably mathematics, science and social studies. Clearly it is paramount to their future academic success that they read with deeper understanding of complex text.

18.7% of our students are currently receiving daily ESL services. Research indicates that children who are immersed in another language gain conversational proficiency between 1-2 years. Academic language acquisition takes a much longer period of time, 5 – 9 years. Since students who are not native English speakers are only exempt from the NYS ELA for 1 year, they are required to take the assessment before they have gained fluency in academically relevant language. This is particularly problematic as they are struggling to gain proficiency on topics that may not be consistent to their background knowledge. In addition, many of children come from countries around the world where the educational expectations are decidedly different from those of New York State. Abstract concepts may allude them, making comprehension more difficult – particularly on non-fiction texts. It is for this reason that CFN 207 personnel, continue to augment professional development opportunities in the school – helping teachers prepare for lessons that focus on deeper thinking of complex texts.

Teachers’ College continues to provide both on site staff development, as well as outside workshops for the teaching staff. Their techniques are recognized as being “cutting edge” and research based. The strategies introduced at their workshops are then turn keyed directly into the classroom. Upon review of the TC levels as determined by running records, it becomes apparent that although the gains are measurable, the students are slow to demonstrate appreciable gains. The analysis of student growth according to TC Levels is as follows:

Grade	% Level 1	% Level 2	% Level 3	% Level 4	Total Level 3 + Level 4	% 0 TC Levels since 9/12	% +1 TC Level Levels since 9/12	% +2 TC Levels since 9/12	% +3 TC Levels since 9/12
1	14%	42%	26%	18%	44%	14%	58%	21%	6%
2	10%	24%	53%	13%	66%	21%	44%	33%	2%
3	2%	29%	34%	35%	69%	29%	51%	19%	1%
4	4%	27%	49%	20%	69%	16%	67%	16%	1%

5	11%	27%	27%	29%	56%	19%	40%	41%	--
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Upon further review of the TC chart above, the data indicates that at the present time an average of 64.6% of our students are reading at or above grade level expectations on grades 3-5. This is statistically consistent with the level of proficiency as found on the 2012 ELA which was 62.4%. However, the student growth since September indicates that if we are to meet the projected expectation of +3 percentage points on the 2013 ELA, then more aggressive measures need to be implemented to support our students' academic growth in the area of ELA.

The data gathered from the 2012 NYS ELA indicates that 00 of our students in grades 3-6 were performing at or above grade level. This indicates and 00 rise from 2011. The level of proficiency demonstrated on each of the four grades, however, was not consistent. The chart below disaggregates the data, separating the ELA results by grade. It is evident from the data that as the children progress through the grades, the Average Student Proficiency Levels diminishes. Since the instructional expectations become more rigorous as the students get older and even though the staff continues to receive high quality staff development opportunities, the data indicating marginal growth is troubling and worth further investigation.

**NEW YORK STATE ELA ASSESSMENT
COMPARING GRADE LEVEL PERFORMANCE 2011-2012**

	2011 % EARNING A Level 3 or Level 4	2012 % EARNING A Level 3 or Level 4	+/- Change
Grade 3	55.4%	78.5%	+23.1%
Grade 4	57.0%	62.4%	+5.4%
Grade 5	62.1%	62.0%	-.1%
Grade 6	71.9%	43.1%	-28.8%
All Grades	61.0%	63.8%	+2.8

Regarding the New York State ELA, we were pleased to find that our students rose 2.8% in performance on all grades. Looking at the chart above, it becomes apparent that grades 3 and 4 demonstrated the greatest gain in performance with a combined increase of

28.5%. Upon review of the performance for grades 5 and 6, the picture is less favorable. Although the performance on grade 5 did not demonstrate a gain, .1% is statistically insignificant but clearly does not indicate positive performance by students in that grade. However, the negative performance on grade 6 is disconcerting since we have provided both resources and ongoing staff development for 6th grade teachers. Therefore, we had hoped that the additional professional support would help bolster the instruction in ELA for more mature Middle School age students.

When comparing the data gathered for 2011 and 2012, it is apparent that students on grades 3 and 4 are demonstrating positive gains. As the school unrolls the new NYS CCLS in ELA with the support of the CFN 207 personnel, administrators, TC staff developers and on site literacy coach, the children are becoming more aware of nuances in text. They are reading with deeper understanding, looking for the subtleties inherent in higher order thinking. The teachers attend weekly PD with the onsite literacy coach, workshops with TC professional developers, observe best practices in the school by scheduling inter-visitation opportunities on their grade, daily walk throughs by administrative staff who then engage in professional dialogue with the teachers, and meetings with data leaders on each grade to learn more sophisticated application of data analysis. The teachers are becoming more reflective practitioners, introducing literacy units of study that are rigorous and compelling. However according to the data displayed on the above chart, the statistics on grade 5 and grade 6 are less favorable.

The loss on grade 5 of .1% from 2012 to 2012 is statistically insignificant but it does show that as the students move up through the grades and the ELA work becomes more challenging, they are struggling to maintain performance on Level 3 and Level 4. Also to be considered is that when many students become members of the sixth grade class, they are more mature and begin to be less engaged in literacy activities. This is problematic throughout NYC. The school year 2011/2012 was the terminal year for our sixth grade, therefore a discussion of our future plans for this grade is moot.

Students Who Earned Level 3 or Level 4 on NYS ELA Assessment
Reflecting on Student Progress Since 2009

Grade 3 Students June 2012	2012			
	78.5%			

Grade 4	2012	2011		
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Students June 2012				
	62.4%	55.4%		

Grade 5 Students June 2012	2012	2011	2010	
	62.0%	57.0%	51.3%	

Grade 6 Students June 2012	2012	2011	2010	2009
	43.1%	62.1%	61.8%	86.9%

Upon review of the progress data for grades 3-6 in 2012, the statistics indicate that our students continue to demonstrate gains in ELA except for Grade 6. Performance cannot be analyzed for grade 3 since that is the first year that they receive a formal assessment. The data on both grade 4 and grade 5 indicate a positive trend in ELA. Students on Grade 4 had a net increase of 7% from 2011 to 2012. Once the students reach Grade 5, their growth is continuous and has increased for each of the following three years, beginning 2010 – 2012. There was a 10.7% gain in ELA for these students. This indicates that rigorous student expectations, teacher planning, multiple points of entry, and teacher professional development are grooming the children for more demanding expectations, preparing them to be “College Ready” in the future.

The decrease of 18.7% from 2010-2012 on grade 6 is worthy of further investigation since this is a significant decrease. We are discounting the data from 2009 since that assessment had less rigorous expectations; it was prior to the introduction of the new NYS CCLS in ELA. Upon reflection we believe that the sudden decrease could be attributed to students’ temporary lack of interest in literacy as they begin to reach maturity. Since Grade 6 is now housed in neighborhood Middle Schools, it is not a major focus for our future plans in ELA.

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.

Designing effective instructional strategies to support our highly diverse student population is a complex task. Since many of our children have challenges that are both academic and cultural, it is crucial that adopted instructional strategies/activities are reflective decisions.

Strategies/Activities to support identified student subgroups	Key Personnel and Resources used to implement strategies/Activities	Steps take to include teachers in the decision-making process, using assessments to evaluate effectiveness	Timeline for Implementation
<p>Achieve 3000 is currently available to 112 students on grades 3-5. Students receiving ESL services, SETSS, extended day AIS services, D75, those who have been previously held over, and struggling readers have the benefit of the Achieve 3000 technology program.</p>	<p>Computer/Technology Specialist, AIS Coordinator, SETSS Teacher, Special Needs Coordinator, Classroom Teachers, Achieve 3000 Technical Support Personnel, Administrators, Meth/Res D75 Personnel, ESL Specialists, Parents</p>	<p>The SLT Team, Principal's Cabinet, Curriculum Area Specialists, Literacy Coach, Teacher Representatives from grades 3-6 met to preview the various technology support instruction programs in ELA. After consultation and reviewing the data, Achieve 3000 was overwhelmingly selected. The program is differentiated, generating data reports on every student; it documents the growth for each child. Research indicates that when a student interacts with the program at least 80 times over the school year, they demonstrate 3X the amount of growth as compared to those that do not have the benefit of the program. Parents have received letters advising them of the benefits of the Achieve 3000 program – encouraging them to place their child on the program outside of the school environment. The TC reading levels are monitored regularly by the Literacy Coach, The AIS Coordinator, the ESL Teachers, and the Administrators to assess the positive effect of this program on the students' reading levels.</p>	<p>The interventions began in October 2012 and will continue throughout the year until June 27th, 2013. The effectiveness of the program will be determined after reviewing the data on Acuity, TC reading levels, NYS 2013 ELA scores.</p>
<p>Differentiated Strategy Groups</p>	<p>Classroom Teachers</p>	<p>Teachers decide as to which students should meet for small group tutorials during the Reading and Writing Workshop. They reflect on conferencing notes, student post it notes, conversation in the class, predictive item analysis, TC levels, and homework assignments. They evaluate the effectiveness of this strategy when they assess TC levels, as needed or every three months, or</p>	<p>September 2012-June 2013</p>

