



P. S. 162Q
THE JOHN GOLDEN SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 26Q162
ADDRESS: 201-02 53 AVENUE, BAYSIDE, NY 11364
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 26Q162 **SCHOOL NAME:** The John Golden School

SCHOOL ADDRESS: 201-02 53 Avenue, Bayside, NY 11364

SCHOOL TELEPHONE: 718-423-8621 **FAX:** 718-423-8647

SCHOOL CONTACT PERSON: Dena Poulos, Principal **EMAIL ADDRESS:** DPoulos@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rotates

PRINCIPAL: Dena Poulos

UFT CHAPTER LEADER: Susan Singer

PARENTS' ASSOCIATION PRESIDENT: Ria Pallas
Linda Lovett

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** #16

NETWORK LEADER: Marguerite Straus

SUPERINTENDENT: Anita Saunders

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Dena Poulos	*Principal or Designee	
Susan Singer	*UFT Chapter Chairperson or Designee	
Ria Pallas	*PA/PTA President or Designated Co-President	
TBA	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Joan Casale	Assistant Principal	
Fannie Salerno	Member/Parent	
Markella Spiratos	Member/Parent	
Wendy Pelle Beer	Member/Parent	
Michelle Halik	Member/Parent	
Margaret Mancuso	Member/Parent	
Jacquelyn Daidone	Member/Teacher	
Joanne Kanfer	Member/Teacher	
Gay Lee	Member/Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: School Profile

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The John Golden School community, in a cooperative environment, will create a community of learners prepared to meet the challenges of the 21st Century. An organizational structure that supports high expectations will be provided to insure that all our students achieve and grow academically and socially.

P.S. 162 was given the prestigious NCLB 2008 Blue Ribbon Award by the United States Department of Education. Our school received tribute at an awards ceremony in Washington, D.C. and was posted on the U. S. Department of Education website. We have met the criteria of being recognized as one of the top schools in the country achieving high levels in both reading and mathematics and being successful in closing the achievement gap and showing dramatic improvement in test scores.

We pride ourselves in providing an educational environment in which all children can meet and exceed the Learning Standards. Our goal is to foster a love of learning by nurturing the individual talents of our students. Linking Multiple Intelligences and the Arts enables our students of all abilities to participate in the creative process to accelerate learning. Parents, staff and students will work cooperatively to provide the positive learning environment so necessary in developing contributing citizens to our society.

Our school is situated in the central part of School District 26 at the northeastern boundary of Queens County, New York City. It is a school in excellent repair spanning an entire city block. An adjoining school yard and neighboring city playground is clean, well maintained and used by schoolchildren and community residents. Inside the school are an upgraded and automated Library, upgraded Computer Lab, Auditorium and Lunchroom. There is no space to accommodate special cluster programs. Cluster programs consist of Library/Literacy, Math/Literacy, Science, Computer, Physical Education, and Music.

Some of the features of P.S. 162 include: School Leadership Team, PTA, Inquiry Team, elected Student Council (Gr. 3-5), Talented and Gifted Art & Music Program, Studio-In-A-School, American Ballroom Theater, Columbia Teachers College Reading/Writing Project, Accelerated Technology Program which include Laptop computers and Smart Boards in every grade 3, 4 and 5 classroom.

The Multiple Intelligences approach to teaching is the basis for restructuring the curriculum, instructional learning process and assessment to promote the fullest possible intellectual development of a multicultural student population. The major areas of concern are to provide strong literacy and mathematics programs so that all students will meet or exceed the Learning Standards.

Students at risk of not meeting standards participate in intervention services such as Before/After School AIS Literacy and Math Classes, Family Workshops, Professional Period tutoring and Summer School inclusion. These are in addition to regular support programs during the school day. Students are also included in At-Risk Reading (AIS) and Special Services Support (IEP) programs.

Our Inquiry Team is working on analyzing data to improve the level of achievement on ELA targeted students and ELL targeted students in order for them to reach the sphere of success with identified learning targets through short and long term goals.

Professional development activities focus on literacy and mathematical skills to support the achievement of students in mixed-ability classes. Collaborations included Columbia Teachers College, Studio-In-A-School, American Ballroom Dancing and the Bronx Zoo. Selected staff members also participate in Regional Workshops and serve as turnkey teachers in Literacy and Mathematics.

The PTA of P.S. 162 is quite devoted to achieving success in all school-wide activities and plays an active role in the success of our students. The PTA Co-Presidents collaborate with the administration to plan activities and network with all members of the school community to support and generate a successful climate within the school surroundings. The PTA also supports all PS 162 teachers and support service members by providing them with supplementary materials for classrooms and students, as well as funding educational trips, providing books and supplies, and implementing many academic assembly programs.

Parents are education oriented desiring high quality education for all students. Parents participate in district, regional and school based parent/child parenting workshops, fund raisers and fairs.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 162 John Golden								
District:	26	DBN:	26Q162	School BEDS Code:	342600010162				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded		
	2	√	6		10				
Enrollment					Attendance - % of days students attended :				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		97.1	97.0	TBD		
Kindergarten	114	109	111	Student Stability - % of Enrollment :					
Grade 1	126	109	106	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	128	127	110		94.1	95.1	TBD		
Grade 3	120	126	123	Poverty Rate - % of Enrollment :					
Grade 4	104	131	126	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	140	106	128		29.5	30.6	51.6		
Grade 6	0	0	0	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		0	1	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		3	4	0		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Total	732	708	704		0	0	0		
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	0	TBD		
Number all others	52	49	47	Special High School Programs - Total Number:					
These students are included in the enrollment information above.				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:					CTE Program Participants	0	0	0	
(BESIS Survey)				Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	42	41	TBD		
# receiving ESL services only	86	70	75						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
# ELLs with IEPs	7	0	10	Number of Administrators and Other Professionals	4	4	TBD		
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD		
Overage Students (# entering students overage for grade)									
	2007-08	2008-09	2009-10	Teacher Qualifications:					
(As of October 31)	0	0	TBD	(As of October 31)	2007-08	2008-09	2009-10		
				% fully licensed & permanently assigned to this school	95.2	100.0	TBD		
				% more than 2 years teaching in this school	95.2	95.1	TBD		
				% more than 5 years teaching anywhere	73.8	75.6	TBD		
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher					
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)					
American Indian or Alaska Native	0.0	0.0	0.0		98.0	98.0	TBD		
Black or African American	2.2	1.8	1.8		100.0	100.0	TBD		
Hispanic or Latino	9.2	9.3	8.8						
Asian or Native Hawaiian/Other Pacific Isl.	66.3	65.4	65.9						
White	22.4	23.0	22.6						
Male	50.1	51.3	53.4						
Female	49.9	48.7	46.6						
2009-10 TITLE I STATUS									
√	Title I Schoolwide Program (SWP)								
	Title I Targeted Assistance								
	Non-Title I								
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10					
				√					
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY									
SURR School (Yes/No)	If yes, area(s) of SURR identification:								
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:									
	Phase			Category					
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive			
	Improvement Year 1								
	Improvement Year 2								
	Corrective Action (CA) – Year 1								
	Corrective Action (CA) – Year 2								
	Restructuring Year 1								
	Restructuring Year 2								
	Restructuring Advanced								

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	–	–	–				
Hispanic or Latino	√	√	–				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	–				
Multiracial							
Students with Disabilities	√	√	–				
Limited English Proficient	–	–	–				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	84.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	12.2			Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	19.7			Quality Statement 4: Align Capacity Building to Goals			
(Comprises 25% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	50.5						
(Comprises 60% of the Overall Score)							
Additional Credit:	2.3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				► = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

At PS 162, The John Golden School, our mission is to ensure that today's students are equipped with the resources and knowledge that will make them successful and competent citizens of our ever-changing world. Our school community seeks to provide an educational environment in which all children can meet and exceed the Learning Standards. Our goal is to foster a love of learning by nurturing the individual talents of our students.

