



**P.S.163  
2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (20/ BROOKLN)/07K163**

**ADDRESS: 1664 BENSON AVE, BROOKLYN, NY 11214**

**TELEPHONE: 718-236-9003**

**FAX: 718-259-3042**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 163      **SCHOOL NAME:** Bath beach School

**SCHOOL ADDRESS:** 1664 Benson Ave

**SCHOOL TELEPHONE:** 718-236-9003      **FAX:** 718-259-3042

**SCHOOL CONTACT PERSON:** Cynthia Capers      **EMAIL ADDRESS:** ccapers@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Cynthia Capers

**PRINCIPAL:** Maryann Wasmuth

**UFT CHAPTER LEADER:** Ursilla Bonilla

**PARENTS' ASSOCIATION PRESIDENT:** Loretta DiLeo

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 20      **SSO NAME:** Integrated Curriculum and Learning Support

**SSO NETWORK LEADER:** Debra Van Nostrand

**SUPERINTENDENT:** Karina Constantino

## 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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Maryann Wasmuth	*Principal or Designee	
Celeste Saponara	*UFT Chapter Chairperson or Designee	
Loretta DiLeo	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stacey Perrone	Member/Parent	
Mirdita Asani	Member/Parent	
Magaly Flores	Member/Parent	
Yin Ling Cheng	Member/Parent	
Jill Glassman	Member/Teacher	
Seth Pechter	Member/Teacher	
Cynthia Capers	Member/Teacher	

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

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **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.

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### **School Vision and Mission**

Public School 163's primary mission is to educate, motivate and nurture our students in a collaborative learning environment. A strong home-school partnership will ensure success and encourage a love of learning, so that each child will flourish and develop the skills necessary to become life long learners and productive citizens.

These are the primary tenets of our mission:

- Each student will be ensured success in at least one aspect of our school life.
- Every adult in PS 163 will make him/herself available to assist all students.
- We believe that children learn in a variety of ways and our teaching methods will reflect the variety of ways children learn.
- We believe we must maintain and nurture a strong bond between school personnel, family, and community, which will foster the academic, creative, and social growth of our students.
- We believe that a positive school atmosphere contributes to and reinforces a high standard of learning.
- We believe that through the professional efforts and guidance of teachers and the support of parents, students will work toward meeting the standards of excellence.
- We believe that assessment of learning should be meaningful and presented positively to children.
- We believe that all school policies and attitudes should encourage success in both academic and social areas.

### **Narrative Description of School**

Public School 163 was built in 1909 and is located in the Bath Beach-Bensonhurst section of Brooklyn, New York. This pre-kindergarten to fifth grade school serves a population of approximately 500 students from culturally diverse backgrounds. The community is home to many new immigrants from the Middle East, Mexico, Eastern Europe, and Asia. Despite the building's 100 years, it is a well-kept building, where pride in the student's accomplishments is evident by prominently displaying student work. Grades 1-5 participate in extended day learning four days a week. We have after-school programs in theater, physical education, test prep, and ESL. We hold adult ESL classes twice a week after school.

Our school maintains strong ties with several institutions of higher learning such as Brooklyn College, St. Joseph's College, Saint Francis College, Xaverian High School and Fort Hamilton High School. These institutions annually send us student teachers and apprentices who act as tutors to our students

and apprentices to our teachers. Assemblies are conducted by community groups that include the Police and Fire departments, Kid's Project, and Amico Senior Citizen's Center.

Parents As Art Partners involve parents and students in collaborative artwork. LEAP has partnered with classroom teachers in a collaboration of the Arts and social studies. The Midori program focuses on African culture and drumming culminating in a school performance by the students. Pencil, Washington Mutual Bank, Fort Hamilton Army base, and Vincent Gentile have all enriched our school environment through academic programs or grants. Music Outreach conducts interactive programs with individual classes throughout the year. We have a partnership with City Center, New York city Ballet and Ballet Tech where dance professionals interact with our students and afterwards the children involved attend dance performances.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>		P.S. 163 Bath Beach							
<b>District:</b>		20	<b>DBN:</b>		20K163	<b>School BEDS Code:</b>		332000010163	
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)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	65	69	72		93.9	94.7	95.3		
Kindergarten	66	72	77						
Grade 1	58	71	74	Student Stability - % of Enrollment:					
Grade 2	69	62	71	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	75	76	59		95.4	91.5	95.1		
Grade 4	78	76	59	Poverty Rate - % of Enrollment:					
Grade 5	72	83	68	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	0	0	0		62.2	62.2	62.2		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		1	4	6		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		2	2	2		
Ungraded	4	7	1	Special Education Enrollment:					
Total	487	504	481	(As of October 31)	2006-07	2007-08	2008-09		
					2	2	2		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	44	53	59	Principal Suspensions	8	7	6		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	1		
Number all others	14	20	26						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0	Number of Teachers	42	43	40		
# receiving ESL services only	121	119	102						