		upon reflection of data found on Acuity and ARIS.	
Extended Day Program	All teachers	All teachers on staff meet with students in grades 2-5 for small group instruction three times a week for a total of 135 minutes. The students are grouped according to grade level and reading proficiency. Since the new CCLS emphasizes the close reading of informational texts, the students are engaged in activities that support that work. They are assessed every two weeks to document their progress.	September 2012 – June 2013
Inquiry Groups	All Teachers	The entire school community has made a collective decision to engage in the close reading of non-fiction articles when they meet for small group tutorials. The students received a pre-assessment and are then re-assessed every two weeks to monitor their progress. Each of the groups meet to develop questions that reach to the level of Tier 2 and Tier 3, with an expectation that the students will be required to think beyond the most rudimentary of ideas.	December 2012 – June 2013
“Adopt A Child”	Cluster teachers are assigned one child during extended day, meeting with him/her on a one-to-one basis. They either mirror the lesson being presented or take direction from the classroom teacher. In this way, the strategies being introduced are customized to each child’s academic profile in literacy.	The classroom and cluster teacher articulate three times a week. This helps to refocus the interventions introduced by the support teacher. The cluster teacher evaluates the student’s progress at the end of each meeting.	December 2012 – June 2013
Direct Instruction in the reading of non-fiction and informational texts	Classroom teachers are delivering whole class instructional lesson plans in both reading and writing	The classroom teachers meet each week during common preparation periods to develop a deeper understanding of non-fiction. It is	September 2012 - June 2013

	workshop to teach deeper understanding in the area of non-fiction. It is during these lessons that teachers assess their students' progress, reviewing of post it notes, homework assignments, accountable talk, teacher made assessments, as well as Acuity and Predictives. The teachers are prepared to augment the instruction with research-based strategies. They "trouble shoot" using techniques developed during professional development with both the on-site Literacy Coach and outside consultants from Teachers' College and CFN207.	during that time that they develop curriculum maps and lesson plans that are reflective of Webb's Depth of Knowledge and the three tiers of questioning. They create the units that will enhance the students' understanding of this genre. When students struggle as determined by the data on formal and informal assessments, the teachers have developed a "tool box" of strategies to address the identified areas of concern.	
Grade Level Teacher Leaders in ELA	One teacher on each grade, on site Literacy Coach	Teachers will collaborate with the staff developer to gain a greater understanding of the expectations of the new NYS CCLS in ELA. They will then turnkey this information to their grade level colleagues.	January 2013-June 2013
Smart Board Infused Technology	On Site Certified Technology Professional Developers	Teachers develop curriculum maps with the support of Literacy Coach and On Site Technology Professional Developers that includes the use of Smart Board technology to build prior background knowledge and further differentiate instruction.	September 2012-June 2013
Word of the Day and Idiom of the Week, building figurative and academic language	Administration during morning announcements	Our vocabulary initiative is both strengthened and publicized through introducing a new high-level vocabulary word each day, during morning announcements. Teachers and students offer suggestions, based on words that have been used in context during classroom lessons. In addition, classroom teachers select simple words that are commonly used	September 2012-June 2013

		and “upgrade” the students’ vocabulary by providing progressively more sophisticated words up a “ladder” of difficulty. The visual representation of these vocabulary ladders are expressed through paint chips, where the color becomes more intense as the vocabulary gets more challenging. The goal is to expand both the academic and the conversational language for all students, including our ESL population.	
Shared Reading and the Reading Aloud of both fiction and non-fiction material	Classroom Teachers, Inquiry Leaders, School Administrators	Grade Level teachers develop plans with the on-site Literacy Coach and TC Staff Developer during both Professional Development periods and Inquiry Groups that promote shared reading and read-alouds. The goal is to encourage higher order thinking, deep reading of text, fluency, and increase vocabulary for all students. Teachers model their thinking as readers and expect their students to follow the same protocol.	September 2012-June 2013

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.

Parents are encouraged to participate in the academic process to support their children’s progress in **ELA**, by utilizing the following programs/service:

- Parent Coordinator resource room with computers, parent library, and learning resources located conveniently on the first floor near lobby area
- Monthly Parent Coordinator Calendar sent home to parents
- Dial-a-Teacher information posted in main office and Parent Coordinator’s Room
- Parents Are Teachers Too Program: Both in-house speakers and outside consultants meet with parents for workshops during school hours at least once per month
- Speakers are available for Evening Parent Workshops before and during PTA meetings, once per month, on the third Wednesday of each month
- Learning Leader training, beginning in January of 2013, provides volunteer parents with strategies to enable them to support students success during the school day and at home
- “Coffee with the Principal” once per month, letting parents know of policy changes and curriculum initiatives, and encouraging parent questioning and feedback
- Parent workshops provided on New York State Core Curriculum twice yearly

- Staff SLT member present to parents 1x per month on curriculum initiatives and progress towards meeting school goals
- Science teacher presents Science Fair workshop to parents 1x per year, promoting interest and greater parental involvement in Scientific exploration, research skills, non-fiction reading, and data analysis.
- Parent invited to Science Fair on Parent-Teacher Conference Day
- Scholastic Book Fair held twice yearly during Parent-Teacher Conference Day to encourage wide reading in a variety of topics and levels, with a particular emphasis on Non-Fiction
- Parent Incentive Program, with Arthur Ashe Dollars awarded to parents for attendance at parent education events. Dollars can be redeemed for prizes at the end of the school year
- Award certificates are sent home to parents when a student has achieved a higher level (A-Z) in the TC Reading program
- Student of the month awards in Reading, Writing, Math, and other topics, celebrating student achievement in all areas of the curriculum
- PortaPortal websites set up by teachers to supplement classroom instruction with online resources that students and parents can use at home
- School website provides parents with ongoing, timely information regarding workshops, conferences, school events, new initiatives, testing calendar, and other resources strengthening the home-school connection
- Parents received information with passwords and log-in names for their students who are actively involved with the Achieve 3000 program
- Schoolwide student Reading Level Progress Charts posted in school lobby to celebrate students' movement in Reading
- Local New York City public librarian school visit providing parents with information about programs available, as well as providing a library card for every student.
- Standard setting student work displayed in lobby, in both Literacy and Math.
- Read-Aloud workshop provided by on-site staff developer to support higher order question and support of wide reading at home.
- Family Fun Day, held on one Saturday in June, which involves parents and their children in interactive workshops on a myriad of topics, including Science, Math, Literacy, Art, ESL, and Social Studies. Teachers volunteer their services and Title I Parent Involvement allocations can be used, based on approval the Title I Parents and the SLT.

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 x Title IIA x Title III x Grants X Other

If other is selected describe here: We use Pre-k funds for the Pre-K staff, School Supplementary Support for Staff and OTPS plus IDEA funds for paraprofessionals.

Service and program coordination GOAL #1 ELA

- 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).

Resources	Funding Source(s)	Allocation
Personnel Services		
1 Principal	TL FSF	128,207
1 Assistant Principal	TL FSF/Title I SWP	119830
1 AIS Coordinator	TL FSF/Title I SWP	75911
1 Coach	Title I SWP	104460
1 Technology Staff Developer	Title I SWP/TL FSF	73683
1 Parent Coordinator	TL Parent Coordinator/TL FSF	42350
36 Classroom Teachers (-2 pre-k)	TL FSF/TL 09 C4 CTT/TL SE TRANSITIONAL FUNDING/TL SALARY SUBSIDY/TL SCHOOL SUPPORT SUPPLEMENT/TITLE IIA SUPPLEMENT/PREK/PRE PLUS/UNIVERSAL PREK/TL LEGACY TEACHER SUPPLEMENT	2804637
1 Special Education Liaison	TL RS IEP TEACHER	75,690
1 SETSS Teacher	TL FSF	75,690
5 Cluster Teachers (except for Phys. Ed) Writing, Social Studies, Science, Art, Computer	TL FSF/SCHOOL SUPPORT SUPPLEMENT/UNIVERSAL PREK/TITLE SWP/TL DEFERRED PROGRAM PLANNING INITIATIVE	479938
2 Speech Teachers	TL RS MANDATED SPEECH	147154
7 Paraprofessional (-2 pre-k)	IDEA RS IEP PARA/TLRS IEP PARA/PREK PLUS/UNIVERSAL PREK	263732
2 Teachers College Staff Developers (K-2) (3-5) Calendar Days AP Study Group Principal's Study Group	TITLE I SWP	27,900
Staff Support from CFN #207 1-2 Literacy Staff Developers	TL CHILDREN FIRST NETWORK	34,000
Substitute Teachers for Staff Development	TITLE I SWP	14246
OTPS		
Miscellaneous PD Expenses (Food)	TL FSF	218
Title I Parent Involvement Event	TITLE I SWP/UNIVERSAL PREK	6499
Testing Materials	TL NYSTL TEXTBOOKS/TL NSYTL HARDWARE/TL NYSTL SOFTWARE	21348
Library Books	TL NYSTL LIBRARY	4719
Computer Hardware	TL NYSTL HARDWARE/TL NYSTL SOFTWARE/TL FSF	6085
Computer Software	TL NSYTL SOFTWARE	6290

