



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE ARTHUR R. ASHE JR. SCHOOL
DBN (i.e. 01M001): 28Q161
Principal: MS. JILL HODER
Principal Email: JHODER@SCHOOLS.NYC.GOV
Superintendent: DR. BEVERLY FOLKES-BRYANT
Network Leader: MS. MARLENE WILKS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jill Hoder	*Principal or Designee	
Kathy Beaulieu	*UFT Chapter Leader or Designee	
Richard LaGuerre	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Janice Egan	Member/ AP, SLT Chairperson	
Theresa Bennett	Member/ Data/Math/RTI Specialist	
Rodney Goldstein	Member/ Teacher, Grade 5	
Sonia Muriel	Member/ Teacher, Grade 2	
Katherine Arita	Member/ Parent	
Bibi Bakridi	Member/ Parent	
Najot Ghuman	Member/ Parent	
Krystal Jemison	Member/ Parent	
Somattie Mahabir	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, 45% of students on grades 3-5 will meet or exceed grade level standards in Reading, as measured by performance gains on internal benchmark assessments, compared to 43.4% on the 2013 NYS ELA Assessment. This will be supported by investigating higher order thinking by close reading of standard-setting texts.

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.

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, 2012-2013 to 2011-2012

Category	Score		Change in Points	Grade	
	2012-2013	2011-2012		2012-2013	2011-2012
Student Progress (out of 60)	34.2	31.5	+ 2.7	B	B
Student Performance (out of 25)	15.7	17.3	- 1.6	A	A
School Environment (out of 15)	12.2	8.3	+ 3.9	A	B
Closing the	2.6	2.1	+ 0.5		

Achievement Gap (16 max.)					
Overall Score (out of 100)	64.7 <i>(60.1 needed for "A")</i>	59.2 <i>(64.7 needed for "A")</i>	+5.5 550/100	A	B

This year we returned to an overall grade of “A” on the NYC DOE Progress Report. Our overall score went up to 64.7 out of 100, whereas last year our score was 59.2 out of 100. This made for a 2.7 increase between the school years. The parameters for receiving an “A” have changed: While it took a total overall score of 64.7 or higher to achieve an A in 2011-2012, it now takes a 60.1 overall score. Our school went up percentage-wise in progress- from 63% in 2012 to 65% in 2013, for a gain of 2%. Additionally, in the area of literacy our lowest third increase from 72% in 2012 to 81% in 2013, for a gain of 9%. Receiving the Early Grade Progress, we had a net gain in points for Progress of 4.08. While in the area of performance, the percentage of students receiving a level 3 or 4 on the ELA exam decreased from 62.4% in 2012 to 43.4% in 2013 for a total of 19%, our school increased in the comparison of our peer range by 7.5% and the city by 8.3%. We had a net gain in total points earned in both Performance and Progress; we increase from 48.8 out of 85 possible points to 49.9 out of 85 possible points. Furthermore, we gained points in both the area of School Environment, and “Closing the Achievement Gap. Consequently, our report grade went up and we received the “A” again.

P.S. I61 Progress Report Comparison, ELA 2012-2013 to 2011-2012

ELA Progress Comparison						ELA Performance Comparison					
2012-2013 ELA	Points Earned	2011-2012	Points Earned	Change	Points Change (Comp. Peer and City)	2012-2013	Points Earned	2011-2012	Points Earned	% Change	Points Change (Comp. Peer and City)

MAGP*: 65.0	4.57/10	63.0	4.38/10	+2.0%	+0.19/10	% 3 or 4: 43.4	4.29	62.4	3.81	-19%	0.48/6.25
MAGP, 81.0 Lowest 1/3:	7.05/10	72.0	5.83/10	+9.0%	+1.22/10	Avg. St. Prof.: 2.86	4.32	3.09	3.88		0.44/6.25
EGP** 3.07	9.80/10	2.50	5.79/10	+0.57	+4.01/10						
Total Points	21.42/30		16.00/30				8.61/12.50		7.69/12.50		
Total Points change from last year					+5.42/30					+0.92/12.50	

*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 21.42 plus 8.61 for a total of 30.03 out of a possible 42.50 for ELA. When compared to the Peer group and the City, there was a net gain of 5.42 points in ELA Progress and 0.92 in ELA Performance. So while our performance went down this year, we earned more points for ELA performance in how our students scored compared to our peer group and the city. This year New York State administered the first exam that tested the Common Core Learning Standards. All schools across the state had a significant drop; our drop was not as momentous compared to our peer schools and the city. We need to address the significant drop and 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.

Our school did particularly well in the area of Early Grade Progress in ELA. We almost received full credit. The “A” that PS161 received this year can partially be accredited to the additional 6.34 points for performance and progress in ELA.

Further Analysis of ELA Data:

PS 161Q is now using Pearson’s ReadyGEN curriculum resources to teach reading and writing. We found the change to this program imperative in order to address the expectation of the students reading complex texts that are now at a higher lexile level due to the changes made to the state standards. This program allows students to have multiple reads of a text, reading with a different lens each time. In addition, there is a focus on building academic vocabulary and discussion techniques with the students. ReadyGEN has aligned their program to the new Common Core Learning Standards in ELA.

Financial resources have been allocated from the school’s budget to support this collaboration. Members of the staff receive ongoing professional development from ReadyGEN staff develops multiple times over the year. In addition there is ongoing support from the new in-house Assistant Principal, as well as attendance at workshops provided by both CFN209 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 working on or above grade level; according to the NYS ELA Assessment, Periodic Assessments, Performance Assessments, ReadyGEN unit tests and TC Levels, that they should 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, 10.86% of our students are “LD” and are maintained flexible scheduling programs (as per the mandates of “A Shared Path to Success”) while another 10.43% receive daily ESL services from the two certified specialists on staff. 16 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. 80.2% 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). 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.

10.43% 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 the 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 our in-house ESL teachers, continue to augment professional development opportunities in the school – helping teachers prepare for lessons that focus on deeper thinking of complex texts.

The data gathered from the 2013 NYS ELA indicates that 43.4% of our students in grades 3-5 were performing at or above grade level. This indicates 19% decrease from 2012. The level of proficiency demonstrated on each of the three 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 from 4th grade to 5th grade. 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 2012-2013 to 2011-2012

	2012 % EARNING A Level 3 or Level 4	2013 % EARNING A Level 3 or Level 4	+/- Change
Grade 3	78.3%	44.4%	- 33.9%
Grade 4	61.4%	50.0%	- 11.4%
Grade 5	60.3%	34.4%	- 25.9%
All Grades	66.6%	43.4%	- 23.2%

Regarding the New York State ELA, we had been prepared that there would be a decrease of the number of students performing on or above grade level on the ELA due to the exam reflecting the new Common Core Learning Standards. Since the drop is significant, we need to look at the data in conjunction with our peer groups' results and the city's results. Our results were 65.3% of our peer range and 78.9% of the city's range. So, while the drop is something we want to look closely at, it is important to note that we did score well above average. What does concern us is the significant difference between the fifth grade scores and the 3rd and 4th grades.

The negative performance on grade 5 is disconcerting since we have provided both resources and ongoing staff development for 5th grade teachers.

When comparing the data gathered for 2012 and 2013, it is apparent that students need to continue to work towards mastering the CCLS. As the school bases instruction on the NYS CCLS in ELA with the support of the CFN 209 personnel, administrators, 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 monthly PD with the assistant principal, workshops with ReadyGEN 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 lessons that are rigorous and compelling. However according to the data displayed on the above chart, we need to continue to understand the expectations of the students and how we can best scaffold the new standards.

Students Who Earned Level 3 or Level 4 on NYS ELA Assessment

Reflecting on Student Progress Since 2010

Grade 3 Students	2013		
June 2013			
	44.4%		

Grade 4 Students	2013	2012	
------------------	------	------	--

June 2013			
	50.0%	78.5%	

Grade 5 Students	2013	2012	2011
June 2013			
	34.4%	62.4%	55.4%

Upon review of the performance data for grades 3-5 in 2013, the statistics indicate that our students continued to demonstrate gains in ELA until this year when the test changed dramatically. Performance cannot be analyzed for grade 3 since that is the first year that they receive a formal assessment. Students on Grade 4 had a net decrease of 28.5% from 2012 to 2013. The students in Grade 5 had increase from 2011 to 2012, but now that they took the Common Core aligned exam, their scores decreased by 28%. We will continue to have rigorous student expectations, cooperative teacher planning, multiple points of entry, and teacher professional development in order to groom the children for more demanding expectations, preparing them to be “College Ready” in the future. We hope that now that we have the new “baseline” our students can again increase their performance in future years.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

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.