Our school is located in the Northeastern section of Queens. It is a neighborhood in flux. We serve an ethnically and culturally diverse population, with a large number of Asian immigrants moving into the area. Many of these new immigrants do not speak English and many are coming from rural areas of their home countries. We are committed to meeting the needs of each student. Our school building is over utilized with an enrollment of over seven hundred students however; our commitment to success knows no limit.

The John Golden School has 40 teachers on staff, 100% of whom are fully licensed, 63.2% have more than 5 years teaching experience, and 98% hold a Master's Degree. Additional support services include: Communication Arts Program (CAP), English as a Second Language (ESL), Individual Education Plan (IEP), Special Education Teacher Support Services (SETSS), Speech, and Guidance. Cluster programs consist of Library/Literacy, Math/Literacy, Science, Computer, Physical Education and Music. We utilize the Teachers College at Columbia University, Reading and Writing workshop model philosophy for our Literacy Program. All of our teachers attended workshops in the Reading/Writing Project. The teachers share and turn key valuable information during professional development. Professional development activities focus on literacy and mathematical skills to support the achievement of students in mixed-ability classes. Students, at risk of not meeting standards, participate in intervention services such as: Morning Extended Day (differentiated instruction) Program, After-School Academic Intervention Services (AIS) Literacy and Math tutorial classes, Learning Leaders (teacher support and assistance program), instructionally-driven Family Workshops, professional period 1:1 tutoring and alternative private instructional services/suggestions. These are in addition to regular support programs during the school day. Students are also included in At-Risk (AIS) and Special Services Support (IEP) programs. PS 162 takes a data driven approach to improving student performance. Both formal and informal assessments are used to follow student weakness and growth on a continuous basis.

Our school is currently recognized as a High Performing/Gap Closing School because of our successful efforts to educate diverse groups of students and we are considered one of the 25 schools in District 26 that is moving forward to accomplish the goal of increasing student achievement while closing the gap in student performance. We have just been recognized for an Excellence Reward by the New York City Department of Education based on performance on our Progress Report and Quality Review. P. S. 162 has received an "A" on our Progress Report for three consecutive years and a "B" for the 2009-10 school year due to changes in scale score passing and NYCDOE changes of grading system.

Due to the changes in NYS scale score increase in passing for 2009-2010 Language Arts levels 3 and 4 indicates 73% for grades 3, 4 and 5. A review of 2009-2010 Mathematics also with scale score changes indicates 90% in levels 3 and 4.

Although there is a decrease in scores for the 2009-2010 school year, data indicates high achievement of our students. An analysis of a six year period 2001-2008 indicates an increase of 13% in English Language Arts Performance Standards at Levels 3 and 4 and a 23.9% increase in student performance standards. This is a reflection of the dedication of the P.S. 162 staff and the strong support of the parents. We set high benchmarks with a belief that all students can with the appropriate support succeed.

Our biggest challenge is funding. We became a Title I funded school last year. However, budget cuts over the last two years have surpassed our additional funding. Budget has forced us to excess two teachers and collapse classes in grades 1 and 2. Our four grade 1 classes have approximately 30 students in each class with many of our students' second language learners. Last year we were forced to eliminate our literacy coach, push in ESL and reading teacher. We have a high needs ESL population.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- **By July 2011 all students will improve on their comprehension skills by making at least a year's progress on the Fountas & Pinnell reading levels.**
- **Reading** – P.S. 162 continues to utilize and embrace the Teachers College, Columbia University, Reading Workshop model philosophy for our reading approach through balanced literacy. All of our teachers periodically attend regional workshops in the Reading/Writing Project at Teachers College. The Principal, Assistant Principal and Literacy Coach along with grade representatives attend Teachers College Summer Institute programs and are able to turn-key valuable information to enhance the instruction of our balanced literacy program. Each class consists of a leveled library (30%-40%) that supports the Teachers College units of study. Students receive mini-lessons to develop skills and strategies to become fluent readers and they apply these skills and strategies in their independent (appropriate leveled books) reading time. Teachers periodically assess students and move them up in levels depending on reading comprehension vocabulary and word attack skills.
- **Writing** – Writing is taught in the same way as reading; we follow the Teachers College workshop model format. Students are taught skills and strategies in writing in order to accomplish the task of writing for specific audiences. Units of study are developed and introduced monthly in a writing workshop through a mini-lesson setting. Teachers demonstrate and model particular writing strategies that are expected in a specific genre. Students are taught to develop finished, published pieces of writing through a planning, drafting, revising and editing process. Written pieces are assessed throughout the year as well as conferencing records in order to promote grade-level and standards-based writing samples in genres such as personal narratives, narrative procedures, report and informational writing including responses to literature in other genres.
- **By July 2011 students will improve their problem solving skills by obtaining at least 80% accuracy on Acuity questions on problem solving.**
- **Mathematics** – Math is taught in a workshop model comprehensive approach to Balanced Mathematics in grades K-5. This consists of using the Harcourt Brace mathematics program that combines hands-on as well as a traditional skills approach focusing on problem solving. Our math program focuses on assessment-driven instruction and/or reinforcement skills, implementation of math journals and collaborative interaction by utilizing accountable talk with an emphasis on application of real life experiences. All lessons are predicated on the scope and sequence of the NYS Math Curriculum. Prior to and after the NYS Math Assessment in March, we follow a pacing calendar which indicates which topics to cover before March and which topics can be covered after.
- **By July 2011 at least 90% of all Grade 4 students will achieve proficiency on the NYS Science Test.**
- **Science** – The framework of our Science Curriculum aligns with the New York State Elementary Science Core Curriculum and the New York City Performance Standards for Science (Elementary Level). Topics are taught in grade appropriate levels and address many scientific phenomena. Students receive instruction through hands-on, minds-on activities which enable each student to work to their highest potential. The students are provided with cooperative and collaborative learning styles in how to observe, investigate, describe and understand physical properties and distinguish between living and non-living things in physical and life science concepts. The students learn to record, describe, measure and investigate earth and space concepts and are able to make scientific connections and applications. The students are able to utilize scientific tools and technologies (magnifiers, scales, units of measure, thermometers, microscope and computers, graphs, data tables) to promote scientific thinking, observations, research, problem solving and fact/opinion distinctions. Small group projects are encouraged and accountable talk and collaboration are part of the scientific communication and investigation component of our science program.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): **LITERACY (English Language Arts)**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By July 2011, all students will improve on their comprehension skills by making at least a year’s progress on the Fountas & Pinnell reading levels through word study and vocabulary.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • A school wide comprehensive work study/continuum by teachers for grades K – 5 that will ensure rigor and scaffolding of student learning • Provide interclass visitations in order to observe best teaching practices encompassing comprehension skills implementation • Provide feedback to classroom teachers specific to the observed effectiveness of lessons and planned units of study. • Provide planning time and feedback to teachers in the use and implementation of pacing calendars/curriculum mapping in order to define student outcome and goals. • Professional development will be planned with teachers, literacy coach and administrators to focus on data gathering and analysis of metacognitive thinking skills in order to effectively monitor progress and drive instruction. • ESL and Special Education teachers will attend workshops and turnkey strategies to assist classroom teachers to further differentiate instruction that addresses individual student’s specific learning needs around the use of comprehension strategies. • Meet with PPT, AIS and Inquiry Team on a regular basis to address individual needs and interventions. • Staff will read throughout the year <u>Strategies that Work: Teaching Comprehension for Understanding and Engagement</u> (Harvey and Goudvis) and discuss at professional development sessions and grade level meetings. • <u>Words Their Way</u> will be provided for all teachers in grades K – 2 to be implemented by all students and as needed for differentiation of instruction in grades 3 - 5 • Assistant Principal will continue to meet with grade leaders on a monthly basis in order to further articulate data analysis and strategies to all teachers. • Teachers, administrators and support specialists will gather data and provide training to assist in the implementation of comprehension strategies and higher order thinking skills. • Lead teachers will attend monthly coach meetings with the network literacy specialist to support their own professional growth around shared reading and comprehension strategies.