Achieve Online Intervention Program Site License	TL NSYTL SOFTWARE	3150
Expendable supplies	UNIVERSAL PREK/TITLE I SWP/TL FSF/TL SUMMER SCHOOL SHARED/TL TRANSLATIONS SERVICES/TL LITERACY ASSESSMENT/TITLE III LEP/ROLLOVER PRIVATE GRANT	21087

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Math: By Spring of 2013, 88.5% of students on Grades 3-5 will perform at levels 3 and 4 on New York State Math exams, as compared to 86.5% in the Spring of 2012, reflecting an increase in students' ability to develop Math reasoning skills while critiquing and defending their Math processes.

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.

P.S. I61 Progress Report Comparison in Math, 2011-2012 to 2010-2011

Math Progress Comparison						Math Performance Comparison					
2011-2012	Points Earned	2010-2011	Points Earned	% Change	Points Change (Comp. Peer and City)	2011-2012	Points Earned	2010-2011	Points Earned	% Change	Points Change (Comp. Peer and City)
MAGP*: 64.0	4.74/10	70.5	7.05/15	-6.5	-2.21	% 3 or 4: 85.1	5.17	82.2	3.99	+ 2.9	+1.78
MAGP, 68.0 Lowest 1/3:	5.48/10	72.5	8.63/15	-4.5	-3.15	Avg. St. 3.56 Prof.:	4.43	3.46	2.65	+1.10	+1.81
EGP** 2.61	5.36/10	N/A	-	N/A	+5.63						
Total points earned MATH	15.5 8						9.60				
Total Points change					+2.27						+2.59

*Median Adjusted Growth Percentile ** Early Grade Progress

According to this chart, our students demonstrated growth in progress and performance, from 2012 to 2011, even though the new assessments rely more heavily on deep understanding of mathematical concepts through reading complex word problems and writing about math process. Our students continue to demonstrate to perform more strongly in this area of the curriculum compared to ELA. This would indicate that our students should be able to perform more favorably in ELA since they are able to discern complex sentence meanings in mathematics. We have realigned our instructional practices with the rigorous expectations of the new New York State Common Core Learning Standards. The emphasis is now on higher-order questioning, student reflective comments and conversations, comparing multiple solution paths. Since we have been proactive in the rolling out of this initiative, our students will have greater expectations in this area of the curriculum.

**NEW YORK STATE MATHEMATICS ASSESSMENT
COMPARING GRADE LEVEL PERFORMANCE 2010-2011—2011-2012**

	2010-2011 % earning a Level 3 or Level 4	2011-2012 % earning a Level 3 or Level 4	+/- Change
Grade 3	71.2%	87.0%	15.8
Grade 4	89.9%	86.4%	-3.5
Grade 5	86.5%	85.4%	-1.1
Grade 6	78.7%	87.9%	9.2
All Grades	82.2%	86.5%	4.3

Looking at the chart above, it becomes apparent Grade 3 and Grade 6 demonstrated the greatest progress from 2011 to 2012. We demonstrated a 4.3% gain in performance, for all grades, over 2010-2011 school year. Since the “roll out” of the CCLS in Mathematics began in 2011, the emphasis has been on more academically rigorous instruction. The students are expected to find multiple means by which to solve a problem, critiquing their own work and that of their classmates. Even though the data on Grade 4 and Grade 5 is not as encouraging, it should be noted that the data shows a minimal negative change in progress from 2011 to 2012. When combining the progress demonstrated by Grade 3 and Grade 6, there was a positive gain of 26% percentage points while the negative data for Grade 4 and Grade 5 combined was -4.6. The data indicates that the new NYS CCLS in mathematics has had an overwhelmingly positive effect on instruction. We anticipate that as the program becomes more familiar to the teachers, the gains will be more substantial on all grades.

Mathematics is a universal language. Societies around the world have an appreciation for the importance that numbers play in their daily lives. Even though many of our students struggle to adapt to life in the United States, hampered by diverse cultures, language acquisition and a lack of common background knowledge, they still continue to demonstrate progress in this area of the curriculum, as per the data on the 2012 NYS Mathematics Assessment.

As of June 2012, 85.1% of students on grades 3-6 performed either at or above grade level expectations in mathematics (Level 3 or Level 4). In accordance with the new NYS CCLS in Mathematics, formal assessments now depend more heavily on the reading and writing of problems. However since the students are demonstrating growth in this area of the curriculum, it is appropriate to expect continued growth of an additional 3% by June 2013.

The data reported in the 2011-2012 Progress Report indicates that 85.1% of PS 161Q students (402 children) in grades 3-6, demonstrated mathematical proficiency on Level 3 or Level 4 by June 2013 as per the NYS Mathematics Assessment. Therefore, 341 students in grades 3-6 were able to complete tasks in math that were either on or above grade level expectation. This is compared with 82.1% of our Peer Range. The children are demonstrating positive progress according to the data, but as they continue to receive academically rigorous instruction, they should continue to grow accordingly.

**Students Who Earned Level 3 or Level 4 on NYS Mathematics Assessment
Reflecting on Student Progress Since 2009**

Grade 3 Students June 2012	2012	N/A	N/A	N/A
	87%			
Grade 4 Students June 2012	2012	2011		
	86.4%%	71.2%		
Grade 5 Students June 2012	2012	2011	2010	
	85.4%	89.9%	77.9%	

Grade 6 Students June 2012	2012	2011	2010	2009
	87.9%	86.5%	85.6%	97.1%

The charts above follow students over time, indicating that most of our children are demonstrating progress when they are followed from one grade to another.

Since grade 3 is the first year that the students receive formal assessments, we have no data by which to compare the student progress from one year to the next.

The data is overwhelmingly positive for students who took the NYS Mathematics Assessments on grade 4 in 2012 as well as the year before when they were in grade 3. In one year, these children demonstrated a net gain of +15.2%. This is statistically very encouraging since it indicates that the students are thinking more critically about mathematics, in keeping with greater academic rigor on the new examinations. The on-site coach, CFN 207 personnel, administrators, and grade level data leaders are supporting the hard work being done in this area of the curriculum.

Students who were on grade 5 in 2012 demonstrated a +7.5% from 2010 to present. In the third grade, 77.9% of these children had earned a grade evaluation of Level 3 or Level 4 in 2010. Although their progress declined slightly from 2010 to 2011 by -4.5%, they had still made significant gains since 2009.

The students in grade 6 continued to demonstrate gains from 2010 to 2012; the progress was a modest 2.3%. However this is significant since they had perform more poorly on ELA in 2012. The data dating back to 2009 of 97.1% should not be taken into account since this assessment was given prior to the newer more rigorous expectations as defined in the NYS CCLS in Mathematics.