A.Strategies/Activities to support identified student subgroups	B. Key Personnel used to implement the Strategy	C. Targets to Evaluate the progress, effectiveness, and impact of the strategy	D.Programmatic Details and Resources	E.Timeline for Implementation
--	--	---	---	--------------------------------------

<p>Achieve 3000 will support 120 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 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. A student should grow one lexile level for each 80 articles read and responded to. The TC reading levels are monitored regularly by the 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 effectiveness of the program will be determined after reviewing the data on SchoolNet, TC reading levels, NYS 2014 ELA scores.</p>	<p>Individual Student laptops, Achieve PD on site, Parent training linked to PTA meetings</p>	<p>The interventions will begin in September 2013 and will continue throughout the year until June 26th, 2014. The effectiveness of the program will be determined after reviewing the data on SchoolNet, TC reading levels, NYS 2014 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 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 upon reflection of data found on SchoolNet and ARIS. Teachers will also use data collected form ReadyGEN unit assessments.</p> <p>Targets for TC Reading Levels are depicted in the TC Benchmark Chart</p>	<p>Teacher laptops, Classroom Libraries with leveled "just right books", book logs, running records, conference notes</p>	<p>September 2013- June 2014</p> <p>TC Assessments are entered online in September, November, January, March, and June.</p>
<p>Extended Day AIS Program</p>	<p>All teachers</p>	<p>All teachers on staff meet with identified (bottom 1/3rd) students in grades 2-5 for</p>	<p>Ready Gen and Go Math</p>	<p>September 2013</p>

		<p>AIS Coordinator</p> <p>Data Specialist</p>	<p>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.</p> <p>Data is analyzed once per month, by the Data Specialist. Analysis is done by the Cabinet, with the AIS coordinator, to decide on changes necessary to the students' program during AIS</p>	<p>instructional materials, Test Ready materials, classroom computers, websites</p>	<p>– June 2014</p>	
<p>Direct Instruction in the reading of non-fiction and informational texts</p>		<p>Classroom teachers</p> <p>Assistant Principal</p> <p>Literacy Leads</p>	<p>The classroom teachers meet each month during common preparation periods to develop a deeper understanding of non-fiction. It is during that time that they develop curriculum maps and lesson plans that are reflective of Webb's Depth of Knowledge and the four 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.</p> <p>Classroom teachers deliver whole class instructional lesson plans in ReadyGEN lessons 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, ReadyGEN unit assessments and Performance based assessments, as well as periodic assessments. The teachers are prepared to augment the instruction with research-based strategies. They "trouble shoot" using techniques developed</p>	<p>Ready Gen non-fiction and fiction books, collaborative grade lessons plans based on ReadyGen Teacher's Guides, SmartBoards in each classroom</p>	<p>September 2013 - June 2014</p> <p>Ready Gen Unit Assessments, 6x per year in Grades K-3, 4x in grades 4 & 5.</p>	

			<p>during professional development.</p> <p>Ready Gen Unit Assessments, 6x per year in Grades K-3, 4x in grades 4 & 5.</p> <p>Data leaders Literacy data review 1x month.</p> <p>Literacy Data review during one weekly cabinet meeting per month.</p>			
Grade Level Teacher Leaders in ELA will collaborate with staff developer and turnkey information to colleagues.	One teacher on each grade, on site Literacy Assistant Principal	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.	Meetings held once per week before the start of school	January 2014- June 2014		
Teachers will develop Smart Board Infused Technology lessons for Literacy.	On Site Certified Technology Professional Developers	Teachers develop curriculum maps with the support of administration and On Site Technology Professional Developers that includes the use of Smart Board technology to build prior background knowledge and further differentiate instruction.	SmartBoards in every classroom, Promethium Board in Library	September 2013- June 2014		
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 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	Websites such as The Quotations Page, Brainy Quote, Quote Garden, Scholastic Dictionary of Idioms, ELL list of suggested idioms, Monthly “Word of the Day” calendar displayed by PA system.	September 2013- June 2014		

		<p>the conversational language for all students, including our ESL population.</p> <p>The ReadyGEN program assesses student vocabulary development via formative assessment, with Unit tests being given 6-8 times per year.</p>		
--	--	--	--	--

1.

B. Key personnel and other resources used to implement each strategy/activity
1. See chart above.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. See chart above.
D. Timeline for implementation and completion including start and end dates
1. See chart above.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. See chart above.

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).

<p>Strategies to increase parental involvement</p> <p>Parents are encouraged to participate in the academic process to support their children's progress in ELA, by utilizing the following programs/service:</p> <ul style="list-style-type: none"> • 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 • Building the Academic Parent: 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 2014, 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

- Parent workshops provided by the ESL teacher on how to support the students' use of Achieve 3000
- 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
- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA	Title III	Set Aside	Grants
----------	-----------------	----------	-----------------	----------	------------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

ELA Resources	Funding Source(s)	Allocation
Personnel Services		
1 Principal	TL FSF	135,353
2 Assistant Principals	TL FSF/Title I SWP	168,549/32,895
1 AIS Coordinator, Part Time	TL FSF/Title I SWP	919/12272
1 Data/Math/RTI Specialist	Title I SWP/TL Citywide Instructional Expectations	79,225/20,004
1 Technology Staff Developer	TI FSF/Sequester/2010 Census Title I SWP	34,245/59,336
1 Parent Coordinator	TL Parent Coordinator/TL FSF	37,188/5,162

35 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/Sequest/2010 Census Title IIA	2,197,568/71,698/40,974/27,186/35,309/ 78,615/25,869/129,217/59,240/32,350/5647
1 SETSS (K-2)/IEP Teacher	TL RS IEP TEACHER	76,731
1 SETSS (3-6)Teacher	TL FSF	76,731
6 Cluster Teachers Physical Education, Art, Computer, Library, Science, Dance	TL FSF/SCHOOL SUPPORT SUPPLEMENT/TITLE I SWP	214,846/128,594/214,325
2 Speech Teachers	TL RS MANDATED SPEECH	147,912
7 Paraprofessional (-2 pre-k)	IDEA RS IEP PARA/TL RS IEP PARA/PREK PLUS/UNIVERSAL PREK/SEQUEST AID RS IEP PARAS	84,981/123,965/45777/51891/9083
Staff Support from CFN #209	TL CHILDREN FIRST NETWORK	34,000
Substitute Teachers for Staff Development	TL Citywide Instructional Expectation	1,550
OTPS		
Miscellaneous PD Expenses	TL FSF/TL SUMMER SCHOOL	8108/2813
Title I Parent Involvement Event	TITLE I SWP/UNIVERSAL PREK	3463/2500
Testing Materials	TL ELA/MATH STUDENTS SUPPORT/TL LITEARCY ASSESSMENT/TL SUMMER SCHOOL SUPPORT FOR OAPR STUDENTS	1,790/600/336
Library Books	TL NYSTL LIBRARY	\$3,988
Computer Hardware	NYS STVP General Voucher/TL FSF	19,889

Computer Software	NYS STVP Software Voucher	19,297
Achieve Online Intervention Program Site License	Donation	0

Goal and Action Plan #2

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 June of 2014, 49% of students on Grades 3-5 will meet or exceed grade level standards in Math, as measured by performance gains on internal benchmark assessments, compared to 47.4% on the NYS Math Assessment in 2013. This will reflect an increase in students' ability to develop Math reasoning and processing skills within the "major works" of their grades, thereby laying the groundwork for college and career readiness.

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. 161 Progress Report Comparison in Math, 2012-2013 to 2011 to 2012

Math Progress Comparison						Math Performance Comparison					
2012-2013	Points Earned	2011-2012	Points Earned	% Change	Points Change (Comp. Peer and City)	2012-13	Points Earned	2011-2012	Points Earned	% Change	Points Change (Comp. Peer and City)
MAGP*: 56.0	2.14/10	64.0	4.74/10	-8.0	-2.6	% 3 or 4: 47.4	3.58	85.1	5.17	-37.7	-1.59

MAGP, 63.0	2.26/10	68.0	5.48/10	-5.0	-3.22	Avg. St. Prof.: 2.95	3.48	3.56	4.43	-0.61	-0.95
Lowest 1/3:											
EGP** 3.37	8.34/10	2.61	5.36/10	+0.76	+2.98						
Total points earned MATH	12.74						7.06				
Total Points change					-2.84						-0.64

*Median Adjusted Growth Percentile ** Early Grade Progress

According to this chart, our students demonstrated a decline in progress and performance, from 2012-2013, we feel this is a result of the new common core aligned state assessments. Our students are expected to have a deeper understanding of mathematical concepts through reading complex word problems and writing about math processes. Although, our decline was not typical of past performance, when viewed in comparison to the rest of the district and city-wide we did better than schools within our peer group. 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 2011-2012 & 2012-2013

	2011-2012	2012-2013	+/-
	% earning a Level 3 or Level 4	% earning a Level 3 or Level 4	Change

Grade 3	87.0%	49.1%	-37.9
Grade 4	86.4%	53.8%	-32.6
Grade 5	85.4%	38.0%	-47.7
All Grades	86.2%	47.4%	-38.8

Looking at the chart above, it becomes apparent that students in all grades demonstrated a regression from 2012-2013. . 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 all grades indicates that we must place much greater emphasis on higher order math problems, we recognize the problem and have taken appropriate steps to address the problem. The data indicates that the new NYS CCLS in mathematics has had an overwhelmingly effect on our students achievement in Mathematics and therefore, we have introduced the Go Math standards based program as encouraged by New York City Department of Education. We anticipate that as the program becomes more familiar to the teachers, the gains will be substantial on all grades in the future.