	<ul style="list-style-type: none"> • SBO has been submitted to allow teachers to meet and expand Inquiry Team work to include Common Core State Standards for English Language Arts. • A Core Inquiry Team will be created to begin work with teacher teams to work with Common Core State Standards. • Teachers, administrators, support specialists will periodically monitor assessments in order to check progress of at risk students and to ensure that their learning targets match their specific needs. • K – 5 students will continue to attend extended programs focusing on the specific comprehension skills identified by the teacher, support staff and Inquiry Team. • AIS instruction will continue to take place during the school day and after school for identified students to increase comprehension skills and Fountas and Pinnel reading levels. • All classroom teachers will participate in an inquiry process to monitor and analyze data for a targeted group of students • Complete ECLAS, Predictives, ITAs, Rigby, and Customized Acuity Testing in order to monitor progress and drive planning and instruction.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Use available funds to plan and implement comprehension strategies through the use of Classroom, Cluster, CAP, Special Education Support Services Teachers, ESL Teachers, IEP and AIS Teachers, Inquiry Team, Consultants, Principal, Assistant Principal, Regional Office Staff, School Leadership Team, Circular 6R, State and City Allocations, Project Arts, DOE, PTA, AIS, TAG, Title III • Per Diem days will be budgeted for teachers to participate in professional development activities to increase content and pedagogy knowledge on word study/vocabulary development • Network literacy specialist and/or school coach will assist teachers in using student work to develop assessment tools to measure students progress • Coach will attend monthly coaching sessions with network literacy specialist • <u>Words Their Way</u> will be provided for teachers to use in the teaching of word study lessons.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Students will demonstrate a higher level of comprehension through the transfer of strategies applied through the various curriculum areas and the Reading/Writing Units of Study. • Students will increase their Reading levels as measured by movement through Fountas and Pinnel. • Students will demonstrate an increase in standardized and non-standardized test scores. Acuity, ITAs, Predictive, customized tests, Rigby Assessment, individual reading level growth and NYSELAT exam. • Teachers will periodically review classroom assessments and records on a bi-monthly basis • Teachers will maintain running records once a week for students not on grade level, and less frequently for students on grade level • Ongoing monitoring of students conversations that are accountable to text, in whole group and in small group and word building.

Subject/Area (where relevant): MATHEMATICS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By July 2011, students will improve their problem solving skills by obtaining at least 80% accuracy on Acuity questions on problem solving.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will participate in professional development focusing on problem solving strategies in order to enhance levels of critical thinking that ensures rigor and scaffolding of student learning • Teachers will be provided with common planning time to plan ways to enhance the instruction for problem solving for their students. • Teachers will plan lessons and instruction based on data generated from Acuity and teacher created pre and post-assessments in order to differentiate instruction. • Teachers will review math notebooks, portfolios, conference logs and performance lessons that demonstrate student awareness of word problems strategies. • Teachers will create a class environment that focuses on problem solving activities. • Math centers will be further developed to cultivate cooperative problem solving activities. • SBO has been submitted to allow teachers to meet and expand Inquiry Team work to include Common Core State Standards for Mathematics. • A Core Inquiry Team will be created to begin work with teacher teams to work with Common Core State Standards. • Extended day periods, Math/Literacy teacher, Math AIS program and ESL teachers will help in providing additional support for students with difficulties in problem solving strategies. • Teachers will give workshop to parents giving strategies in order for them to help their children better understand the problem-solving goals of the school and how they can help their children reach these goals by applying math to real life situations. • All classroom teachers will participate in an inquiry process to monitor and analyze data for a targeted group of students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Use available funds to plan and implement strategies using Clusters, CAP, SETSS Teachers, ESL Teachers, IEP and AIS Teachers, Inquiry Team, Consultants, Principal, Assistant Principal, Regional Office Staff, School Leadership Team, Project Arts, Circular 6R, State and City Allocations, DOE, PTA and AIS.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students will work collaboratively to discuss alternate solutions to problems, to pose questions to clarify and expand ideas, and to provide evidence for their thinking. • Students will respect and listen to one another as they discuss various approaches to problem solving in order to build upon each others ideas. • Strategy charts and tracking of student thinking will be posted around classrooms. • Teachers will use data to monitor ongoing progress and achievement of their students. • Teachers will demonstrate professional growth as evidenced by lesson plans and culminating activities. • An increase of student achievement as evidenced by students written explanation of solutions to problems.
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Subject/Area (where relevant): SCIENCE