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/Activities to support identified student subgroups	Key Personnel and Resources used to implement strategies/Activities	Steps take to include teachers in the decision-making process, using assessments to evaluate effectiveness	Timeline for Implementation
Strategy Groups	Classroom teachers, SETSS teachers, Grade Leaders, CFN 207 personnel	Classroom teachers meet with on site staff developer and CFN 207 personnel to analyze the data on	September 2012-June 2013

		Acuity, NYS Mathematics Assessments, and Predictives to plan for instruction that is targeted to their students, as per the data. The teachers work collaboratively to prepare interventions that are reflective of their students' achievement. They plan these interventions with the help of the support team.	
Manipulatives	Classroom teachers, SETSS teachers, Grade Leaders, CFN 207 personnel	Students will have the opportunity to investigate mathematical principles through the use of manipulative materials. The teachers will work collaboratively with their colleagues on their grade to develop lessons that encourage a more "hands on" approach to the teaching of mathematical principles.	September 2012-June 2013
Rigorous Daily Math Message	Classroom teachers, On Site Literacy Coach, CFN 207 personnel	Teachers will create math messages that provide a focus for their students and encourage a deeper understanding of mathematical concepts.	September 2012-June 2013
Student Self Reflective Comments	Classroom teachers, On Site Literacy Coach, CFN 207 Personnel	Teachers will create rubrics with the students, with which to evaluate student work. They will model the process and expect their students to make reflective comments on their own work and thinking in mathematics.	September 2012-June 2013
Flexible Grouping	Classroom teachers	Teachers will group their students to encourage thinking in mathematics that is dependent on a deeper understanding of the concepts. They will create the groups based upon prior assessments and data.	September 2012-June 2013
Grade Level Teacher Leaders	One teacher on each grade and on site Literacy Coach and CFN 207 Staff Developers.	Teacher representatives on each grade will meet with the on-site staff developer to develop a deeper understanding of the expectations of the new NYS CCLS in Mathematics. They will then turn key this information to their grade level colleagues.	January 2013-June 2013

Friday Math Game Days	Classroom Teachers	Teacher introduces tasks for the students that reinforce or re-teach mathematical concepts that are uniquely tailored for their students based upon assessments, homework assignments, post it notes, slate assessments, and item analysis.	September 2012-June 2013 2x per month
Friday Problem Solving Days	Classroom Teachers	On these days the Math lesson will be solely devoted to problem solving, using tasks from the Common Core Standards website. Students will engage in rigorous problem-solving using multiple solution paths, and they will critique and defend their processes among each other.	September 2012-June 2013 2x per month
Student Reflective Comments	Classroom Teachers and students	Teacher helps students internalize problem solving rubrics, encouraging the children to look reflectively at their own work – noting comments on post notes.	September 2012-June 2013
Targeted Instruction	Classroom Teachers, Data Leaders, Literacy Coach	Teachers meet during regular professional development time to analyze the data on each of their students, thereby planning for interventions that are targeted and differentiated.	September 2012-June 2013

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.

Parents are encouraged to participate in the academic process to support their children’s progress in **ELA**, by utilizing the following programs/service:

- Parent Coordinator resource room with computers, parent library, and learning resources located conveniently on the first floor near lobby area
- Monthly Parent Coordinator Calendar sent home to parents
- Dial-a-Teacher information posted in main office and Parent Coordinator’s Room
- Parents Are Teachers Too Program: Both in-house speakers and outside consultants meet with parents for workshops during school hours at least once per month
- Speakers are available for Evening Parent Workshops before and during PTA meetings, once per month, on the third Wednesday of each month
- Learning Leader training, beginning in January of 2013, provides volunteer parents with strategies to enable them to support students success during the school day and at home
- “Coffee with the Principal” once per month, letting parents know of policy changes and curriculum initiatives, and encouraging parent questioning and feedback

- Parent workshops provided on New York State Core Curriculum twice yearly
- Staff SLT member present to parents 1x per month on curriculum initiatives and progress towards meeting school goals
- Science teacher presents Science Fair workshop to parents 1x per year, promoting interest and greater parental involvement in Scientific exploration, research skills, non-fiction reading, and data analysis.
- Parent invited to Science Fair on Parent-Teacher Conference Day
- Scholastic Book Fair held twice yearly during Parent-Teacher Conference Day to encourage wide reading in a variety of topics and levels, with a particular emphasis on Non-Fiction
- Parent Incentive Program, with Arthur Ashe Dollars awarded to parents for attendance at parent education events. Dollars can be redeemed for prizes at the end of the school year
- Award certificates are sent home to parents when a student has achieved a higher level (A-Z) in the TC Reading program
- Student of the month awards in Reading, Writing, Math, and other topics, celebrating student achievement in all areas of the curriculum
- PortaPortal websites set up by teachers to supplement classroom instruction with online resources that students and parents can use at home
- School website provides parents with ongoing, timely information regarding workshops, conferences, school events, new initiatives, testing calendar, and other resources strengthening the home-school connection
- Parents received information with passwords and log-in names for their students who are actively involved with the Achieve 3000 program
- Schoolwide student Reading Level Progress Charts posted in school lobby to celebrate students' movement in Reading
- Local New York City public librarian school visit providing parents with information about programs available, as well as providing a library card for every student.
- Standard setting student work displayed in lobby, in both Literacy and Math.
- Read-Aloud workshop provided by on-site staff developer to support higher order question and support of wide reading at home.
- Family Fun Day, held on one Saturday in June, which involves parents and their children in interactive workshops on a myriad of topics, including Science, Math, Literacy, Art, ESL, and Social Studies. Teachers volunteer their services and Title I Parent Involvement allocations can be used, based on approval the Title I Parents and the SLT.

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 x Title IIA x Title III x Grants _____ Other

If other is selected describe here:

We use Prek funds for the PreK staff, School Supplementary Support for Staff and OTPS plus IDEA funds for paraprofessionals.

Service and program coordination Goal #2 Math

- 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).

Resources	Funding Source(s)	Allocation
Personnel Services		
1 Principal	TL FSF	128,207
1 Assistant Principal	TL FSF/Title I SWP	119830
1 AIS Coordinator	TL FSF/Title I SWP	75911
1 Coach	Title I SWP	104460
1 Technology Staff Developer	Title I SWP/TL FSF	73683
1 Parent Coordinator	TL Parent Coordinator/TL FSF	42350
36 Classroom Teachers (-2 pre-k)	TL FSF/TL 09 C4 CTT/TL SE TRANSITIONAL FUNDING/TL SALARY SUBSIDY/TL SCHOOL SUPPORT SUPPLEMENT/TITLE IIA SUPPLEMENT/PREK/PRE PLUS/UNIVERSAL PREK/TL LEGACY TEACHER SUPPLEMENT	2804637
1 Special Education Liaison	TL RS IEP TEACHER	75,690
1 SETSS Teacher	TL FSF	75,690
5 Cluster Teachers (except for Phys. Ed) Writing, Social Studies, Science, Art, Computer	TL FSF/SCHOOL SUPPORT SUPPLEMENT/UNIVERSAL PREK/TITLE SWP/TL DEFERRED PROGRAM PLANNING INITIATIVE	479938
2 Speech Teachers	TL RS MANDATED SPEECH	147154
7 Paraprofessionals (-2 pre-k)	IDEA RS IEP PARA/TLRS IEP PARA/PREK PLUS/UNIVERSAL PREK	263732
	TITLE I SWP	27,900
2 Teachers College Staff Developers (K-2) (3-5)	TL CHILDREN FIRST NETWORK	34,000

Calendar Days AP Study Group Principal's Study Group		
Staff Support from CFN #2077 2 Math Staff Developers	TITLE I SWP	14246
Substitute Teachers for Staff Development	TL FSF	
OTPS		
Miscellaneous PD Expenses (Food)	TL FSF	218
Title I Parent Involvement Event	TITLE I SWP/UNIVERSAL PREK	6499
Testing Materials	TL NSYTL TEXTBOOKS/TL NYSTL HARDWARE	4099
Computer Hardware	TL NYSTL HARDWARE/TL NYSTL SOFTWARE/TL FSF	6085
Computer Software	Computer Software	TL NSYTL SOFTWARE

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Special Education Reform: By June of 2013, 15% of ongoing Professional development will be devoted to improving teachers' ability to deliver RTI to at-risk and special needs students, as measured by attendance at PD sessions where Shared Path to Success is discussed.

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.

At the present time, 12.7% of our student body has an IEP. According to current Special Education Reform, and the mandates of "A Shared Path to Success", all children are entitled to receive their identified interventions in a least restrictive environment at their home school, if appropriate. Since PS 161Q has a barrier free environment and can therefore accommodate students with physical challenges as well as those with mandated IEP's, it is important to re-examine and restructure the academic programs to be in compliance with the Special Education Reform mandates. With this in mind, administrators, teachers, and special education specialists are articulating to find solutions that will be both inclusive and deliver instruction that reflects the most rigorous plans for academic achievement.

In the 2010-2011 school year, we attempted to be proactive with the changes that would occur due to Special Education Reform. Ms. Cynthia Rotando, our IEP Teacher, and Special Education Liaison, conducted three professional development sessions with all of our teaching and paraprofessional staff, in order to better prepare them for the demands of meeting the needs of all of their students in the classroom. Administrative and other support staff also discussed these changes in multiple cabinet/professional development meetings.

In the PD sessions, Response to Intervention was a specific topic. The three tiers of intervention: Tier 1: or interventions done during whole class instruction; Tier 2, or interventions given in small groups in the general education classroom; and Tier III: or interventions such as one-on-one instruction, behavior intervention plans, Daily Report Cards, and work on interactive websites were discussed with the teachers. Teachers use Ms. Rotando as an ongoing resource for RTI methods.