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 are struggling to demonstrate progress in this area of the curriculum, as per the data on the 2013 NYS Mathematics Assessment.

As of June 2013, 43.9 % of students on grades 3-5 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. With this in mind, we have taken the appropriate steps to bridge the gap between reading and math. It is appropriate to expect growth of 1.5% by June 2014.

The data reported in the 2012-2013 Progress Report indicates that 43.9% of PS 161Q students in grades 3-5, demonstrated mathematical proficiency on Level 3 or Level 4 by June 2013 as per the NYS Mathematics Assessment. Therefore, 56.1% students in grades 3-5 were not able to complete tasks in math that were either on or above grade level expectation. However, as reflective practitioners we appreciate the importance of this data and have made appropriate modifications in our instructional protocols to meet this challenge. Therefore, we have created a goal of 1.5% student progress in the area of Mathematics for the school year 2013-2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups				
A. Strategies/Activities to support identified student subgroups	B. Key Personnel and Resources used to implement strategies/Activities	C. Targets to Evaluate the progress, effectiveness, and impact of the strategy	D. Programmatic Details and Resources	E. Timeline for Implementation
Teachers will use data to differentiate strategy groups for students	Classroom teachers, Math Staff Developer, SETSS teachers, Grade Leaders, CFN 209 personnel	<p>Classroom teachers meet with on site staff developer and CFN 209 personnel to analyze the data on Schoolnet, 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.</p> <p>Schoolnet Baseline Math Assessments, Grs. 3-5. Results are accessible through ENGAGE/NY.</p> <p>Go Math Unit Multiple Choice Assessments are conducted at the end of each unit, 10-13 times per year, depending on the grade.</p> <p>Math formative data is analyzed at bi-weekly Data Leaders meetings, and results are shared out at</p>	Laptop Computers for teachers, Schoolnet, NYS Math Assessment Spring 2013, GoMath online resources	<p>September 2013-June 2014</p> <p>Schoolnet Baseline Assessments conducted in September of 2013.</p> <p>Data Leaders meet bi-weekly to review and compare data and student progress</p> <p>Math Data is analyzed once per month at cabinet meetings.</p>

			cabinet meetings.		
Teachers will plan lessons that incorporate manipulatives.	Classroom teachers, Math Staff Developer, Math Leads, SETSS teachers, Grade Leaders, CFN 209 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.	Student created Manipulatives from the Go Math and pre-made Everyday Math programs will be available in all classrooms, K-5	September 2013-June 2014	
All classroom teachers will incorporate rigorous daily Engage/ Problem of the Day for Mathematics.	Classroom teachers, Math Staff Developer, Math Leads, CFN 209 personnel	Teachers will create math messages that provide a focus for their students and encourage a deeper understanding of mathematical concepts. GoMath Problem-solving performance tasks are given after each unit 10-13 times per year. The data is analyzed during data leaders meetings (one data leader per grade) which are held on a bi-weekly basis. The results are then shared out at the next Cabinet Meeting.	NYSED Common Core website, GoMath problem solving resources, and CFN 209 suggested resources distributed during Math PD	September 2013-June 2014	Performance task data is reviewed once per month in Data Leaders’ meetings.
Teachers will create rubrics with the students that evaluate student work and allow students to be self reflective.	Classroom teachers, Math Staff Developer, CFN 209 Personnel	Teachers will model the process and expect their students to make reflective comments on their own work and thinking in mathematics.	Teacher made student self assessment tools, such as rubrics, checklists, and Math Journals	September 2013-June 2014	
Teachers will group their students to encourage thinking in mathematics that is dependent on a deeper	Classroom teachers	Teachers will create the groups based upon prior assessments and data.	Go Math online resources	September 2013-June 2014	

understanding of the concepts.				
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.	One teacher on each grade and math Staff Developer and CFN 209 Staff Developers.	Grade Team Leaders will then turn key this information to their grade level colleagues.	Meeting once per week before start of the school day	December 2013-June 2014
Math units will incorporate lessons that will be solely devoted to problem solving, using tasks from the Common Core Standards.	Classroom Teachers	Students will engage in rigorous problem-solving using multiple solution paths, and they will critique and defend their processes among each other. GoMath Problem-solving performance tasks are given after each unit 10-13 times per year. The data is analyzed during data leaders meetings (one data leader per grade) which are held on a bi-weekly basis. The results are then shared out at the next Cabinet Meeting.		September 2013-June 2014 1X unit, 10-13 units per year Performance task data is reviewed once per month in Data Leaders' meetings. Cabinet meetings held once per week, Math data reviewed 1x per month.
Teachers will develop rubrics that allow students to self assess and be reflective.	Classroom Teachers and students	Teachers will help students internalize problem solving rubrics, encouraging the children to look reflectively at their own work – noting comments on post notes.		September 2013-June 2014
Teachers meet during regular professional development time to analyze the data on each of their students.	Classroom Teachers, Data Leaders, Literacy Coach	Teachers plan for interventions that are targeted and differentiated.		September 2013-June 2014

B. Key personnel and other resources used to implement each strategy/activity

1. See chart above.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. See Chart Above

D. Timeline for implementation and completion including start and end dates

1. See Chart above.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. See Chart above.

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).

Strategies to increase parental involvement

Parents are encouraged to participate in the academic process to support their children's progress in **Math**, 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
- 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
- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
-----------------	-----------------	------------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

MATH Resources	Funding Source(s)	Allocation
Personnel Services		
1 Principal	TL FSF	135,353
2 Assistant Principals	TL FSF/Title I SWP	168,549/32,895
1 AIS Coordinator, Part Time	TL FSF/Title I SWP	919/12272
1 Data/Math/RTI Specialist	Title I SWP/TL Citywide Instructional Expectations	79,225/20,004
1 Technology Staff Developer	TI FSF/Sequester/2010 Census Title I SWP	34,245/59,336
1 Parent Coordinator	TL Parent Coordinator/TL FSF	
35 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/Sequest/2010 Census Title IIA	2,197,568/71,698/40,974/27,186/35,309/ 78,615/25,869/129,217/59,240/32,350/5647
1 SETSS (K-2)/IEP Teacher	TL RS IEP TEACHER	76,731
SETSS (3-6)Teacher	TL FSF	76,731
5 Cluster Teachers Writing, Social Studies, Science, Art, Computer	TL FSF/SCHOOL SUPPORT SUPPLEMENT	184,154/128,594/183,633
2 Speech Teachers	TL RS MANDATED SPEECH	147,912
7 Paraprofessional (-2 pre-k)	IDEA RS IEP PARA/TL RS IEP PARA/PREK PLUS/UNIVERSAL PREK/SEQUEST AID RS IEP	84,981/123,965/45777/51891/9083

	PARAS	
Staff Support from CFN #209	TL CHILDREN FIRST NETWORK	34,000
Substitute Teachers for Staff Development	TL Citywide Instructional Expectation	1,550
OTPS		
Miscellaneous PD Expenses	TL FSF/TL SUMMER SCHOOL	8108/2813
Title I Parent Involvement Event	TITLE I SWP/UNIVERSAL PREK	3463/2500
Testing Materials	TL ELA/MATH STUDENTS SUPPORT/TL LITEARCY ASSESSMENT/TL SUMMER SCHOOL SUPPORT FOR OAPR STUDENTS	1,790/600/336
Library Books	TL NYSTL LIBRARY	\$3,988
Computer Hardware	NYS STVP General Voucher/TL FSF	19,889
Computer Software	NYS STVP Software Voucher	19,297
Achieve Online Intervention Program Site License	DONATION	0

Goal and Action Plan #3

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 2014, 25% of ongoing professional development will be devoted to improving teachers' ability to deliver RTI to at-risk and special needs students. The effectiveness of this initiative will be as measured by improved performance of students in this subgroup based on common school-based assessment in all core subjects.

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, 14.6% 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 2012-2013 school year, we attempted to be proactive with the changes that would occur due to Special Education Reform. Ms. Rotando, our 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 2013-2014 school year, we have begun to branch out with a larger focus on the RTI process. Ms. Bennett has been put in place as the RTI Coordinator. The RTI Coordinator oversees the students within the RTI process to monitor progress. The three tiers of intervention are incorporated into each grade. Tier 1 students are identified by using the Universal Screener. Running records were chosen in our building as the Universal Screener. The classroom teachers maintain a binder of the Tier 1 students within their classroom to track their progress. The classroom teacher then creates interventions done during whole class instruction utilizing small groups. Tier 2 students were identified in the beginning of the school year based on the Universal Screener. These students had the lowest reading levels in their grade. These students have been targeted in small groups of 5 three times per week with a special education teacher to work on a research based reading program. Tier III interventions such as one-on-one instruction, behavior intervention plans, Daily Report Cards, and work on interactive websites are beginning to be implemented in the month of December. Tier III services will be 30 minutes five times per week.