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By July 2011, at least 90% of all Grade 4 students will achieve proficiency on the NYS Science Test.	
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Use of inquiry based model of Instruction. • Regular use of science center in classrooms and further development of science room as a science center. • Use of grade appropriate non-fiction literature connected to Science connecting the real world through literacy, projects, and research and class trips relating to science themes. • Participation in science fairs and family science events. • Plan cooperatively with Literacy/Math Cluster, Computer and Physical Education Clusters and ESL Teachers to related MST. • Provide opportunities for students to write Science Journals. • Develop cooperative learning activities that meet varied learning styles; develop learning centers to support and enrich individual student needs. • All classroom teachers will participate in an inquiry process to monitor and analyze data for a targeted group of students 	
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Classroom, Cluster, SETSS, IEP teachers, ESL Teachers, Inquiry Team, Consultants, Principal, Assistant Principal, Regional Coordinators, SLT, Circular 6R, State and City allocations, DOE, PTA 	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Quality of class projects and school-wide science fair exhibits. • Observation of students working collaboratively on science inquiries and projects. • NYS School Report Card. 	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	21	15	N/A	N/A	15	21	18	3
1	35	17	N/A	N/A	25	14	13	4
2	45	20	N/A	N/A	30	10	18	3
3	71	32	N/A	N/A	25	5	24	6
4	85	45			30	3	15	6
5	81	41			30	11	36	5
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Grades K – 5 are serviced in a small group or one on one pull out or push in program by full time licensed Reading teachers, IEP Intervention teacher, SETSS teacher and Literacy Coach. Students identified are also instructed in Wilson Program. ELA AIS instruction is provided during the morning (37 ½ minute), small group instruction, day instruction and after-school AIS classes.
Mathematics:	Grades K – 5 services are provided by IEP Intervention teacher, SETSS teacher and Math/Literacy cluster teacher. Math AIS instruction is provided during morning (37 ½ minute) small group instruction, day instruction and after school AIS classes.
Science:	Targeted students serviced in small groups by Science Cluster teacher and classroom teachers during Professional periods and morning (37 ½ minute) program.
Social Studies:	Targeted students serviced in small groups by classroom teachers during Professional periods and morning (37 ½ minute) program.
At-risk Services Provided by the Guidance Counselor:	Provides individual and group counseling services (ERSS and Mandated) to address social, emotional and behavioral issues.
At-risk Services Provided by the School Psychologist:	Provides individual and group counseling services to address social, emotional and behavioral issues.
At-risk Services Provided by the Social Worker:	Provides individual and group counseling services to address social, emotional and behavioral issues.
At-risk Health-related Services:	Full-time NYC Board of Health School Nurse provides at risk services as needed.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

P.S. 162Q Language Allocation Policy Narrative 2010-2011

P.S. 162 is an elementary school located in Bayside, New York. It is in CFN #205, District 26, Region 3. The school community is comprised of 704 students of whom 84 are English Language Learners. This is 11.93% of the total school population. The **demographics** of our school community are as follows: 65.9% Asian, 22.6% White, 8.8% Hispanic and 1.8% Black. The **languages spoken** are predominantly Chinese, Korean and Spanish. The ELLs are serviced by two full time certified ESL teachers.

The Home Language Identification Survey (HLIS) is administered to all first time entrants to NYC public schools by a licensed pedagogue. Whenever needed, a **translator** is called upon to conduct the oral interview and assist in completing the HLIS. The two certified ESL teachers determine the eligibility for the **LAB-R** and administer accordingly. Every spring a NYSELAT eligibility report is run in order to accurately identify the ELLs who need to be tested. The **NYSELAT** is administered by the two certified ESL teachers.

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

The ELLs at P.S. 162 receive their **mandated units of services** through a **Freestanding ESL pull-out/push-in program model**. The ESL teachers will push in during the extended morning program to promote additional support. Beginners and Intermediates are given 360 minutes of ESL instruction per week. Advanced ELLs are serviced 180 minutes per week. They also receive 90 minutes per day of **ELA instruction** in the classroom. Students are grouped according to grade and/or proficiency levels. Sixty three out of the 77 students have been receiving ESL services for three years and under. The remaining 14 students have been receiving ESL services between 4-6 years. There are no SIFE, special education or long term ELLs at this time.

Number of ELLs by Grade in Each Language Group

Grades	K	1	2	3	4	5
Spanish	2	1	2	1	1	0
Chinese	13	14	6	13	10	4
Russian	0	0	0	0	0	1
Bengali	0	0	0	0	0	0
Urdu	0	0	0	0	0	0
Arabic	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	0
French	0	0	0	0	0	0
Korean	4	2	3	1	1	0
Punjabi	0	0	0	0	0	0
Polish	0	0	0	0	0	0
Albanian	0	0	1	0	0	0
Other	2	1	2	0	1	1
Total	21	16	14	14	13	6

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

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

In order to better assist our **ELL newcomers**, we use a wide range of visual and technology resources to develop English language proficiency in all content areas. All classrooms have a print rich environment that includes labeling of classroom items. Books are selected that are highly predictable, have repetitive patterns and strong picture support. Language function, language structures and vocabulary lessons are integrated in all content area lessons. Electronic bilingual dictionaries have been purchased to facilitate language acquisition along with the use of the NYC-DOE bilingual content area glossaries. These students will be invited to attend the Title III after school program.

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

At the present time there are not **Long-Term ELLs** (completed 6 years). P.S. 162 is a K-5 Elementary School so unless the student was held over, we do not have ELLs in this category. They would be invited to attend after school AIS, extended day and the Title III programs. Any student falling into this category will be brought to the attention of the **Academic Intervention Team** in order to determine what additional support can be given. The team will also determine whether or not to recommend if further evaluation will be needed to determine if the student's inability to make adequate academic progress is due to a reason other than second language acquisition. This recommendation will then be brought to the school's **Pupil Personnel Team** for final approval. All **ELLs** who are already **identified having special needs** will be serviced as per their I.E.P.

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

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

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

The following **instructional materials** are used to maximize the ELLs academic achievement: books of tapes, content area leveled libraries, interactive computer software, interactive teacher made thematic pocket chart word walls and activities, books with highly predictable/repetitive patterns and strong picture support, electronic bilingual dictionaries, Longman Children's Picture Dictionary, Language Experience Charts, picture libraries, STARS, Comprehension Plus!, American Start with English and the English at Your Command ESL content area program.

The ESL teachers will provide the staff **ongoing ESL training workshops** for strategies and resources to help ELLs meet the standards as well as meet their minimum 7.5 hours of ELL training. Throughout the year ESL resource books and materials will be provided to the classroom teachers to add to their existing ESL Resource Library and Binders in order to address the specific needs of their ELLs.

In order to assist ELLs as they **transition from elementary to middle school**, our fifth graders participate in a 10 week exchange program in the spring of each year. This program allows students to rotate rooms for four periods each day and receive instruction in content area subjects.

As for **parental involvement**, every effort will be made to involve the parents of ELLs as active partners in their child's education through parent meetings and workshops with translators and translated notifications and handouts. In addition, the Parent Coordinator will provide ongoing assistance to the ELL parents.

NYSESLAT Modality Analysis

<u>Listening/Speaking</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Beginning Level	0	1	0	0	0	0
Intermediate	5	2	1	0	0	0
Advanced Level	10	2	2	2	3	0
<u>Reading/Writing</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Beginning Level	7	0	1	0	0	0
Intermediate	9	1	0	3	3	0
Advanced Level	2	3	3	9	7	5

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

The **ELA State Assessment** indicates that our twenty Grades 3, 4 & 5 ELLs who were tested scored as follows:

ELA State Assessment				
Levels	L 1	L 2	L 3	L 4
Grade 3	4	8	1	1
Grade 4	1	3	3	0
Grade 5	1	5	0	0
TOTALS	6	16	4	1

Based on this data the **implications for the school's LAP and instruction** are continuation of instruction in writing mechanics, comprehension skills, sight words, vocabulary, and listening skills. Scaffolding of complex comprehension skills along with language functions and structures within the content areas. **Academic language development** in all content areas will be a continued focus of instruction in order to support higher academic achievement.