Ms. Rotando has formed her School Intervention Team and meets twice per month. Consisting of representatives from each grade, the School Psychologist, and a member of the administration, our SIT Team discusses the progress of referrals to CPSE, reevaluation schedules, whether at-risk programs are meeting the students' needs, and how effectively the flexible scheduling programs are working for our students with IEPs. Ms. Rotando's once per month RTI team, creates and revises the flexible scheduling plans that are put in place in our classrooms, as well checking the program compliance for each child with an IEP. Student challenges that come to light in the SIT and RTI meetings lead to plans for further professional development of teachers and other staff. Currently, we have planned for a staff PD schedule of one session every six weeks to update our knowledge, implementation, and best practices in the area of RTI, for a

total of at least 15% of all Professional Development given in the 2012-2013 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) 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.
 - e)

Strategies/Activities to support identified student subgroups	Key Personnel and Resources used to implement strategies/Activities	Steps taken to include teachers in the decision-making process, using assessments to evaluate effectiveness	Timeline for Implementation
Special Education Inquiry Team	Special Education Liaison ICT teachers, one each K-5	ICT teachers are included in these meetings to add insights of the day-to-day challenges of RTI.	Beginning December 2012, The Special Education Inquiry team will meet 1x per month
RTI Team	Special Education Liaison, ICT Teachers, Guidance Counselor, Service Providers	This team meets once per month to plan, schedule, and discuss logistic related to individual students' flexible scheduling programs, assuring that the students are showing growth, and that the programs comply with the IEPs.	September 2012 through June 2013, 1x per month.
SIT Schoolwide Intervention Team Meetings	Special Education Liaison ICT teachers, one each K-5 School Psychologist School Social Worker Administrator	A representative from each grade is included in the SIT meetings, to share specific concerns related to the students on their grade, and in the specific age group and stage of development they represent.	Beginning September of 2012, the SIT will meet bi-monthly for 1 and ½ hours.
Targeted Interventions, including use of the following programs: Wilson and Foundations, Starfall, Achieve 3000, abcya.com, Jacob's lessons, SMART exchange (SMART notebook) STARS books, Words Their Way, Wordly Wise, Brainpop.com, Recipe for Reading, Learning Leaders volunteers, SuperTeacher pages.com, Envision Math	Special Education Inquiry Team, Administrators	Special Education specialists along with the support of the Special Needs Coordinator and Administrators, examine the IEP's of each of the identified students to monitor the interventions in place and recommend new strategies.	September 2012-June 2013

Resources, Everyday Math Journals, Sheppard's Software, coolmath.com, Kahnacademy.com, Mathplayground.com, funbrain.com, factmonster.com			
Auxiliary Services	Administrators, SETSS teacher, Special Education Coordinator, AIS Coordinator, Special Education Teachers, Speech, OT, PT, Adapted Physical Education Teachers, Social Worker, Guidance Counselor	Students receive auxiliary services which are delivered by special education specialists, augmenting classroom instruction and providing targeted interventions. Key personnel meet to articulate, design appropriate interventions and monitor the progress of each of the identified students with IEP's.	September 2012-June 2013
RTI Professional Development Opportunities	Administrators, Special Education Coordinator, AIS Coordinator	All teachers receive professional development in RTI that supports the academic programs. Teachers develop interventions that are in compliance with the RTI mandates.	September 2012-June 2013

Strategies to increase parental involvement

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- Dial-a-Teacher information posted in main office and Parent Coordinator's Room
- Parents Are Teachers Too Program: Both in-house speakers and outside consultants meet with parents for workshops during school hours at least once per month
- Speakers are available for Evening Parent Workshops before and during PTA meetings, once per month, on the third Wednesday of each month
- Learning Leader training, beginning in January of 2013, provides volunteer parents with strategies to enable them to support students success during the school day and at home
- "Coffee with the Principal" once per month, letting parents know of policy changes and curriculum initiatives, and encouraging parent questioning and feedback
- Parent workshops provided on New York State Core Curriculum twice yearly
- Staff SLT member present to parents 1x per month on curriculum initiatives and progress towards meeting school goals
- Science teacher presents Science Fair workshop to parents 1x per year, promoting interest and greater parental involvement in Scientific exploration, research

skills, non-fiction reading, and data analysis.

- Parent invited to Science Fair on Parent-Teacher Conference Day
- Scholastic Book Fair held twice yearly during Parent-Teacher Conference Day to encourage wide reading in a variety of topics and levels, with a particular emphasis on Non-Fiction
- Parent Incentive Program, with Arthur Ashe Dollars awarded to parents for attendance at parent education events. Dollars can be redeemed for prizes at the end of the school year
- Award certificates are sent home to parents when a student has achieved a higher level (A-Z) in the TC Reading program
- Student of the month awards in Reading, Writing, Math, and other topics, celebrating student achievement in all areas of the curriculum
- PortaPortal websites set up by teachers to supplement classroom instruction with online resources that students and parents can use at home
- School website provides parents with ongoing, timely information regarding workshops, conferences, school events, new initiatives, testing calendar, and other resources strengthening the home-school connection
- Parents received information with passwords and log-in names for their students who are actively involved with the Achieve 3000 program
- Schoolwide student Reading Level Progress Charts posted in school lobby to celebrate students' movement in Reading
- Local New York City public librarian school visit providing parents with information about programs available, as well as providing a library card for every student.
- Standard setting student work displayed in lobby, in both Literacy and Math.
- Read-Aloud workshop provided by on-site staff developer to support higher order question and support of wide reading at home.
- Family Fun Day, held on one Saturday in June, which involves parents and their children in interactive workshops on a myriad of topics, including Science, Math, Literacy, Art, ESL, and Social Studies. Teachers volunteer their services and Title I Parent Involvement allocations can be used, based on approval the Title I Parents and the SLT.

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 X Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination GOAL #3 Special Education Reforms

- 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).

Resources	Funding Sources	Allocation
Personnel Services		
1 Principal	TL FSF	128,207
1 Assistant Principal	TL FSF/Title I SWP	119,830
1 AIS Coordinator	TL FSF/Title I SWP	75,911

1 Coach	Title I SWP	10,4460
1 Technology Staff Developer	Title I SWP/TL FSF	73,683
1 Parent Coordinator	TL Parent Coordinator/TL FSF	42,350
36 Classroom Teachers (-2 pre-k)	TL FSF/TL 09 C4 CTT/TL SE TRANSITIONAL FUNDING/TL SALARY SUBSIDY/TL SCHOOL SUPPORT SUPPLEMENT/TITLE IIA SUPPLEMENT/PREK/PRE PLUS/UNIVERSAL PREK/TL LEGACY TEACHER SUPPLEMENT	280,4637
1 Special Education Liaison	TL RS IEP TEACHER	75,690
1 SETSS Teacher	TL FSF	75,690
5 Cluster Teachers (except for Phys. Ed) Writing, Social Studies, Science, Art, Computer	TL FSF/SCHOOL SUPPORT SUPPLEMENT/UNIVERSAL PREK/TITLE SWP/TL DEFERRED PROGRAM PLANNING INITIATIVE	479938
2 Speech Teachers	TL RS MANDATED SPEECH	147154
7 Paraprofessional (-2 pre-k)	IDEA RS IEP PARA/TLRS IEP PARA/PREK PLUS/UNIVERSAL PREK	263732
2 Teachers College Staff Developers (K-2) (3-5) Calendar Days AP Study Group Principal's Study Group	TITLE I SWP	27,900
Staff Support from CFN #207	TL CHILDREN FIRST NETWORK	34,000
Substitute Teachers for Staff Development	TITLE I SWP	14,246
OTPS		
Miscellaneous PD Expenses (Food)	TL FSF	218
Title I Parent Involvement Event	TITLE I SWP	5,499
Text Books		
Core Library		
Library Books		
Additional Trade books, including non-fiction books		
Computer Hardware		
Computer Software		
Achieve Online Intervention Program Site License	TL NSYTL SOFTWARE	3,150
Expendable supplies	UNIVERSAL PREK/TITLE I SWP/TL FSF/TL SUMMER SCHOOL SHARED/TL TRANSLATIONS SERVICES/TL LITERACY ASSESSMENT/TITLE III LEP/ROLLOVER PRIVATE GRANT	21,087

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.

Higher-Order Thinking: By Spring of 2013, 25% of ongoing professional development will be devoted to improving teachers' ability to raise the level of questioning to encourage higher order thinking, through Webb's Depth of Knowledge.

Comprehensive needs assessment

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

The new NYS Common Core Learning Standards have a very clear focus; it expects children to develop a deeper understanding of academic curriculum. Therefore it is essential that the teachers understand that our goal is to nurture a community of learners that think beyond the obvious and think critically. Although knowledge is important, understanding the implications of understanding academic material and constructing meaning of content area of instruction prepares children to develop into creative thinkers.