The Pupil Personnel team meets twice per month. Consisting of the guidance counselor, school psychologist, the social worker, the Special Education Liaison, The RTI Coordinator, a speech therapist, and an Occupational Therapist. The PPT 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. Bennett's twice per month RTI team, creates and revises the flexible scheduling plans for students within the tiers of RTI, as well determining the need for RTI services based on teacher referrals and scores on CBA's. The RTI team consists of two general education teachers, three special education teachers, the RTI Coordinator, and the Special Education Liaison. Student and teacher challenges that come to light in the PPT 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 four weeks to update our knowledge, implementation, and best

practices in the area of RTI, for a total of at least 25% of all Professional Development given in the 2013-2014 school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

A.Strategies/Activities to support identified student subgroups	B. Key Personnel used to implement strategies/Activities	C. Targets to Evaluate the progress, effectiveness, and impact of the strategy	D. Programmatic Details and Resources	E. Timeline for Implementation
Special Education Inquiry Team will analyze students progress in both Mathematics and English Language Arts.	Special Education Liaison ICT teachers, one each K-5, RTI Coordinator	Special Ed Liaison and Data leader analyze IEP students progress on Ready Gen and Go Math Unit Assessments, in addition to analyzing data from NYS ELA and Math Assessments.	ICT teachers are included in these meetings to add insights of the day-to-day challenges of RTI. IEPs, SESIS, Data from classroom teachers, and other pertinent data is analyzed at these meetings, to adjust intervention strategies and program features related to the special needs students.	Beginning December 2013, The Special Education Inquiry team will meet 2x per month
RTI Team will track the referral rate and progress of RTI.	RTI Coordinator, Special Education Liaison, ICT Teachers, SETSS teacher, general education teachers	Special Education referral rate is reviewed at RTI meetings. This team meets twice per month to plan, schedule, and discuss logistics related to individual students' flexible scheduling programs, assuring that the students are showing growth, and that the programs comply with the IEPs. TC running records and ReadyGEN units	TC running records (progress on reading levels, A-Z, according to TC benchmarks), ReadyGen Unit Assessments, multiple choice, short answer, and written responses are assessed and the RTI team looks at examples of student work.	September 2013 through June 2014, Team meets. 1x per month.

		assessments are analyzed.		
The PPT team meets bi-monthly to discuss students referred by teachers.	Guidance Counselor, Special Education Liaison, RtI Coordinator, School Psychologist School Social Worker Administrator, Occupational Therapist, Speech Pathologist	The students are looked at by the team and strategies are given by a member during the follow up with the teacher. If a student is deemed in need of a service AND their academics are affected they may be referred for an evaluation or sent to the RTI team to begin RTI services.		Beginning September of 2013, the PPT will meet bi-monthly for 1 and ½ hours.
Targeted Interventions, delivered during SETSS, extended day, and flexible schedule programs.	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. Our K-2 SETSS Teacher uses the Recipe for Reading Program. Our 3-5 SETTS Teacher uses the Spotlight Program.	Recipe for Reading is a structured program, based on Orton-Gillingham research, for LD students, to strengthen their ability in decoding. Students are introduced to new letters/sounds only when they have mastered the previous ones. The Spotlight program is based on differentiated non-fiction texts and emphasizes finding evidence in texts.	September 2013-June 2014 SETSS K-2 Program, New Program: Recipe for Reading implemented November of 2013. SETSS 3-6 Program, New Program: Spotlight on Learning, implemented December of 2013.
Students receive auxiliary services which are delivered by special education specialists, augmenting classroom instruction and providing targeted	Administrators, SETSS teacher, Special Education Coordinator, RTI Coordinator, Special Education Teachers, Speech, OT, PT, Adapted	Key personnel meet to articulate, design appropriate interventions and monitor the progress of each of the identified students with IEP's.		September 2013-June 2014

interventions.	Physical Education Teachers, Social Worker, Guidance Counselor			
All teachers receive professional development in RTI that supports the academic programs.	Administrators, RTI Coordinator	Teachers develop interventions that are in compliance with the RTI mandates.		September 2013-June 2014 RTI PD is given 1x per month to all teachers.

1.

B. Key personnel and other resources used to implement each strategy/activity

1. See chart above

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. See chart above

D. Timeline for implementation and completion including start and end dates

1. See chart above.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. See chart above.

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).

Parents are encouraged to participate in the academic process to support their children's progress in **Understanding the Shared Pathway for Success**, by utilizing the following programs/services:

- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

RTI Resources	Funding Source(s)	Allocation
Personnel Services		
1 Principal	TL FSF	135,353
2 Assistant Principals	TL FSF/Title I SWP	168,549/32,895
1 AIS Coordinator, Part Time	TL FSF/Title I SWP	919/12272
1 Data/Math/RTI Specialist	Title I SWP/TL Citywide Instructional Expectations	79,225/20,004
1 Technology Staff Developer	TI FSF/Sequester/2010 Census Title I SWP	34,245/59,336
1 Parent Coordinator	TL Parent Coordinator/TL FSF	37,188/5,162
35 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/Sequest/2010 Census Title IIA	2,197,568/71,698/40,974/27,186/35,309/ 78,615/25,869/129,217/59,240/32,350/5647
1 SETSS (K-2)/IEP Teacher	TL RS IEP TEACHER	76,731
1 SETSS (3-6)Teacher	TL FSF	76,731

6 Cluster Teachers Physical Education, Art, Computer, Library, Science, Dance	TL FSF/SCHOOL SUPPORT SUPPLEMENT/TITLE I SWP	214,846/128,594
Speech Teachers	TL RS MANDATED SPEECH	147,912
7 Paraprofessional (-2 pre-k)	IDEA RS IEP PARA/TL RS IEP PARA/PREK PLUS/UNIVERSAL PREK/SEQUEST AID RS IEP PARAS	84,981/123,965/45777/51891/9083
Staff Support from CFN #209	TL CHILDREN FIRST NETWORK	34,000
Substitute Teachers for Staff Development	TL Citywide Instructional Expectation	1,550
OTPS		
Miscellaneous PD Expenses	TL FSF/TL SUMMER SCHOOL	8108/2813
Title I Parent Involvement Event	TITLE I SWP/UNIVERSAL PREK	3463/2500
Testing Materials	TL ELA/MATH STUDENTS SUPPORT/TL LITEARCY ASSESSMENT/TL SUMMER SCHOOL SUPPORT FOR OAPR STUDENTS	1,790/600/336
Library Books	TL NYSTL LIBRARY	\$3,988
Computer Hardware	NYS STVP General Voucher/TL FSF	19,889
Computer Software	NYS STVP Software Voucher	19,297
Achieve Online Intervention Program Site License	Donation	0

Goal and Action Plan #4

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.

Teacher Effectiveness: By June of 2014, 25% of all professional development will be devoted to Teacher Effectiveness Training.

Comprehensive Needs Assessment

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

After careful data analysis, and in keeping with our school's long-standing reputation as a "Professional Development School", our Cabinet/PD Team, in collaboration with our School Leadership Team, decided that the new Teacher Effectiveness teacher evaluation system warranted its own goal on our Comprehensive Educational Plan. We knew that a change of the magnitude represented by the New TE program, coupled with the use of the new ADVANCE system, presented a major shift in our staff's thinking about the role and importance of teacher observations. While teacher observations had always been used as a tool for teacher support and instructional improvement, we have been slowly but surely immersing our teachers in the rigors, complexity, and high expectations of the Charlotte Danielson Framework for Teaching Rubric. Upon the implementation by the New York City Department of Education's Rubric-Based evaluation system, we knew that our teachers would be familiar with much of the terminology and expectations of the Framework rubric. Our school's implementation of two new curricula, the Pearson ReadyGen Literacy Program, and the GoMath program, simultaneously with the new evaluation system, presented the "perfect storm" of changes to the teacher's instructional expectations and practices. We knew that careful, strategic consideration, dialogue, and planning would be required to successfully implement so many changes at once. Our needs assessment proceeded as follows:

The data sources that we used to determine this goal, aside from the fact the New Teacher Effectiveness system, and the DOE mandates stated that three hours of Teacher Effectiveness training per month should be afforded to each teacher, were the following:

- Initial Planning conferences conducted in September and October of 2013
- Formal and informal observation reports from 2012-2013
- Teacher surveys
- PD exit evaluation forms
- TeachBoost Reports for Period #1 and Period #2

For the past 10 years, it has been the custom and the commitment of our school, that our preparation schedule has built in common “grade level preparation periods, to allow for targeted Professional development sessions once per week, four weeks per month. This structure was ideal for allowing both the New Teacher Effectiveness training to occur seamlessly and naturally, as well as the training for the new curricula introduced this school year, and the ongoing RTI training.