In the **Content Areas**, the **Math State Assessment** reveals that our 25 Grades 3, 4 & 5 ELLs who were tested scored as follows:

Math State Assessment				
Levels	L 1	L 2	L 3	L 4
Grade 3	0	4	5	5
Grade 4	0	3	4	5
Grade 5	0	1	5	0
TOTALS	0	8	14	10

Based on the above data the **implications for the school's LAP and instruction in Math** are as follows. Scaffolding of complex mathematical concepts and language through the use of visuals to support the ELLs' understanding of the academic language in math. Differentiation of instruction to meet the needs of the ELLs in accordance with their proficiency levels. To continue the integration of math and literacy through flexible grouping and cooperative learning activities.

The 11 Grade 4 ELLs who took the **State Science Assessment** scored as follows:

Grade 4 State Science Assessment				
Levels	L 1	L 2	L 3	L 4
Grade 4	0	2	6	4
TOTALS	0	2	6	4

Based on the above data the **implications for the school's LAP and instruction in Science** are as follows: Differentiation of instruction to meet the needs of the ELLs in accordance with their proficiency levels. Use of an inquiry-based model of instruction. Integration of science and literacy by use of scaffolds such as visuals to support the ELLs understanding of the academic language in science.

The use of the **translated versions** of the **content area tests** has facilitated achievement on the standardized tests. At this time our school has opted out of the **ELL Periodic Assessments**.

The **success** of our programs for ELLs is evidenced by their accomplishments on the state and city standardized test.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- ☒ There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- ☐ We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- ☐ We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- ☐ Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) K-5 _____ Number of Students to be Served: 84 LEP _____ Non-LEP _____

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Ongoing Professional Development for teachers will center on various topics that support our Inquiry Teams focus. Professional Development will include: phonemic awareness and phonics, vocabulary, reading fluency, content reading and writing, text meaning, explicit comprehension strategies.

Professional development will be ongoing during: faculty conferences, common preps, grade leader meetings and professional development days. The target audience will include all classroom teachers, cluster teachers, administrators and ESL teachers.

Section III: Title III Budget

School: 26q162 BEDS Code: 342600010162

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 	\$12,252.00	2 days a week – 2 hrs per day – 30 weeks = 120 hrs. November 2010 through June 2011 TR \$49.89 per hr. (incl. Fringes) = \$5,986.80 SU \$52.21 per hr. (incl. Fringes) = \$2,088.00 PR \$52.21 per hr. (incl. Fringes) = \$4,177.20
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	N/A	All teachers are highly qualified.
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$2,748.00	Instructional Items for Students including: <ul style="list-style-type: none"> - Leveled Libraries (K-5) - Books and materials to be utilized for After School Program - General Instructional Supplies to be utilized during After-school program - Literacy/Mathematics materials to assist with NYSELAT and NYS Math Assessment
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.

Parent orientation sessions were provided for all ELL parents. At these meetings, translators for non-English speaking parents were available. Parents were provided with Parent Survey forms during this meeting and at registration. These forms were available in all languages. Parents had the option to complete the form at home or return them at a later date. These forms were also sent home with all students whose parents were not present. Parents were given the opportunity to ask questions regarding services and programs and to voice any concerns.

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.

Upon completion and correlation of the Parent Survey forms and responses from the Orientation Meeting, the following services were found to be needed: to support our multicultural families, it is critical that all school notices are translated and sent home in the home language. This is urgent if we wish to increase the parents' understanding of academic standards. Parents are periodically reminded that translation services are available for them. Registration, ELL Parent meetings, Meet the Teacher meetings (September), PTA Meetings, Open School Week, Parent/Teacher Conferences and Kindergarten Orientation.

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.

We frequently speak of the need for parent involvement in the education of our children. In order to facilitate this need, we would like to provide language translation for all school notices sent home with all ELL students. With this knowledge, parents can assist their children, attend school events, and participate in the education of their child. Orientation brochures, report cards, school calendars, opening school notices, etc. We use school staff, parent volunteers, NYC Board of Education translation services and when needed outside vendors.

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.

School Staff, parent volunteers, NYC Board of Education translation services and when needed outside vendors are used to meet the needs of our community. Needs are identified from Parent Surveys, forms, parent meetings of ELL students, registration of new students, Meet the Teacher days, Parent/Teacher conferences, Open School Week, PTA meetings and Kindergarten orientation. In order to further meet the needs of our community, we have in house translators available in the morning and/or all day depending on the language. Important letters and information is translated and distributed in September. Translation services are provided for Parent/Teacher Conferences and any time that teachers need to reach out to parents of ESL students. Translated Report Cards are distributed. Kindergarten orientation brochures have been translated into other languages as well.

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>.

According to Chancellor's Regulations A-603, our school has conspicuously posted signs in the main entrance of our building notifying parents of each of the appropriate covered languages indicating the availability of language services. We provide parents whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services (Parent's Bill of Rights & Family Guide) in the appropriate covered languages. We provide interpretation services to parents requiring these services either through staff translation or over the phone services. Distributed information and/or communication documents are sent home with directions on how to obtain a translated version of the document.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$301,688	\$301,688
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$ 3,017	\$ 3,017
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: __100%__
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

See Parent Involvement Policy Below

P. S. 162 Parental Involvement Policy

We, the administrators, staff and teachers of P. S. 162, strongly believe that teaching is a shared responsibility to be divided between the parents and the school, with the parents being the child's first and most enduring teachers. We also acknowledge the decades of research showing that students' academic success, self-esteem and general perspective on education, life and the world are greatly influenced by their parents' involvement in education from pre-kindergarten through high school.

That having been said, PS 162 is keenly aware that in order to provide our students with an environment which will enable them to reach their fullest potential and foster in them a love of learning and education, it must institute and consistently maintain systems, programs and policies which allow the parents, school and community to function as full partners. It is only by recognizing the need for such a partnership and devising a plan satisfying its creation and fulfillment that PS 162 will be able to achieve its commitment to its students.

With a reciprocal and mutually respectful and trusting relationship with the parents of its students, as well as with the community at large being the key to facilitating and maintaining active parental involvement, PS 162 commits to:

1. Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance;
2. Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning and ongoing parent-school communication.
3. Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title I, Title III, and the No Child Left Behind legislation. This will include convening an annual meeting to:
 - Explain to parents the requirements of these laws in simple, direct and understandable terms;
 - Inform parents of the school's participation in such programs, and include them, in an organized, ongoing and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation;
 - Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.
4. Informing and explaining to parents the New York City, New York State and federal academic achievement standards students are expected to meet, how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school;
5. Informing and providing the parents with any training and materials available for them to help them work with their children;
6. Informing them of and bring to the parents any other programs available through community resources, which may be of use or interest to them, wherever possible;
7. Including in its Parental Involvement Policy a school-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitment of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

PS 162 shall accomplish these goals through the following means:

1. By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information and offer opinions. These shall include the following meetings:
 - Monthly meetings of the general PTA membership;
 - Monthly meetings of the School Leadership Team;
 - Meetings of any standing PTA committees;
 - Meetings of any parental action committees as formed in accordance with PTA bylaws;
 - Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs.
 - Planned for regular meetings of Title I parents.
2. By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through:
 - Regular attendance of parent-teacher conferences;
 - Reports to parents on their child's progress;
 - Reasonable access to staff.
3. By providing to the parents alternate means of communicating their concerns and suggestions, including but not limited to:
 - Parent Coordinator Newsletter to Parents;
 - PTA Bulletin Board
 - An open door policy to the Parent Coordinator, Principal and Assistant Principal;
4. By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its inherent School-Parent Compact Component.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

P. S. 162 School-Parent Compact

We the administrators, teachers, staff and parents of PS 162 fully recognize our mutual interdependence and responsibility for supporting our students’ educational, social and personal endeavors in order that they may achieve academic success, realize their full potential as unique individuals and become responsible, contributing citizens, hereby pledge to each other and to our students to provide that support by voluntarily and eagerly signing the agreements stated in this documents.