Based upon item analysis of previously administered NYS Assessments in ELA and Math, it has been determined that students have difficulty with questions involving inferential thinking. Tasks that involve finding the main idea, predicting outcomes, character development, drawing conclusions, author's purpose, and other inferential tasks were discovered to be problematic on all grades taking the exams. The students are also expected to engage in mathematical problem solving activities that focus more closely on process and multiple acceptable solutions. The staff is engaged in professional development with the administrators, on-site coach, and CFN 207 personnel to achieve this goal.

In addition, based upon numerous kinds of walkthroughs, including SLT needs assessment walkthroughs, Assistant Principal and Principal's focused walkthroughs and informal and formal observations, school-wide PD Teams, TC Staff, etc., there appeared to be a few opportunities to increase the percentage of higher-order thinking questions asked by the teachers, as well as by the students themselves. Many of the tasks required of the students were rudimentary and employed lower levels of thinking. Upon reflection of administrative reports, it was found in some cases that the questions posed during instruction could be categorized as Tier I according to Webb's Depth of Knowledge. Therefore it is crucially important that teachers perfect the skill of transforming their lower order thinking questions to Tier 2 and Tier 3, with an expectation that the students will engage in more thoughtful discussions, work products, and collaborative projects.

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) timeline for implementation. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the

effectiveness of the strategies/activities,

Strategies/Activities to support identified student subgroups	Key Personnel and Resources used to implement strategies/Activities	Steps taken to include teachers in the decision-making process, using assessments to evaluate effectiveness	Timeline for Implementation
Weekly Cabinet/Professional Development Meetings	On site Literacy Coach, Administrators, Technology Staff Developer, AIS Coordinator, Special Education Liaison	This team meets weekly to analyze student data, and look at student work, in light of the CCLS, and plan professional development activities that will advance school goals.	Beginning in August of 2012 and concluding in June of 2013, this team will meet at least once per week, for two hours.
Professional Development Opportunities	On site Literacy Coach, Administrators, AIS Coordinator, TC Staff Developer, CFN 207 Personnel	All teachers meet for professional development to improve higher-order thinking through Webb's Depth of Knowledge. They develop plans that expect students to think beyond the obvious, and improve their ability to do inferential, critical and creative thinking.	September 2012-June 2013
Professional Development Opportunities	On site Literacy Coach, Administrators, AIS Coordinator, TC Staff Developer, CFN 207 Personnel	TC Staff Developers, one for K-2, and one for 3-5 teachers, will lead a cycle of staff development sessions specifically on improving Webb's Depth of Knowledge Questioning in ELA.	By February of 2013, 25% of all teacher questions will be in DOK levels 2, 3, and 4.
Staff Development Workshop Days	On-Site Literacy Staff Developer, Administrators, All pedagogical staff and Paraprofessionals	Specific techniques to encourage and enhance student accountable talk and higher order thinking will be presented, modeled and discussed, i.e. "Student Debates"	On beginning of the school year staff development days, November Election Day PD Day, and on the Chancellor's PD day in June, three days per year, (one hour per day for every pedagogical staff member,) by June of 2013.
Instructional Lead Teacher Team ELA	On site Literacy Coach, 6 classroom teachers (one each from grades K-5) in ELA.	Weekly meetings will be held in which vertical team meets with staff developer and one administrator to look at student work, analyze data, and coordinate schoolwide expectations for questioning, discussion,	Beginning in January of 2013, and ending in June of 2013, this team will meet once per week.

		argumentation, and debate among students during all Literacy periods.	
Instructional Lead Teacher Team Math Specific strategies/activities: Math problems solving days Game days Math centers in each classroom Grouping Computer assisted instruction	On site Literacy Coach, Administrators, AIS Coordinator, TC Staff Developer, CFN 207 Personnel	Weekly meetings will be held in which vertical team meets with staff developer and one administrator to look at student work, analyze data, and coordinate schoolwide expectations for questioning, discussion, argumentation, and debate among students during Math problem-solving.	Beginning in January of 2013, and ending in June of 2013, this team will meet once per week.
Teach Boost	Administrators	Teachers have the opportunity to evaluate the level of instruction, developing dialogue with administrators. The conversation is reflective and depends upon informal and formal observations recorded on Teach Boost of classroom instruction. Specific teacher goals related to higher order thinking will be included in observation reports.	Beginning in January of 2013, and concluding in June of 2013, each teacher will be observed a minimum of 5 times, with immediate feedback provided related to questioning techniques.
Higher Level Inquiry Students Group Study	Students performing in high level 3 and Level 4 in ELA and Math, AIS coordinator, Writing Cluster Teacher, Science Cluster Teacher	Insights gained in working with the higher-level students, including activating their critical thinking skills, learning to predict, plan, interpret directions, and to create advanced projects in robotics.	Beginning in January of 2013, students will meet once per week with the Science Teacher to investigate projects in robotics.
Inquiry Shared Read Extended Day Tutorial Program (for bottom 1/3 of students Students with IEP's, students who are not demonstrating progress, ESLs, prior H.O.'s, and other identified subgroups) Strategies/Activities: Analyzing texts: Chunking, annotating, activating prior knowledge, making self-to-text connections, envisioning, etc.	On-Site Staff Developer, Administrators, AIS Coordinators, all Classroom teachers	Inquiry Liaisons will meet with each other, and subsequently with their assigned grade teachers to plan Extended Day activities. Liaisons will then work with teachers to select texts, discuss problems with and notate texts, and develop questioning strategies and assessments for each text.	By June of 2013, Inquiry Liaisons and Grade Level Inquiry Teams will meet once per month for planning. Beginning in December 2012, and concluding in June of 2013, students will receive 1 and ½ hours per week of targeted instruction in higher order thinking skills related to shared read texts.

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.
- 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.

Parents are encouraged to participate in the academic process to support their children's progress in **ELA**, by utilizing the following programs/service:

- Parent Coordinator resource room with computers, parent library, and learning resources located conveniently on the first floor near lobby area
- Monthly Parent Coordinator Calendar sent home to parents
- Dial-a-Teacher information posted in main office and Parent Coordinator's Room
- Parents Are Teachers Too Program: Both in-house speakers and outside consultants meet with parents for workshops during school hours at least once per month
- Speakers are available for Evening Parent Workshops before and during PTA meetings, once per month, on the third Wednesday of each month
- Learning Leader training, beginning in January of 2013, provides volunteer parents with strategies to enable them to support students success during the school day and at home
- "Coffee with the Principal" once per month, letting parents know of policy changes and curriculum initiatives, and encouraging parent questioning and feedback
- Parent workshops provided on New York State Core Curriculum twice yearly
- Staff SLT member present to parents 1x per month on curriculum initiatives and progress towards meeting school goals
- Science teacher presents Science Fair workshop to parents 1x per year, promoting interest and greater parental involvement in Scientific exploration, research skills, non-fiction reading, and data analysis.
- Parent invited to Science Fair on Parent-Teacher Conference Day
- Scholastic Book Fair held twice yearly during Parent-Teacher Conference Day to encourage wide reading in a variety of topics and levels, with a particular emphasis on Non-Fiction
- Parent Incentive Program, with Arthur Ashe Dollars awarded to parents for attendance at parent education events. Dollars can be redeemed for prizes at the end of the school year
- Award certificates are sent home to parents when a student has achieved a higher level (A-Z) in the TC Reading program
- Student of the month awards in Reading, Writing, Math, and other topics, celebrating student achievement in all areas of the curriculum
- PortaPortal websites set up by teachers to supplement classroom instruction with online resources that students and parents can use at home
- School website provides parents with ongoing, timely information regarding workshops, conferences, school events, new initiatives, testing calendar, and other resources strengthening the home-school connection
- Parents received information with passwords and log-in names for their students who are actively involved with the Achieve 3000 program
- Schoolwide student Reading Level Progress Charts posted in school lobby to celebrate students' movement in Reading
- Local New York City public librarian school visit providing parents with information about programs available, as well as providing a library card for every student.
- Standard setting student work displayed in lobby, in both Literacy and Math.
- Read-Aloud workshop provided by on-site staff developer to support higher order question and support of wide reading at home.
- Family Fun Day, held on one Saturday in June, which involves parents and their children in interactive workshops on a myriad of topics, including Science, Math, Literacy, Art, ESL, and Social Studies. Teachers volunteer their services and Title I Parent Involvement allocations can be used, based on approval the Title I Parents and the SLT.

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 X Title IIA X Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination GOAL #4: Higher Order Thinking

- 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).