It was decided during the Professional Development/Cabinet meeting held in August of 2013, that a Specific Teacher Effectiveness Training, focusing in specific Domains, Components, and Elements of Charlotte Danielson’s Framework for Teaching would be conducted. Content-specific Teacher Effectiveness work would be embedded in the new ReadyGEN and GoMath professional development, conducted by Ms. Goldberg, our Assistant Principal and Literacy Specialist, and by Ms. Bennett, our Math Specialist. In addition, the team of Ms. Patricia Hanley, New Leaders Resident Principal, and Ms. Egan, Assistant Principal, would lead a month PD Teacher Effectiveness training that addressed issues related to the Charlotte Danielson rubric across the curriculum. Ms. Hanley brought the extra insight afforded by the new leaders program, specific expertise as a full-time Staff Developer with advanced technology support, and eagerness to develop her own Teacher Effectiveness support strategies in order to prepare for the rigors of being a school principal in the 2014-2015 school year. Ms. Egan sought to lend her knowledge and familiarity with the P.S. 161 staff developed over a 12 year period working as a supervisor at P.S. 161, her administrative “influence” in inspiring compliance with the new program, and a history of brainstorming creative solutions to problems to this team effort. Unpacking the Charlotte Danielson Rubric, along with the specific expectations of the New Teacher Evaluation program; in a thorough, in depth manner – with an eye towards the compassion and supportiveness required to bring the teachers through a time of great change, will be necessary.

For all grades, K-5, the following pattern will be followed throughout the 2013-2014 School year, on a monthly basis:

Week One (45 minutes): Go Math Teacher Effectiveness, Ms. Bennett, Math Coach/Data Specialist

Week Two (45 minutes): Ready Gen Teacher Effectiveness, Ms Goldberg

Week Three (45 minutes): RTI and Teacher Effectiveness: Ms. Bennett, Math Coach, Data Specialist

Week Four (45 minutes): Topics in Teacher Effectiveness Across the Curriculum : Ms. Hanley and Ms. Egan: Resident Principal and Assistant Principal

As specific areas of the rubric, based on evaluation of ongoing teacher and student data, become of concern, these concerns will be woven into all four PD weekly agenda. **For example**, “Addressing CD Component 3b, Questioning and Discussion in the GoMath program will be a specific topic during the Go Math training.

Planning for Specific PD Topics: As we met with our teachers in the month of September and October of 2013, for their initial planning conferences, it became apparent that teachers were somewhat anxious about the demands and rigors of the Charlotte Danielson Framework for Teaching Rubric, as well as the expectations that they would be observed so many times. In particular, teachers were concerned that Formal Observations would count for a 60% of their observation credit if they chose “Option #1”. Out of 44 teachers total to be observed, only TWO teachers chose this option. The remainder of our teacher chose to be observed informally, choosing “Option #2”.

We found that teacher chose Option #2 because of their sense of themselves as experienced, “seasoned teachers”. All of our pedagogical staff members are tenured, with five or more years of teaching experience under their belts. These teachers were comfortable with being observed without prior notice. The shorter, more informal observations fit the needs of our teaching staff better than the formal observation format. In addition, our teachers expressed a willingness not only to be observed, but to model lesson for their colleagues, and support each other’s professional growth, based on areas of need indicated through the new Teacher Effectiveness program. Teachers have begun to intervisit each others’ classrooms more frequently, in response to data indicating support needed in such areas as behavior management, and questioning and discussion.

Rationale for PD Plans

Teacher surveys, and PD evaluations indicated specific needs in the areas of Teacher Effectiveness. Teachers, when given the opportunity to choose which areas of the rubric they would like more support in, chose “Questioning and Discussion”, 3b, as an area of concern, as well as “Assessment”. The specific professional development plan, although outlined for the entire 2013-2013 school year, will be flexible, with teacher needs, CFN #209 input, new DOE mandates, and teacher requests influencing changes in the plan.

Analysis of TeachBoost Data:

The TeachBoost online system of recording, coding, writing up, and synching reports to ADVANCE, affords our administrative staff an organized and “all in one” place to record teacher data regarding observations and teacher improvement. We can analyze data such as:

1. Who has an has not yet been observed.
2. How many times each teacher has been observed.
3. What observations are still due.
4. Total reports completed
5. Reports still in progress
6. Growth of teachers, ex. From “ineffective to developing” on all 22 components of Charlotte Danielson’s rubric.

7. Comparison of growth, whole school and across grades.
8. Areas of improvement and next steps needed.
9. Teacher Goals. Specific and measurable Teacher goals, as established during the “Initial Planning Conferences”, were embedded into teachers individual profiles. Teachers and school leaders can then refer to these periodically, while determining strategic PD plans.

These are only SOME of the types of data we can access due to TeachBoost. We will endeavor to make optimum use of all of the features, including “Insights”, that the TeachBoost system offers, as we become more familiar with the system throughout this school year.

An analysis of the TEACHBOOST data for the first 2 rounds of observations, reveals the following insights:

There are 44 teachers in our school eligible to be evaluated under the new Teacher Effectiveness system. Each teacher has been observed twice, as the second “cycle” of observations has been completed. This made a total of 88 observations. Two teachers in our school are Pre-Kindergarten teachers, and at this time, Pre-K teachers do not fall under the Teacher Evaluation system, and can only be rated “S” or “U”.

Teacher Effectiveness After “Cycle 1”, Using TeachBoost Data

	Ineffective	Developing	Effective	Highly Effective
Teachers total:	2	6	34	2
44				

Teacher Effectiveness after Cycle 2:

	Ineffective	Developing	Effective	Highly Effective
Teachers Total:	0	4	34	6
44				

We can see from these charts that overall, our teachers are developing, through PD in content areas as well as specifically with the Charlotte Danielson rubric.

Individual growth can be attributed to outside PD, intervisitations and 1:1 model lessons, as well. 43 teachers have shown upward growth, and only one teacher has gone down in rating, from “Effective” to “Developing”. (This can be attributed to a focus, during the second observation, on a component in which the teacher needs additional professional development.)

Teachers have grown from two “ineffective” to 0 rated “ ineffective”. They have shown growth in that, after cycle 1, six were developing , and this has changed to only “4” developing. The number of “effective” teachers has stayed the same, 34. We are proud to say that our most accomplished teachers have grown from 2 “highly effective” to 6 “highly effective”. We plan to monitor this data at the end of each cycle. Our overall goal is that, with targeted and differentiated professional development, we can have 100% of teachers at “Effective” or “Highly Effective” by June of 2013.

According to our “School Overview” we are effective in all of the following areas, as a school: Planning, Environment, Instruction, and Professionalism, however, our “Effectiveness in ‘professionalism’, Domain 4, shows a downward trend. This is probably due to the fact that 42 out of our 44 teachers have done informal observations only, and have not yet had sufficient opportunities to demonstrate evidence for Domain 4. We expect this area will become more solidly “effective” as the year progresses

Further Insights:

22 Components observed so far, School Wide Results

Component 1: Planning

<i>1a</i>	<i>1b</i>	<i>1c</i>	<i>1d</i>	<i>1e</i>	<i>1f</i>
<i>Effective</i>	<i>Effective</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Effective</i>	<i>Effective</i>

Component 2: Environment

<i>2a</i>	<i>2b</i>	<i>2c</i>	<i>2d</i>	<i>2e</i>	
<i>Effective</i>	<i>Effective</i>	<i>Effective</i>	<i>Effective</i>	<i>Effective</i>	

Component 3: Instruction

<i>3a</i>	<i>3b</i>	<i>3c</i>	<i>3d</i>	<i>3e</i>	
<i>Effective</i>	<i>Effective</i>	<i>Effective</i>	<i>Effective</i>	<i>Effective</i>	

Component 4: Professionalism

<i>4a</i>	<i>4b</i>	<i>4c</i>	<i>4d</i>	<i>4e</i>	<i>4f</i>
--	<i>Highly Effective</i>	--	<i>Effective</i>	<i>Effective</i>	--

When further broken down by component, we can see that further Profession Development is indicated in specific areas.

Areas of suggested future focus, in order of importance, are indicated by the TeachBoost Data:

Number of Teachers rated “Developing” or “ineffective” in specific components, by the end of cycle 2:

1a	1b	1c	1d	1e	1f	2a	2b	2c	2d	2e
1 dev.	0 dev.	3 dev.	0 dev.	5 dev.	1 dev.	0 dev.	0 dev. 1 ineff.	7 dev. 2 ineff.	4 dev. 3 ineff.	3 dev.

3a	3b	3c	3d	3e	4a	4b	4c	4d	4e	4f
11 dev.	30 dev. 5 ineff.	6 dev.	1 dev. 4 ineff.	1 dev. 2 ineff.	No data, not observed.	0 dev.	No data, not observed	0 dev.	0 dev.	No data, not observed.

This data most clearly indicates that ongoing professional development in component 3b, “**Questioning and Discussion**”, is needed. Since student to student discussion, and higher order thinking in general, requires so many discreet, complex, and advanced skills; PD in scaffolding questioning and discussion would be most beneficial. In

Early Childhood, particularly in Kindergarten and First Grade, the range of language development can begin at “non-speaking” and progress to higher level discussion. Students simply have not had enough practice speaking when they arrive in Kindergarten. By cycle #2, we have already begun to see growth in this area, and are looking forward to all of our classrooms begin “effective” or “highly effective” in this component.