We, the students of PS 162, recognize our own duty to accept responsibility for achieving academic success, as well as for our social development and personal growth as contributing, respectful members of our family, school and world community, hereby pledge our commitment to fulfilling that responsibility to the best of our ability, by signing the agreements stated below.

The School Agrees To:

- Show respect for each child and his/her family, each teacher and staff member;
- Provide a safe and clean environment, and an atmosphere conducive to teaching and learning, for the entire school community;
- Establish an atmosphere conducive to open, regular communication among staff, teachers, students and parents;
- Provide teachers and staff with materials and supplies necessary for them to fulfill their obligations to the students and one another;
- Clearly communicate performance expectations to the teachers and provide them with constructive feedback;
- Provide clear, frequent and regular communication channels between myself and the teachers/staff;
- Provide teachers and staff with meaningful opportunities for professional growth and enrichment;
- Celebrate individual student's teacher's and staff member's success with the entire school community;
- Provide opportunities for parents to participate in school activities and events by scheduling them at times conducive to greatest attendance;
- Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved;
- Give parents and students opportunities to participate in school governance;
- Actively involve parents in planning, reviewing and improving Title I programs and the parental involvement policy;
- Provide parents with information about all programs;
- Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results;
- Provide parents with all pertinent individual, regional and department of education information;
- Provide clear, frequent and regular communication channels between myself, the teachers and the parents through parent-teacher conferences; student progress reports as warranted; opportunities to volunteer and participate in their child's class; opportunities to observe classroom activities as appropriate;
- Inform parents of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.

The Teacher Agrees To:

- Show respect for each child and his/her family;
- Provide quality teaching and leadership;
- Believe that each student can learn;
- Recognize each child's unique abilities and challenges to help him/her grow to his/her full potential;
- Come to class prepared and positive;
- Assign homework that is meaningful and appropriate to the grade level;
- Coordinate with other programs to make sure nightly assignments do not exceed time limits;
- Give each student corrective, constructive and encouraging feedback;
- Celebrate each student's success and encourage persistence with challenges discourage him/her;
- Enforce school and classroom rules fairly and consistently;
- Maintain open lines of communication with the student and his/her parents;
- Provide full and clear classroom expectations each child and his/her parents;
- Provide clear progress reports to the parents at reasonable intervals or as necessary to ensure the child meets grade standards;
- Seek ways to involve parents in the school program and value their contribution.

The Student Agrees To:

- Show respect for my classmates, teachers, principals, school staff, parents and myself;
- Attend school regularly and be on time;
- Believe that I can and will learn;
- Come to school each day prepared to work with all required supplies;
- Always do my best in my work and my behavior;
- Ask questions if I do not understand school or homework assignments;
- Complete and return my homework on time;
- Observe regular study hours;
- Observe the classroom and school rules set by my teacher, my principal and the Department of Education; Work cooperatively with my classmates;
- Respect school property;
- Take Pride in my work and my school;
- Do my homework every day and ask for help when I need to;
- Read at least 30 minutes every day outside of school time;
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

The Parent/Guardian Agrees To:

- Show respect for my child, his/her teacher and the school;
- See that my child attends school regularly and on time;
- Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing etc.);
- Talk with my child about his/her school activities every day;
- Communicated regularly with my child's teacher;
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;
- Make sure my child observes the classroom and school rules set by his/her teacher, the principal and the Department of Education;
- Insist that all homework assignments are fully completed and on schedule;
- Provide a specific time and a quiet, well-lit place for my child to do homework;
- Provide my child with the necessary and appropriate supplies to complete his/her assignments;
- Be available to assist my child;
- Review completed assignments to check for understanding;
- Attend all parent-teacher conferences;
- Seek out opportunities to volunteer at my child's school;
- Support the school in developing positive behaviors;
- Support the school in implementing school policies and procedures;
- Read to my child and encourage him/her to read independently daily;
- Monitor my child's TV viewing, video game and online activities;
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. **A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**

Our school is currently recognized as a High Performing/Gap Closing School because of our successful efforts to educate diverse groups of students and we are considered one of the 25 schools in District 26 that is moving forward to accomplish the goal of increasing student achievement while closing the gap in student performance. We have just been recognized for an Excellence Reward by the New York City Department of Education based on performance on our Progress Report and Quality Review. We have also been recognized this year as a No Child Left Behind – 2008 Blue Ribbon School by the United States Department of Education.

After looking at results from standardized tests, frequent articulation, both formal and informal, helps us identify and determine which students are in need of academic intervention. However, standardized tests, as important as they may be, are not the sole means by which we assess our students. Teachers incorporate data collection and analysis as part of their planning for instruction in all curricula to help differentiate student needs. Some of the many tools of our assessment structures are the use of ECLAS-2, (Early Childhood Language Arts System), the NYC assessment tool, running records, reading behavior assessments logs, teacher binders including check lists for each unit of study in literacy and math, student profiles and class assessments, and teacher observations. Collaboration with colleagues sharing their “best practices” to further develop understanding of student abilities based upon accumulated data, as well as the standardized assessment results, are all part of how we collect and utilize the data.

The Academic Intervention Services (AIS) teacher pushes into the classroom to work with targeted students in supporting their academic needs. We have further support with push-in teachers working in conjunction with the classroom teacher whose assessment of the student(s) has been targeted for enrichment or for remediation. Special Education Teacher Support Services (SETSS) teachers work with small groups of students outside the classroom or push-in to the classroom to provide the student(s) identified with additional guidance and support. The ongoing review of the many forms of student data identifies the students invited to participate in our daily extended day program. The reading teacher works with small groups of students based upon results from ECLAS-2, ELA exams, teacher concerns, and/or reading teacher assessments.

Teachers evaluate student performance and assessments for trends, grouping students based on need for additional academic or other supports services such as speech, guidance, or occupational therapy. The ESL teachers provide additional support to the ELL population based on the results of initial battery tests given to non English speaking students entering the school. The Speech and Language teacher evaluates and works with students recommended by the teachers. Our Academic Intervention Team (AIT) and our Pupil Personnel Team (PPT) meet monthly to review and continue to individually plan a course of action best suited for each child receiving AIS services. In addition, New York City schools have adopted a professional Inquiry Team, a professional development program that supports school leaders and teachers.