Resources	Funding Source(s)	Allocation
1 Principal	TL FSF	128,207
1 Assistant Principal	TL FSF/Title I SWP	119,830
1 AIS Coordinator	TL FSF/Title I SWP	75,911
1 Coach	Title I SWP	10,4460
1 Technology Staff Developer	Title I SWP/TL FSF	73,683
1 Parent Coordinator	TL Parent Coordinator/TL FSF	42,350
36 Classroom Teachers (-2 pre-k)	TL FSF/TL 09 C4 CTT/TL SE TRANSITIONAL FUNDING/TL SALARY SUBSIDY/TL SCHOOL SUPPORT SUPPLEMENT/TITLE IIA SUPPLEMENT/PREK/PRE PLUS/UNIVERSAL PREK/TL LEGACY TEACHER SUPPLEMENT	2804637
1 Special Education Liaison	TL RS IEP TEACHER	75,690
1 SETSS Teacher	TL FSF	75,690
5 Cluster Teachers (except for Phys. Ed) Writing, Social Studies, Science, Art, Computer	TL FSF/SCHOOL SUPPORT SUPPLEMENT/UNIVERSAL PREK/TITLE SWP/TL DEFERRED PROGRAM PLANNING INITITATIVE	479938
2 Speech Teachers	TL RS MANDATED SPEECH	147154
7 Paraprofessional (-2 pre-k)	IDEA RS IEP PARA/TLRS IEP PARA/PREK PLUS/UNIVERSAL PREK	263732
2 Teachers College Staff Developers (K-2) (3-5) Calendar Days AP Study Group	TITLE I SWP	27,900

Principal's Study Group		
Staff Support from CFN #207 (?) 2 Math Staff Developers 1-2 Literacy Staff Developers	Staff Support from CFN #207 1-2 Literacy Staff Developers	TL CHILDREN FIRST NETWORK
Substitute Teachers for Staff Development	Substitute Teachers for Staff Development	TITLE I SWP
OTPS		
Title I Parent Involvement Event	TITLE I SWP/UNIVERSAL PREK	6499
Robotics Materials for High Achievers program		
Library Books	TL NYSTL LIBRARY	2663
Computer Hardware	TL NYSTL HARDWARE/TL NYSTL SOFTWARE/TL FSF	6085
Computer Software	TL NSYTL SOFTWARE/NYSTL LIBRARY BOOKS	8346
Achieve Online Intervention Program Site License	TL NSYTL SOFTWARE	3150
Expendable supplies	UNIVERSAL PREK/TITLE I SWP/TL FSF/TL SUMMER SCHOOL SHARED/TL TRANSLATIONS SERVICES/TL LITERACY ASSESSMENT/TITLE III LEP/ROLLOVER PRIVATE GRANT	21087

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:
 - d) 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	<ul style="list-style-type: none"> • Shared Reading • Differentiated Instruction • Interactive Writing • Interactive Read Aloud • Guided Reading • Achieve 3000 • Tutoring • Reading Workshop • Writing Workshop • Conferencing in reading and writing • i-Ready • Technology Supported Instruction 	<ul style="list-style-type: none"> • Small Group Instruction • Strategy Groups • Whole Class • Whole Class • Small Group Instruction • Small Group/SETSS/ESL • One-to-One • Whole Class • Whole Class • Individual and small group • Whole Class/Small Group • Whole Class/Small Group 	<ul style="list-style-type: none"> • Extended Day • During the school day • During the school day • During the school day • Extended Day and During the school day • Extended Day and During the school Day • Extended Day • During the School Day • During the School Day • Extended Day and During the School Day • During the School Day • Extended Day and During the School Day
Mathematics	<ul style="list-style-type: none"> • Manipulatives • Conferences • Strategy Groups • Technology Supported 	<ul style="list-style-type: none"> • Whole Class/Small Group • Individual/Small Group • Small Group • Whole Class/Small Group 	<ul style="list-style-type: none"> • Extended Day and During the School Day • Extended Day and During the School Day • Extended Day and During the School Day • Extended Day and During

	<p>Instruction (Smart Board)</p> <ul style="list-style-type: none"> Higher Order Problem Solving 	<ul style="list-style-type: none"> Whole Class/Small Group 	<p>the School Day</p> <ul style="list-style-type: none"> Extended Day and During the School Day
Science	<ul style="list-style-type: none"> Technology Supported Instruction to build prior background knowledge and expand upon difficult concepts. Trips to Museums Cooperative Assignments 	<ul style="list-style-type: none"> Whole Class/Small Group Whole Class Small Group 	<ul style="list-style-type: none"> Extended Day and During the School Day During the School Day During the School Day
Social Studies	<ul style="list-style-type: none"> Common Core Library Primary Documents Technology Supported instruction to build background knowledge 	<ul style="list-style-type: none"> Small Group/Individual Whole Class/Small Group Whole Class/Small Group 	<ul style="list-style-type: none"> During the School Day During the School Day During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	N/A	N/A	N/A

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.

Teaching positions are listed on the open market, as well as through “word of mouth” advertising among our staff members. Our student teachers from Queens College, mentored by our staff, are also added to the pool of candidates. A “hiring committee”, comprised of interested staff members, meets after school and during the summer to decide on questions and activities to be included in the hiring process. A review of resumes, a rigorous interview, creation of a writing sample, and a “demonstration lesson” are all components of the process. Candidates are selected by consensus of representatives of teaching staff as well as administrators. Once a candidate is hired, they are mentored through the UFT mentoring program, as well as with an on-site “buddy”. They become part of a “new teachers” group that meets one morning per week before the start of the regular school day. Each new teacher is immediately immersed into weekly grade PD, including potentially 9 or more sessions of TCWRP staff development, as well as all of the other PD opportunities afforded to the veteran staff.

**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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

P.S. 161Q, The Arthur R. Ashe Jr, 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; keeping interruptions to the continuity of instruction to a minimum;
- respecting cultural, racial and ethnic differences; celebrating diversity through special events and projects
- 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:

- providing a Parent Manual, translated into the major languages of our school community's parents;
- providing a Monthly calendar of events, via the Parent Coordinator;
- providing parent guidance meetings for middle school choice
- updating the schools' website on an ongoing basis;
- creating technology-based avenues to expand opportunities for parent teacher communication, i.e. "Porta-portal", and e-mail;
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related, during which report cards will be distributed directly to parents and explained to them;
- 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. Decisionmaking about the expenditure of Title I funds will be discussed in the Title I meeting, and approved by the SLT;
- 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, during SLT and PTA meetings;
- 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 school, through the Learning Leader program, and to also opportunities to observe classroom activities during Open School Week;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, "Parents are Teachers Too" Program; Events such as Multicultural Night, Concerts, ESL classes, etc.

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);
- Student of the month certificates given out at PTA meetings; have progressed to a higher reading level in the TCWRP program;
- Displays of standards-setting student work in school lobby
- Reading growth chart displayed in school lobby
- sharing and communicating best practices for effective communication, collaboration and partnering with 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);
- review the NYC DOE Discipline Code, and return student behavior contracts
- 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.

Revised 1-7-2013

Signed 1-8-2012 in SLT Meeting

PTA President, Karen Dix

Principal, Jill Hoder

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 Charles Amundsen	District 28	Borough Queens	School Number 161
School Name Arthur Ashe			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	761	Total Number of ELLs	94	ELLs as share of total student population (%)	12.35%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	3	3	2	2	2	2	1							15
Push-In														0
Total	3	3	2	2	2	2	1	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE									0	
Dual Language									0	
ESL	78	4	5	15		5	1		1	94
Total	78	4	5	15	0	5	1	0	1	94

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

A. Programming and Scheduling Information

modeling of the structures.