We will continue to analyze the TeachBoost data, during weekly Professional Development/Cabinet meetings, in order to “tweak” our professional development plans.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

A.Strategies/Activities to support identified student subgroups	B.Key Personnel used to implement strategies/Activities	C. Targets to Evaluate the progress, effectiveness, and impact of the strategy	D. Programmatic Details and Resources	E. Timeline for Implementation
Teachers will attend outside DOE Professional Development re: ADVANCE	Principal Two Assistant Principals	1 formal/4 informal observations (option #1) 6 informal observations (option 2)		ADVANCE DOE PD 1 Day Observations spread out evenly in 5-6 week cycles: Cycle 1: Ends October Cycle 2 Ends November 30, etc. All Observations complete by June of 2014
Teacher will attend CFN #209 PD re: ADVANCE	Principal Two Assistant Principals CFN #209 Staff Developers DOE Talent Coach	DOE Staff Check progress once per month on ADVANCE(?)	Talent Coach visits administrative staff and classroom observations are discussed, with ratings calibrated	Once Monthly beginning Sept. 2013 and ending June 2014

Teachers will provide Weekly Teacher Effectiveness PD Sessions for Staff*	Data/Math/RTI Specialist Two Assistant Principals One New Leader Resident Principal	TeachBoost Weekly Data Analysis presented during Cabinet Meetings	Monthly Grade PD cycles for: Specific Reading, Math, and RTI; and General Teacher Effectiveness	Beginning in September 2013, 45 minutes per week per teacher, totaling 3 hours per month
--	---	---	---	--

1.

B. Key personnel and other resources used to implement each strategy/activity

*For all grades, K-5, we following pattern will be followed throughout the 2013-2014 School year, on a monthly basis:

Week One (45 minutes): Go Math Teacher Effectiveness, Ms. Bennett, Math Coach/Data Specialist

Week Two (45 minutes): Ready Gen Teacher Effectiveness, Ms Goldberg

Week Three (45 minutes): RTI and Teacher Effectiveness: Ms. Bennett, Math Coach, Data Specialist

Week Four (45 minutes): Topics in Teacher Effectiveness Across the Curriculum : Ms. Hanley and Ms. Egan: Resident Principal and Assistant Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. See chart above.

D. Timeline for implementation and completion including start and end dates

1. See chart above.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. See chart above.

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).

N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
-----------------	-----------------	------------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Teacher Effectiveness Resources	Funding Source(s)	Allocation
Personnel Services		
1 Principal	TL FSF	135,353
Assistant Principals	TL FSF/Title I SWP	168,549/32,895
1 AIS Coordinator, Part Time	TL FSF/Title I SWP	919/12272
1 Data/Math/RTI Specialist	Title I SWP/TL Citywide Instructional Expectations	79,225/20,004
1 Technology Staff Developer	TI FSF/Sequester/2010 Census Title I SWP	34,245/59,336
1 Parent Coordinator	TL Parent Coordinator/TL FSF	37,188/5,162
35 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/Sequest/2010 Census Title IIA	2,197,568/71,698/40,974/27,186/35,309/ 78,615/25,869/129,217/59,240/32,350/5647
1 SETSS (K-2)/IEP Teacher	TL RS IEP TEACHER	76,731
1 SETSS (3-6)Teacher	TL FSF	76,731
6 Cluster Teachers Physical Education, Art, Computer, Library, Science, Dance	TL FSF/SCHOOL SUPPORT SUPPLEMENT/TITLE I SWP	214,846/128,594
2 Speech Teachers	TL RS MANDATED SPEECH	147,912

7 Paraprofessional (-2 pre-k)	IDEA RS IEP PARA/TL RS IEP PARA/PREK PLUS/UNIVERSAL PREK/SEQUEST AID RS IEP PARAS	84,981/123,965/45777/51891/9083
Staff Support from CFN #209	TL CHILDREN FIRST NETWORK	34,000
Substitute Teachers for Staff Development	TL Citywide Instructional Expectation	1,550
OTPS		
Miscellaneous PD Expenses	TL FSF/TL SUMMER SCHOOL	8108/2813
Title I Parent Involvement Event	TITLE I SWP/UNIVERSAL PREK	3463/2500
Testing Materials	TL ELA/MATH STUDENTS SUPPORT/TL LITEARCY ASSESSMENT/TL SUMMER SCHOOL SUPPORT FOR OAPR STUDENTS	1,790/600/336
Library Books	TL NYSTL LIBRARY	\$3,988
Computer Hardware	NYS STVP General Voucher/TL FSF	19,889
Computer Software	NYS STVP Software Voucher	19,297
Achieve Online Intervention Program Site License	Donation	0

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>Strategy Groups, b. Multiple Points of Entry, c. Guided Reading, d. Read Aloud, e. Achieve 3000, f. Conferencing in reading and writing, g. Technology Supported Instruction</p> <p>This includes students who scored level 1 and did not have the opportunity to attend summer school.</p>	<p>Small Group, b. One on One and Small Group, c. Small Group, d. Whole Class, e. Computer Lab, f. Individual and Small Group, g. Small Group and Whole Class</p>	<p>Literacy Period, b. Small Group during the day and during Extended Day, c. Small Group Literacy Period and Extended Day, d. Whole Class during the day, e. Individual Computer Program during the day and in extended day program, f. Literacy Period and Extended Day, g. Individual and Small Group during literacy and extended day</p>
Mathematics	<p>Manipulatives, b. Conferences, c. Strategy Groups, d. Technology Supported Instruction, e. Higher Order Problem Solving.</p> <p>This includes students who scored level 1 and did not have the opportunity to attend summer school.</p>	<p>All of these strategies are used during regularly scheduled math periods and during the extended day program.</p>	<p>All of these strategies are used during the regularly scheduled math periods and during the extended day program,</p>
Science	<p>Technology Supported Instruction, b. Trips to Museums, c. Cooperative Assignments,</p>	<p>Whole Class Instruction, b. Whole Class Experiences, c. Small Group Projects</p>	<p>All of these strategies are implemented during the regular school day.</p>
Social Studies	<p>Common Core Library, b. Primary Documents, c. Technology supported instruction</p>	<p>Individual and small group, b. Whole Class, individual and small group, c. Whole Class</p>	<p>All of these strategies are implemented during the regular school day.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	N/A	N/A	N/A

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Our Cabinet/Professional Development team consists of administrators, staff developers, and special needs liaison, data leaders, and other school personnel in leadership positions to pool talents and brainstorm PD solutions from each of their unique perspectives. This team meets once per week, usually on Mondays, for 1-2 hours, to plan PD, prepare for upcoming schoolwide events, and analyze data that will lead to adjustments to the PD plans. Our Cabinet/PD team attends PD over the summer and throughout the school year to familiarize themselves with the CCLS, instructional shifts, and NYCDOE mandates. The Cabinet PD team then meets, before the start of the school year, to look at the New York City Instructional Expectations, the standards, and other mandates, to do some basic planning of overall school goals. These goals are then aligned with the CEP draft goals determined by the SLT. Teachers receive a survey related to their specific PD needs for the upcoming year each September. Results are tabulated and shared out at a subsequent Schoolwide PD meeting. These meetings are held once per month, with representatives of each grade, SETSS, ESL, Speech, Staff Developers, and administration meeting to look at school goals, looks at student work, and plan PD goals with an idea to seeing that the needs of all of our students are being met. After teacher observation data, focused walkthrough data, teacher survey data, and other input is analyzed by the PD/Cabinet Team, a PD plan is created and implemented.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title 1 SWP funds, in the amount of \$1,100, are set aside to purchase necessary school supplies, for Students in Temporary Housing, and for students that are "doubled" up. Other programs listed are N/A.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Pre-K teachers, along with the Assistant Principal, attend network professional development with the goal of meeting and exceeding the Pre-K Core Standards. PD teachers also attend in-house PD related to the CCLS, New Reading and Math curricula, and the Teacher Effectiveness program. They are encouraged to be aware of the upcoming K-2 expectations, as well as the specific Pre-K standards, in order to integrate good practices into their program that will support the Pre-K students' transition to Kindergarten. Pre-K parents attend workshops on planning for Kindergarten, sponsored by our Parent Coordinator, and attended by a Kindergarten teacher and an Assistant Principal. Finally, parents are given packets, including reading books purchased with UPK funds, upon attending their child's "moving up" ceremonies, so they can read to their students over the summer, practice letters and sounds, and contribute over the summer to their children's school readiness for the following September.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The MOSL committee met during the summer, with representatives from the teaching, as well as the administrative staff, to select the assessments that would be used in teacher evaluation. Specific professional development on the use of formative and summative assessments, as well as the creation of effective teacher-made assessments, is addressed in our PD plan. The "cycle of assessment" emphasized, whereby teachers understand that assessment, analysis, feedback, and further assessment leads to student growth. Finally, our data specialists, one from each grade, meet biweekly to discuss the assessments being used, analyzed data, look at student work, and make recommendations to the Cabinet PD team about the selection and use of assessments.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY BE LAST YEARS BUT MUST BE UPDATED