2. **Schoolwide reform strategies that:**
 - a) **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**
 - b) **Use effective methods and instructional strategies that are based on scientifically-based research that:**
 - **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
 - **Help provide an enriched and accelerated curriculum.**
 - **Meet the educational needs of historically underserved populations.**
 - **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
 - **Are consistent with and are designed to implement State and local improvement, if any.**
3. **Instruction by highly qualified staff.**
4. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.**
5. **Strategies to attract high-quality highly qualified teachers to high-need schools.**
6. **Strategies to increase parental involvement through means such as family literacy services.**
7. **Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
8. **Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
9. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
10. **Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Response for items 2 - 10

At PS 162, The John Golden School, our mission is to ensure that today's students are equipped with the resources and knowledge that will make them successful and competent citizens of our ever-changing world. Our school community seeks to provide an educational environment in which all children can meet and exceed the Learning Standards. Our goal is to foster a love of learning by nurturing the individual talents of our students.

The John Golden School has 40 teachers on staff, 100% of whom are fully licensed, 63.2% have more than 5 years teaching experience, and 97.4% hold a Master's Degree. Additional support services include: Communication Arts Program (CAP), English as a Second Language (ESL), Individual Education Plan (IEP), Special Education Teacher Support Services (SETSS), Speech, and Guidance. Cluster programs consist of Library/Literacy, Math/Literacy, Science, Computer, Physical Education and Music. We utilize the Teachers College at Columbia University, Reading and Writing workshop model philosophy for our Literacy Program. All of our teachers attended workshops in the Reading/Writing Project. The teachers and Literacy Coach are able to turn key valuable information during professional development. Professional development activities focus on literacy and mathematical skills to support the achievement of students in mixed-ability classes. Students, at risk of not meeting standards, participate in intervention services such as: Morning Extended Day (differentiated instruction) Program, After-School Academic Intervention Services (AIS) Literacy and Math tutorial classes, Learning Leaders (teacher support and assistance program), instructionally-driven Family Workshops, professional period 1:1 tutoring and alternative private instructional services/suggestions. These are in addition to regular support programs during the school day. Students are also included in At-Risk (AIS) and Special Services Support (IEP) programs. PS 162 takes a data driven approach to improving student performance. Both formal and informal assessments are used to follow student weakness and growth on a continuous basis.

Our school is currently recognized as a High Performing/Gap Closing School because of our successful efforts to educate diverse groups of students and we are considered one of the 25 schools in District 26 that is moving forward to accomplish the goal of increasing student achievement while closing the gap in student performance. We have also just been recognized for an Excellence Reward by the New York City Department of Education based on outstanding performance on our Progress Report and Quality Review. We have also been recognized this year as a No Child Left Behind – 2008 Blue Ribbon School by the United States Department of Education.

The PTA of PS 162 is quite devoted to achieving success in all school-wide activities and plays an active role in the success of our students. The PTA Co-Presidents collaborate with the administration to plan activities and network with all members of the school community to support and generate a successful climate within the school surroundings. The PTA also supports all PS 162 teachers and support service members by providing them with supplementary materials for classrooms and students, as well as funding educational trips, providing books and supplies, and implementing many academic assembly programs.

The administration of PS 162 is very proud of the staff, students and parents in this school. We are proudest of the energetic teamwork that has contributed to the accomplishments and academic success of the school. We will continue to promote this dedication and willingness to work together as a team and will continue to monitor the student's progress and provide academic support so that our educational advances will prove to make positive and significant gains.

P. S. 162 communicates assessment results to the parent community, staff and teachers in various ways. Data is presented and analyzed from the New York State English Language Arts, Mathematics, Science and Social Studies exams. The New York State School Report Card, the New York City Quality Review and the New York City Progress report are presented and reviewed. Administrators meet on a regular basis sharing assessment tools and results to the school community. Meetings are held with the PTA presidents and administration and assessment results are presented at Parent Teacher Association meetings. Results are also presented and analyzed at School Leadership Team meetings. This team consists of parents, teachers and administration. The School Leadership Team also uses the results of the assessments to guide the Comprehensive Education Plan. Student achievement is also discussed with individual parents at Parent Teacher Conferences. Standardized assessment scores are sent home to parents at the end of the year. Teachers are presented with and analyze students' assessments at faculty conferences and grade conferences. Data analysis from formal and informal assessments is used to drive differentiated instruction.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal	X			\$301,688	X	12, 13, ,14, 15, 27, 36-39
Title II, Part A	Federal						
Title III, Part A	Federal						

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

NONE

2. Please describe the services you are planning to provide to the STH population.

N/A

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 162 John Golden						
District:	26	DBN:	26Q162	School		342600010162	

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded		
	2	v	6		10				

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		97.1	97.0	97.3
Kindergarten	109	111	103				
Grade 1	109	106	118	Student Stability - % of Enrollment:			
Grade 2	127	110	106	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	126	123	109		94.1	95.1	97.3
Grade 4	131	126	124				
Grade 5	106	128	127	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		29.5	51.6	54.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	1	1
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	708	704	687	(As of October 31)	2007-08	2008-09	2009-10
					3	4	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	7	Superintendent Suspensions	1	0	0
Number all others	49	47	42				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

# receiving ESL services only	70	75	TBD	Number of Staff - Includes all full-time staff:			
# ELLs with IEPs	0	10	TBD	(As of October 31)	2007-08	2008-09	2009-10
				Number of Teachers	42	41	40
				Number of Administrators and Other Professionals	4	4	6

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	0
------------------------------------------------------------------------------------------------	--	--	--	-----------------------------------------	---	---	---

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	95.2	100.0	100.0
				% more than 2 years teaching in this school	95.2	95.1	97.5
				% more than 5 years teaching anywhere	73.8	75.6	95.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	98.0	98.0	97.5
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	1.8	1.8	1.0				
Hispanic or Latino	9.3	8.8	8.0				
Asian or Native Hawaiian/Other Pacific	65.4	65.9	67.1				
White	23.0	22.6	23.0				
Male	51.3	53.4	54.9				
Female	48.7	46.6	45.1				

2009-10 TITLE I STATUS

v	Title I							
	Title I							
	Non-Title							
Years the School				2007-08	2008-09	2009-10	2010-11	
						v	v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category	
	In Good	v	Basic	Focused
	Improvement Year 1			Comprehensive
	Improvement Year 2			
	Corrective Action (CA) – Year			
	Corrective Action (CA) – Year			
	Restructuring Year 1			
	Restructuring Year 2			
	Restructuring Advanced			

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native						
Black or African American	-	-	-			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v	-			
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10			Quality Review Results – 2009-10			
Overall Letter Grade:	B		Overall Evaluation:	NR		
Overall Score:	56.5		Quality Statement Scores:			
Category Scores:			Quality Statement 1: Gather Data			
School Environment:	10		Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the			Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	11.8		Quality Statement 4: Align Capacity Building to Goals			
(Comprises 25% of the			Quality Statement 5: Monitor and Revise			
Student Progress:	32.2					
(Comprises 60% of the						
Additional Credit:	2.5					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

OFFICE OF ENGLISH LANGUAGE LEARNERS

GRADES K-12 LANGUAGE ALLOCATION POLICY

SUBMISSION FORM

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN#205	District 26	School Number 162	School Name John Golden School
Principal Dena Poulos		Assistant Principal Joan Casale	
Coach N/A		Coach N/A	
Teacher/Subject Area Diane Popeil, ESL		Guidance Counselor Aimee Serfaty	
Teacher/Subject Area Lindsay Lee, ESL		Parent type here	
Teacher/Subject Area type here		Parent Coordinator N/A	
Related Service Provider type here		Other type here	
Network Leader Marguerite Straus		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	704	Total Number of ELLs	84	ELLs as Share of Total Student Population (%)	11.93%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The Home Language Identification Survey (HLIS) is administered to all first time entrants to NYC public schools by a licensed pedagogue. Whenever needed, a translator is called upon to conduct the oral interview and assist in completing the HLIS. The two certified ESL teachers determine the eligibility for the LAB-R and administer accordingly. Every spring a NYSELAT eligibility report is run in order to accurately identify the ELLs who need to be tested. The NYSELAT is administered by the two certified ESL teachers.