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

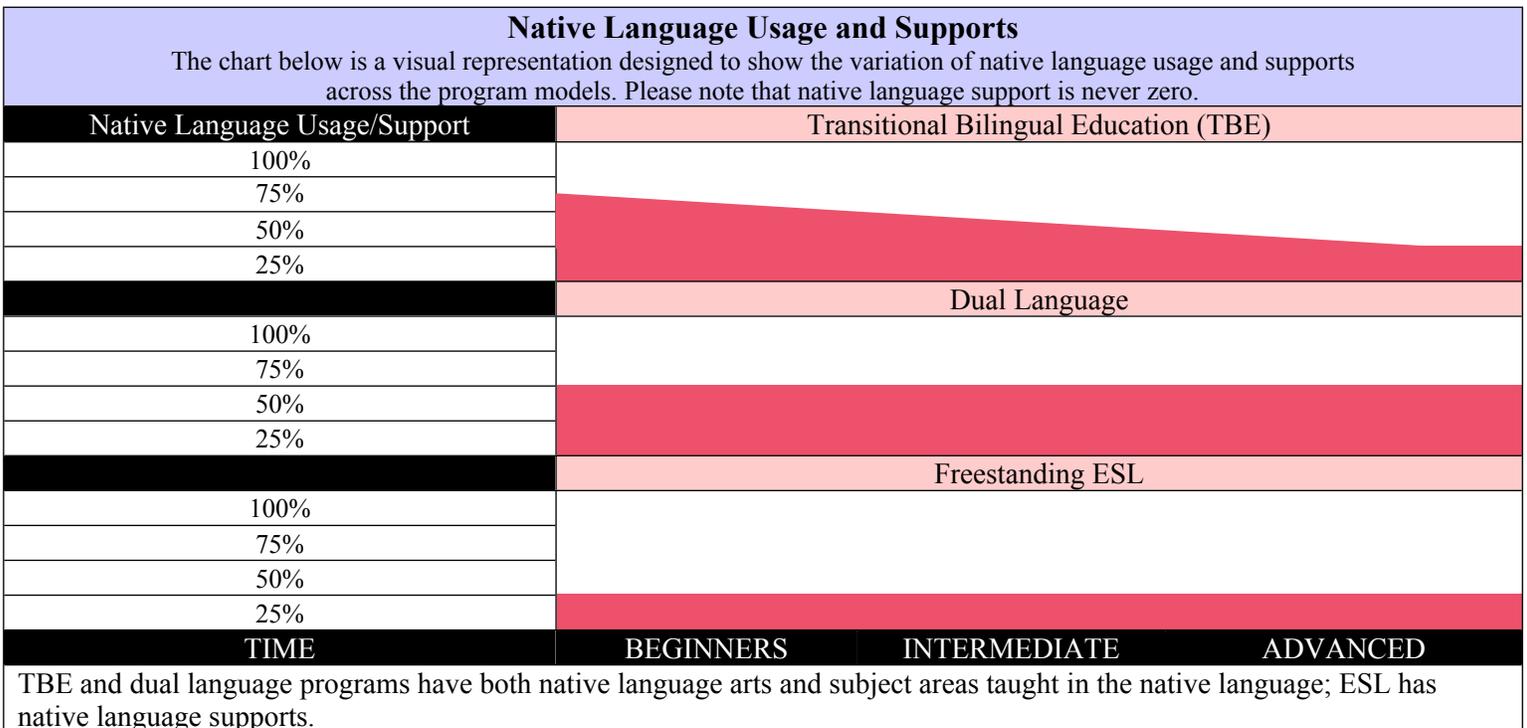
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

services are provided by in-house bilingual school staff (ie, paraprofessionals, teachers).

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

The school currently does not have any programs for newly-enrolled ELLs prior to the start of the school year, nor does it offer any language electives to its students, including ELLs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

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

E. Parental Involvement

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

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

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

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

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)	5	5	2		1	1								14
Intermediate(I)	2	3		2	6	2								15
Advanced (A)	19	10	9	4	11	11	1							65
Total	26	18	11	6	18	14	1	0	0	0	0	0	0	94

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					9		3		12
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

The school uses the Teacher's College Reader's and Writer's Project as its literacy assessment tool for early literacy. An evaluation of assessment data of kindergarten through grade 2 from the spring of 2011 shows that our ELLs begin behind non-ELLs, but are mostly reading at grade level by the end of second grade. The expectations for students (non-ELLs) at the beginning of the year has changed. Students entering first grade should be reading at level D/E (5 out of 16 first grade ELLs have achieved this). Students entering second grade should be reading at levels I/J/K (2 out of 11 ELLs have achieved this). At the start of third grade, students should be reading at level M (3 out of 4 ELLs have achieved this, and the remaining ELL is one level behind). In view of these data, the ESL teachers will attempt to focus on bolstering the literacy skills of ELLs in the early grades, as well as taking a closer look at the TCRWP as a valid literacy assessment for ELLs.

An analysis of NYSESLAT and LAB-R data shows that students are progressing as they move up the grades. This is evident in the fact that there are fewer students at the beginner and intermediate levels as the grades progress. The data also show that most of the ELLs at PS 161 are at the Advanced proficiency level. Looking at the NYSESLAT modality data, we can see that the majority of our students continue to score Advanced on the Reading and Writing subtests. However, 45% of our students scored Proficient on the Speaking and Listening, whereas only 14% scored Proficient on the Reading and Writing. This is a continuous pattern and reflects research on second language learning that contends that reading and writing are the most challenging modalities and usually the last to master. Therefore, instruction will continue to be focused on writing, specifically in the content areas.

In the past, the ESL teachers have used the results of the ELL Periodic Assessment to determine which areas of instruction (listening, reading, writing) need attention. The results of the Periodic Assessment tend to correlate with those of the NYSESLAT, showing that students' greatest areas of need are in reading and writing.

The school evaluates its ESL program based on a comparison of beginning and end-of-year data. At the start of the school year, the ESL teachers analyze students' NYSESLAT, ELA, and content area test scores. Additional consideration is given to factors such as years of service, attendance, home support, and special needs. The ESL teachers then create goals based on this analysis. As test scores become available during the school year and at the start of the subsequent year (for the NYSESLAT), they are reevaluated against the initial goals. This evaluation allows the ESL teachers to reflect on and modify instruction accordingly.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>PS 161</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jill Hoder	Principal		10/19/11
Janice Egan	Assistant Principal		10/19/11

School Name: PS 161**School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kathy Knowles	Parent Coordinator		10/19/11
Reginald Pierre-Louis	ESL Teacher		10/19/11
Danny Diaz	Parent		1/1/01
Jane Ragno	Teacher/Subject Area		10/19/11
Kathy Beaulieu	Teacher/Subject Area		1/1/01
Sara Goldberg	Coach		1/1/01
Leslie Ortenberg	Coach		1/1/01
Robin Stolar	Guidance Counselor		1/1/01
Peggy Miller	Network Leader		1/1/01
Cynthia Rotando	Other <u>Related Service Pr.</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **PS 161**

Cluster: **2** Network: **CFN 207**

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

Part A: Needs Assessment Findings

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

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

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

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

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

The school has learned that more parents, especially non-English-speaking parents, are willing to come to the school when notices are sent home in their respective languages and when interpretation is available. This was acknowledged and discussed at a PTA meeting and during School Leadership Team meetings.

Part B: Strategies and Activities

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

The school will attempt to translate all correspondence to parents, especially letters relating to academic matters. For example, the school has a poster in the lobby of the school that welcomes parents in various languages and notifies them that interpretation services are available. The citywide information packet, Family Guide and the Bill of Parents' Rights and Responsibilities are also translated and sent home in students' home languages. In addition, parents of ELLs receive invitations to orientation sessions, as well as Title III program and information letters in their home languages.

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

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: 161	DBN: 28Q161
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: 15
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The school will create an after school program for one group of ELLs in grades 3, 4, and 5. The program will focus on Advanced ELLs who have been receiving ESL services for three years or more. The goal of the program will be to help students make yearly academic gains. The program will focus entirely on content area reading and writing in order to build students background knowledge, and academic skills and language.

The program will be held on Mondays, Tuesdays, and Wednesdays from 3:30pm to 5:05pm; on Thursdays it will run from 2:45pm to 4:15pm. The program will run from November to April. All instruction will be in English, and the program will be taught by one NYS certified ESL teacher.

The materials to be used will include Achieve3000, the internet-based nonfiction reading program, which is already in use at the school and will not need to be acquired with Title III funds. To enhance this program, students will use tactile materials such as clay, paint, paintbrushes, paper, craft supplies (for models). The teacher will use media sources from watchknowlearn.org, discoveryeducation, brainpop, and americanrhetoric.com.

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: Our professional development piece will include PDs given by the ESL teachers to the Title III program teacher and 3rd, 4th, and 5th grade classroom teachers of ELLs in the Title III program. The PDs will be given during their common preparation period once per month beginning in November and continuing through February (total of 4). Topics to be covered during these PDs include: deconstructing complex sentences and moving from simple to complex sentence structures.

Another component of our professional development plan is to provide teachers of Title III students with professional development on the Sikh faith and culture, as a large portion of our student body is made up of students from the Sikh faith. We will bring in a speaker from the Sikh Coalition to speak to teachers of students in the Title III program during their professional period. Our hope is that this knowledge will help teachers to become more aware of the differences between Sikh and American culture, and more importantly, help to teachers to bridge these differences through instructional practice.

Part D: Parental Engagement Activities

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

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

Begin description here: Parent engagement activities will include two training sessions, one at the end of December, and one at the beginning of February, on using Achieve3000. The purpose of this training is to make parents familiar with the program. This way they will be able to monitor and encourage their children's use of the program at home. This training will benefit parents by informing them of grade level expectations, as well as provide an avenue through which parents can become more involved in their children's education. It will be provided by the ESL teachers, who are proficient in the program. The training will take place after school for one and a half hours. Interpretation will be provided. Notices about these training sessions will be sent home to parents in their preferred languages.

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		