P.S. 161 Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

- Revised 12-6-2013

-

- Signed 12-10-2013 in SLT Meeting

-

- _____

- PTA President, Richard LaGuerre

-

- _____

- Principal, Jill Hoder

-

-

-

-

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 28	Borough Queens	School Number 161
School Name Arthur Ashe		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Jill Hoder	Assistant Principal Janice Egan
Coach	Coach
ESL Teacher Reginald Pierre-Louis	Guidance Counselor Robin Freed
Teacher/Subject Area Jane Ragno/ESL	Parent
Teacher/Subject Area Theresa Bennett/RtI Teacher	Parent Coordinator Kathy Knowles
Related Service Provider	Other Patricia Hanley, Resident Prin
Network Leader(Only if working with the LAP team)	Other Sara Goldberg, AP

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	664	Total number of ELLs	74	ELLs as share of total student population (%)	11.14%
--	------------	----------------------	-----------	---	---------------

Part II: 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														
Pull-out	2	2	2	2	2	2								12
SELECT ONE														0
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	67	ELL Students with Disabilities	11
SIFE	1	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	0

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	66	1	10	8	0	1	0	0	0	74
Total	66	1	10	8	0	1	0	0	0	74

Number of ELLs who have an alternate placement paraprofessional: 2

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	6	3	2	2									18
Chinese														0
Russian														0
Bengali	1	2		1										4
Urdu			1		1									2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	14	8	8	6	5	4								45
Polish														0
Albanian														0
Other	2	1	1	1										5
TOTAL	22	17	13	10	8	4	0	0	0	0	0	0	0	74

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	0	0	0	1	1	1								3

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	5	7	0	1	0	0								13
Advanced (A)	11	6	8	8	1	13								47
Total	16	13	8	10	2	14	0	0	0	0	0	0	0	63

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	8	3	0	12
4	0	2	1	0	3
5	5	9	0	0	14
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		6		5		0		12
4	1		2		1		0		4
5	10		5		1		0		16
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		2		2		5
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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 September 2013 shows that our ELLs begin behind non-ELLs. Students entering first grade should be reading at level D/E (7 out of 18 first grade ELLs have achieved this). Students entering second grade should be reading at level I (6 out of 12 ELLs have achieved this). At the start of third grade, students should be reading at level M (3 out of 10 ELLs have achieved this). In view of these data, the ESL teachers will attempt to focus on bolstering the literacy skills of ELLs in the early grades.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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. Also, a large number of students tend to score proficient on the Grade 1 NYSESLAT. Even with the new grade bands on the NYSESLAT, this appears to be a pattern. The data also show that most of our ELLs who took the Spring 2013 NYSESLAT scored at the Advanced proficiency level. We continually focus our attention on students who have scored at the Advanced proficiency level for two years or more, as these students are in danger of stalling in English language development. Currently, we have 13 of these students in grades 3, 4, and 5.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Looking at the NYSESLAT modality data, we can see that the majority of our students continue to score Advanced or Proficient on all subtests. In the past few years, most of our students scored significantly higher on the Speaking and Listening subtests as opposed to the Reading and Writing subtests. However, this past spring, the pattern reversed: 71% of students scored Proficient on the Reading subtest and 73% scored Proficient on the Writing subtest compared to 54% Proficient on the Listening subtest and only 35% were Proficient on the Speaking subtest. Due to this significant change in the data, instruction will continue to be rigorous in reading and writing, but will place more emphasis on speaking and listening. To this end, instruction will incorporate more focused attention on structured academic conversation and listening for a purpose.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Students tend to move up proficiency levels as they advance through the grades. In grades 2, 3, 4, and 5, most students are at the Advanced proficiency level. The greatest number of students attains proficiency on the Grade 1 NYSESLAT.

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.

In the past, 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. However, because we did not administer the ELL Periodic Assessment last year (2012-2013), we do not have data to compare to the most recent NYSESLAT results.

The school has incorporated one period into the school day that is specific to RtI. This Data Driven Instruction (DDI) period is used to both provide data-driven instruction for students in RtI and to systematically evaluate and record students' progress. In Tier I of the program, data is obtained weekly through teacher observation and students' performance on teacher-made assessments. After ten weeks, the data is analyzed to determine whether or not the student should move on to Tier 2. Prior to moving ELLs from Tier 1 to Tier 2, the RtI teacher meets with the ESL teachers to get a comprehensive picture of the student's language development, including proficiency level, NYSESLAT modality scores, years of service information, SIFE status, and native language proficiency and literacy levels. Based on this data, the RtI teacher and ESL teachers then make informed decisions regarding instruction for ELLs in the RtI program.

6. How do you make sure that a child's second language development is considered in instructional decisions?
At the beginning of each school year, the ESL teachers give teachers workshops on ELLs' developmental stages. During the

workshops, the ESL teachers discuss with teachers the expectations they should have for ELLs at the various proficiency levels. The discussions include adaptations that should be made based on students' proficiency levels, both for planning for instruction and for assessing learning objectives.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

8. 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' reading levels and 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 individual goals based on NYSESLAT data. 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.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The process of screening for English language program eligibility begins with an interview with parents and the child by a trained pedagogue at the time of registration. To ensure understanding and honesty, a trained pedagogue is with parents when they initially register their child, to assist in filling out the Home Language Identification Survey (HLIS), as well as 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 parent and child are interviewed in the home language through an in-house interpreter (ie, teacher, paraprofessional, school aid). The parents are then brought to a room where they view the parent orientation video and complete the Parent Survey and Program Selection Form. One of the ESL teachers (through an interpreter, when needed) provides information regarding the language programs and assists parents in filling out the survey. 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 Spanish-speaking licensed teacher (there are currently four in our building). Once a student has been tested and found to be entitled to receive English language services, the ESL teacher retains the parent survey and includes the choice in data collection. If the child's score indicates that he/she is not eligible for English language services, the ESL teacher destroys the parent survey and the parent choice is not included in program determination.
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.

Parents of students who will take the NYSESLAT view the parent orientation video in their native language. The viewing occurs

most often at the time of registration. If parents are not available to stay, an ESL teacher schedules a time within the next ten days for the parent to come in and watch the video and complete the survey. Prior to meeting with parents, the ESL teachers have Parent Survey and Program Selection Forms already available in various languages, on school letterhead. When necessary, the ESL teachers will use the assistance of an in-house interpreter to ensure parents understand and have the opportunity to ask questions in their home language. The school currently has several staff who speak the languages of the community. If we do not have an interpreter available, the ESL teachers use the over-the-phone interpretation services offered by the DOE.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Once the child is placed into the program of the parents' choosing, an entitlement letter is sent home in the native language and English. The school retains three copies of the letter: one for the main office, one for the student's cumulative folder, and one for the ESL department. All parent surveys are completed in the school with an ESL teacher present. The school retains three copies of the parent survey, as well: one for the main office, one for the student's cumulative folder, and one for the ESL department. 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.

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.

Parents who choose a program that is not offered in our school are given the option of transferring their child to a school that does, through the Office of ELLs Transfer Division. If the parent opts for a transfer, the ESL teacher sends the request to ellprogramtransfers@schools.nyc.gov. Upon receiving a response, the parent is contacted and informed of the next steps, including the prospective school and contact person. In addition, the receiving school is informed of the parent's arrival. If, on the other hand, parents reject a transfer, they are asked to complete a rejection of transfer form, which is kept on record at the school. Additionally, they are informed that their child will remain in the school and be placed in a freestanding English as a Second Language program. The parents also receive a placement letter, which confirms the child's program.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All ELLs are assessed annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The ESL teachers create a schedule, alert classroom teachers to, and administer this test. The ESL teachers also send translated letters home to parents notifying them of the test dates. In the past, the school has not had issues making sure all students are tested.

6. 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.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

The number of parents of ELLs in our school whose first choice of programming is ESL continues to be the largest. Results from the parent surveys do not currently support opening a dual language or transitional bilingual education program at our school. Thus, the school currently offers an ESL program only. Students who are eligible for ESL services as per their LAB-R scores are given the required number of service minutes based on their proficiency levels. 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, 4 parents chose Transitional Bilingual Education, and 12 parents chose English as a Second Language. The ESL teachers maintain and monitor a binder of all newly admitted and current ELL students' parent surveys.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- 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])?

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 and Grade 1; the other teacher services Grades 2 through 6.

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)?

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 (requiring 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 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 45-minute periods of ESL. 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 classrooms.

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 foster language development and meet the demands of the Common Core Learning Standards.

ESL teachers provide content area support through the use of the school-based content area curricula, as well as the NYS content standards and core curriculum. 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 and texts. They then follow this explicit instruction with contextualized modeling of the structures.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Some of the Spanish-speaking ELLs are evaluated in Spanish through their work on the Achieve3000 literacy program, which is offered as either a full Spanish version or as an English version with Spanish support. The ESL teacher is able to evaluate their progress by accessing the various reports available on Achieve3000. In addition, several ELLs receive one-on-one interpreters for content area state tests (ie, math and science), and some use translated versions of the tests.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are evaluated throughout the year in reading and writing through running records, and teacher-made assessments, such as class work, tests, and writing projects. Speaking and listening are evaluated informally during class discussions and read-alouds. ESL teachers continually make notes of structures that are particularly challenging for ELLs and address them on an on-going basis.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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.