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

Part III: ELL Demographics

A. ELL Programs

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

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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	21	16	14	14	13	6								84

Total	21	16	14	14	13	6	0	0	0	0	0	0	0	84
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B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	68	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	16	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 special education.

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	84
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	84
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL L
Spanish	2	1	2	1	1									7
Chinese	13	14	6	13	10	4								60
Russian						1								1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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
Korean	4		3		1									8
Punjabi														0
Polish														0
Albanian			1											1
Other	2	1	2		1	1								7
TOTAL	21	16	14	14	13	6	0	0	0	0	0	0	0	84

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

The ELLs at P.S. 162 receive their mandated units of services through a Freestanding ESL pull-out/push-in program model. The ESL teachers will push in during the extended morning program to promote additional support. Beginners and Intermediates are given 360 minutes of ESL instruction per week. Advanced ELLs are serviced 180 minutes per week. They also receive 90 minutes per day of ELA instruction in the classroom. Students are grouped according to grade and/or proficiency levels. Sixty-eight out of the 84 students have been receiving ESL services for three years and under. The remaining 16 students have been receiving ESL services between 4-6 years. There are no SIFE, special education or long term ELLs at this time.

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

In order to better assist our ELL newcomers, we use a wide range of visual and technology resources to develop English language proficiency in all content areas. All classrooms have a print rich environment that includes labeling of classroom items. Books are selected that are highly predictable, have repetitive patterns and strong picture support. Language function, language structures and vocabulary lessons are integrated in all content area lessons. Electronic bilingual dictionaries have been purchased to facilitate language

acquisition along with the use of the NYC-DOE bilingual content area glossaries. Bilingual study notes in Chinese/English and Korean/English for science and social studies will be used for additional native language support. These students will be invited to attend the Title III afterschool program.

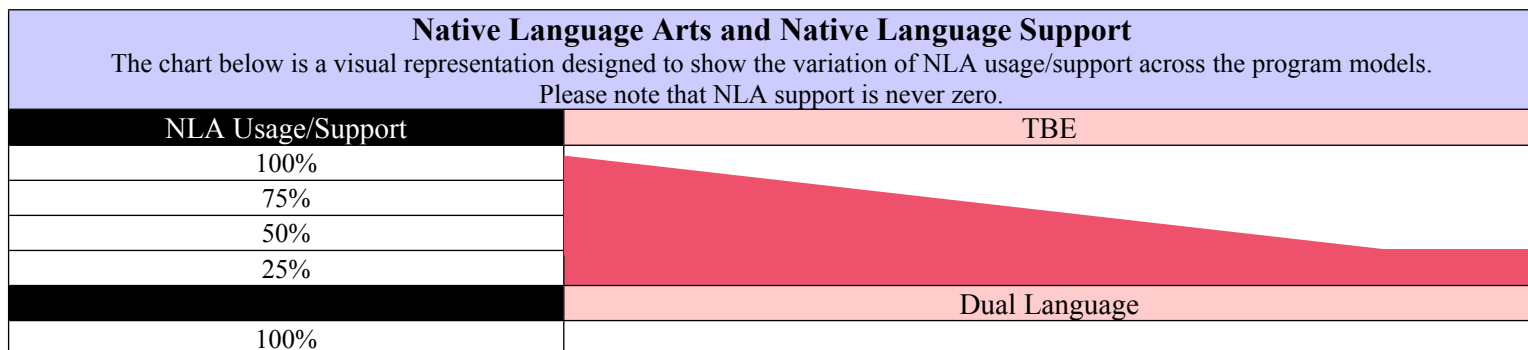
As per the NYSESLAT test results, analysis for ELLs receiving service 4 to 6 years indicates additional instruction in writing mechanics and reading comprehension skills is needed. These goals will be accomplished through the following interventions: The ELLs will be immersed in a wide range of activities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

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

All ELLs who are already identified having special needs will be serviced as per their I.E.P.

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

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



75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

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

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

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

The following instructional materials are used to maximize the ELLs academic achievement: books of tapes, content area leveled libraries, interactive computer software, interactive teacher made thematic pocket chart word walls and activities, books with highly predictable/repetitive patterns and strong picture support, electronic bilingual dictionaries, Longman Children's Picture Dictionary, Language Experience Charts, picture libraries , STARS, Comprehension Plus!, American Start with English, English at Your Command ESL content area program, Daily Academis Vocabulary series and the Empire State NYSESLAT Workbooks. All required services and resources correspond to the ELLs' ages and grade levels.

Our largest newcomer ELL population speaks Chinese. These students are placed with our ESL Teacher who speaks Chinese as well. Whenever possible students who speak other languages are paired with pedagogues for the extended day program for native language support.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

The ESL teachers will provide the staff ongoing ESL training workshops for strategies and resources to help ELLs meet the standards as well as meet their minimum 7.5 hours of ELL training. Throughout the year ESL resource books and materials will be provided to the classroom teachers to add to their existing ESL Resource Library and Binders in order to address the specific needs of their ELLs. The ESL teachers will attend any workshops made available to them.

In order to assist ELLs as they transition from elementary to middle school, our fifth graders participate in a 10 week exchange program in the spring of each year. This program allows students to rotate rooms for four periods each day and receive instruction in content area subjects.

E. Parental Involvement

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

As for parental involvement, every effort will be made to involve the parents of ELLs as active partners in their child's education through parent meetings and workshops with translators and translated notifications and handouts. In addition, the Parent Coordinator will provide ongoing assistance to the ELL parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	8	2	1	5	0								29
Intermediate(I)	0	5	4	8	1	1								19
Advanced (A)	8	3	8	5	7	5								36
Total	21	16	14	14	13	6	0	0	0	0	0	0	0	84

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

	A	10	2	2	2	3	0							
	P	6	11	11	12	10	6							
READING/ WRITING	B	7	0	1	0	0	0							
	I	9	1	0	3	3	0							
	A	2	3	3	9	7	5							
	P	3	12	10	2	3	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	8	1	1	14
4	1	3	3	0	7
5	1	5	0	0	6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	4	0	5	0	5	0	14
4	0	0	3	0	3	1	1	4	12
5	0	0	1	0	3	2	0	0	6
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	4	1	0	1	6

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0			
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

Based on ECLAS-2 the common academic deficits that were found for our ELLs are decoding, spelling and sight words. These deficits were addressed by our Collaborative Teaching Teams both in the extended day programs and regular classroom instructional time. Research based strategies and resources were utilized.

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

Additional Information

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

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

Part VI: LAP Assurances

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

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