- a. There is currently one identified SIFE student enrolled at the school. This student receives extended-day AIS. In addition, she receives at-risk SETSS. This student's literacy and language progress is closely monitored by both the ESL and classroom teacher.

- b. 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. 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.

- c. 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 in 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 (10 students or less).

- d. There are currently no students in the school who have been receiving services for six or more years. However, for students in this category, the plan is to provide extended day AIS, in addition to at-risk SETSS during the school day.

- e. 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 attaining proficiency on the NYSESLAT.

7. 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?

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 the exception of kindergarteners and first graders, all of students with IEPs 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
8. ESL teachers confer with classroom teachers to ensure congruence between the mainstream and the ESL classrooms. Teachers decide on key concepts. Then ESL teachers and/or other service providers design and implement the scaffolds necessary for students to learn these concepts, or the support they need in order to better understand them. This process enhances students' chances of succeeding.

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	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

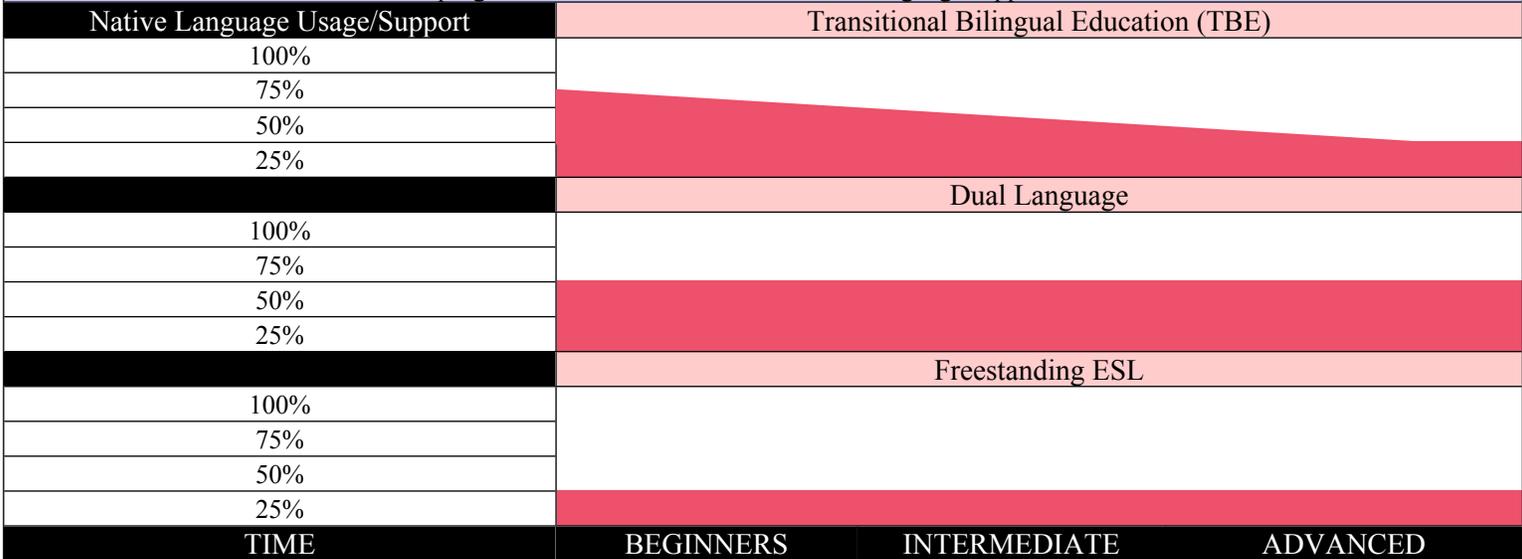
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

Intervention programs at PS 161 include Extended Day Academic Intervention Services, at-risk SETSS, and RtI. 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

In general ELLs at PS 161 are progressing toward proficiency in English. In 2013, about 25% of students who took the NYSESLAT attained proficiency. Additionally, over 80% of students who took the NYSESLAT for the first time scored at the intermediate level or better. However, the 2013 test scores show a significant decrease in the percentage of ELLs that score at levels 3 and 4 on the ELA and especially the math test. For example, in 2012, 60% of third grade ELLs scored a 3 on the ELA exam compared to only 25% in 2013; 83% of third grade ELLs scored a 3 on the math exam in 2012 compared to only 42% in 2013. This pattern of lower test scores is the same across the grades in language arts and math, except in science. Therefore, to ensure the success of ELLs in all academic areas, teachers are attending workshops in order to facilitate the implementation of standards-based instruction that is driven by formative data.

11. What new programs or improvements will be considered for the upcoming school year?

One improvement the school is currently working on is to further align the ESL curriculum to the Common Core State Standards. Based on ELLs' state test scores from spring 2013, the ESL teachers have determined that there is a need to enhance rigor in the program by providing greater cohesiveness through the alignment of the Common Core Learning Standards, the school's literacy program, ReadyGen, and the ESL curriculum. Additionally, in school and at home, for homework, students are using Achieve3000, an online nonfiction-based literacy program, which also supports the standards.

12. What programs/services for ELLs will be discontinued and why?

The school does not plan to cut any programs for ELLs this school year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

In the past, PS 161 has offered several extracurricular programs to all of its students, including ELLs. These programs included after school physical education, art, violin, and tennis. Due to budget cuts, many of these programs are no longer being offered. Traditionally, however, ELLs have participated in all of these programs. ELLs and F-ELLs have also been members of PS 161's student council and the school's basketball team. Participation in these programs is based on the desire of the students.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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, and digital voice recorders. The school also uses Achieve 3000 with its ELLs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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).

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ESL teachers and other service providers work in congruence with classroom teachers. Therefore, the material they teach is based on the curriculum that is being taught in respective grades. Service providers design and implement the scaffolds necessary to

ensure students' access to the material, or they provide the necessary enhancements to expand students' understanding of such material.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

The school currently does not have any programs for newly-enrolled ELLs prior to the start of the school year.

18. What language electives are offered to ELLs?

The school currently does not offer any language electives to its students, including ELLs.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. 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 (administrators, literacy coach, 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, such as 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
- Language Development
- Strategies for ELLs at Different Proficiency Levels
- Communicating with ELLs' Parents
- Tiered Vocabulary

2. The ESL teachers receive both internal and external professional development based on the CCLS. The external professional development is primarily obtained through the Office of English Language Learners.

3. The ESL teachers will obtain information regarding language programs offered at the various middle schools to which our students apply. The ESL teachers will then turnkey this information to the guidance counselor and the parent coordinator so that they can use the information in their transitioning-to-middle-school workshops with 5th grade students and their parents. Letters regarding transitioning workshops will be translated in parents' home languages, and interpreters will be available during the workshops. The classroom teachers also receive the transitioning workshops and can answer or turnkey further questions students may have.

4. 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. PS 161 welcomes and encourages parental involvement in several ways. First, the Parent Teacher Association (PTA) meets regularly once per month, as does the School Leadership Team, which includes parents. Additionally, in the past few years, the school has increased its number of family special events per year. These are open to all parents and families, and include Author/Illustrator night, Halloween Costume Ball, Thanksgiving potluck, an Ice Cream Social, and Family Fun Day. The parent coordinator creates a calendar of parent activities that is sent home monthly. On days when there are 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.
 2. The school currently does not collaborate with external or community-based organizations to provide support for parents.
 3. 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 also in the process of developing a survey to address how well the current offering of parent activities is meeting parents' needs, as well as to ask for suggestions of additional topics or activities parents would like to see offered in the school. The survey will be translated for parents, and a copy will be sent home in both the home language and English. Furthermore, the Parent Coordinator is continuously in contact with the administrators and ESL teachers, forwarding information and discussing future parent activities. For example, the inception of our former 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.
 4. The in-development parent needs survey (see above) will provide a direct source of data that will inform the choice of parent activities offered at the school.

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q161

School Name: Arthur Ashe

Cluster: 2

Network: 209

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 (HLIS) and the Parent Preferred Language form to determine the language spoken by parents. The ESL teachers use the RAPL and the UPPG reports in ATS to identify each parent's preferred written and spoken languages. The school also assesses parents' interpretation needs when they interact with school staff. Based on this information, the school 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 teachers and administrators, etc.). In addition, the ESL teachers give a printout of the UPPG to each classroom teacher so that they can prepare for translation services where necessary.

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 eight 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 (100 homes) and Spanish (55 homes). The other languages are Hindi (10 homes), Bengali (10 homes), and Urdu (5 homes). Of these parents, approximately 120 parents require translation and interpretation services.

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 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 Eriksen Translations.

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 eight bilingual teachers (two Russian, three Spanish, one Chinese, two Malayalam, and one Haitian), six bilingual paraprofessionals (two Spanish, one Urdu, one Punjabi and Hindi, one Russian, and one Italian), and five other bilingual school staff members (two Spanish, two Italian, and one Tagalog). 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 afternoon and evening conferences. This service is provided by either in-house staff or an outside contractor (Eriksen), 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 2013-2014 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): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 15

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 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		