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	8	5	5	Number of Administrators and Other Professionals	6	15	14
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	2
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.5
				% more than 2 years teaching in this school	88.1	93.0	92.5
				% more than 5 years teaching anywhere	66.7	67.4	75.0
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	93.0	93.0	95.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	94.2	97.7
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	2.0	2.0	1.2				
Hispanic or Latino	20.1	23.4	24.7				
Asian or Native Hawaiian/Other Pacific Isl.	36.6	34.3	32.8				
White	41.3	40.3	41.2				
<b>Male</b>	54.6	56.9	56.8				
<b>Female</b>	45.4	43.1	43.2				
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							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	-			
<b>Other Groups</b>							
Students with Disabilities		√SH	√	-			
Limited English Proficient		-	√	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		6	7	2	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	81.1			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	11.3			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	18.4			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	48.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	3						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = 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			
				◇ = Outstanding			
				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.

## 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 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 the schools 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?
- 

Our school has received a "well developed" on the Quality Review for two years in a row, with one of the five major areas "outstanding." In 2009 we received an A on our progress report. We maintain low class sizes and provide professional development for classroom teachers once a week. PD provides independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise classroom practices to improve learning outcomes. In addition, we are continuing our participation in the Teacher's College literacy program. We follow the School Enrichment Model that infuses enrichment learning opportunities into all area of the curricula. All of our students participate in the Renzulli Learning program. Our scheduling allows us to have daily AIS for students who need assistance making progress, SEM clusters for grades 3-5 meet once a week, and grades K-2 participate in SEM projects in their classrooms. Classroom teachers have common preps on a grade twice a week where they engage in team structured professional collaboration. Grades 1-5 also remain in school for extended day instruction. In order to improve the performance of our ELL's we are providing twice weekly after school programs that focus on ELA and twice weekly English classes for parents. Communication between the staff, parents, and the administration will be on going during the following monthly meetings: Parent-Teacher Association, Faculty Conferences, Grade Conferences, School Leadership Team, PPT/AIS, and UFT Chapter Meetings. During these meetings, time will be allotted for questions, ideas and opinions to be shared so that all voices are heard. Interim progress reports for students in grades 1-5 are sent home three times a year. Bulletin boards for staff and parents feature ongoing communication about events and issues of concern to our school community as we move forward with school wide programs. The Parent Coordinator and Family Worker conduct workshops and informational meetings on issues of Title 1 Parent Involvement that will be connected to instructional initiatives to improve student achievement. Our Learning Survey results indicated we could improve the amount of communications with parents regarding their children's progress. We have designed an interim progress report that will be sent home three times a year. In addition to regularly scheduled conferences and report cards these updates will give more details about each child's progress. The students will also use these interim reports to set goals in accordance with the standards and the TC reading and writing project (RWP), allowing the children to see which goals they have met, exceeded, or need to meet. Our Inquiry Team is focusing on 18 grade 4 students, monitoring

their progress in ELA. We are also creating a PS 163 Distribution List, a system where parents could receive and send information via e-mail.

We were previously using ECLAS and a comprehensive benchmark system for interim assessments in ELA in grades K-2. Through weekly PD sessions and teacher surveys inconsistencies were reported in the levels of student achievement. Analysis of student work also showed we were lacking a strong spelling component. This finding led us to extend the TC RWP into grades K-5, as it is aligned with the New York State standards for ELA and contains a strong spelling component. We believe this will provide us with fluidity between the grades and an accessible system for parents to navigate.

We are emphasizing use of the classroom SMARTboards to promote differentiated instruction for all students. Professional development will be provided for SMARTboards, Renzulli learning, and technology updates. All students will have opportunities to enhance their technology skills.

Challenges to our continued success include budget cuts that would limit our ability to schedule so many learning and professional development opportunities. Even though we have received a grant from Councilman Gentile for more laptops we are in need of updated computer equipment.

## 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 2009-10 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 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 presumably be aligned to the school's annual goals described in this section.

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**Goal 1-To improve home school communication to support student outcomes.**

The mid-term achievement of students in grades 1-5 will be communicated 3 times this year. Prior to report card distribution all parents of children in grades 1-5 will receive reports documenting their child's independent reading level along with their benchmark scores in the core curriculum areas and customized, student specific, learning objectives to be achieved by the child.

**Goal 2-To use the Teacher's College reading/Writing curriculum to improve the quality of the English Language Learner's (ELLs) writing.**

All ELL students in grades K-5 will demonstrate at least one year of progress in writing. The ELL student's writing scores from the June 2010 report cards will be collected and analyzed. Students in grades K-5 will meet or exceed the standards for writing.

**Goal 3-To set up a reciprocal communication system for the school and the parents to effectively share information.**

All parents will be invited to submit an e-mail address for the creation of a PS 163 Distribution list to be utilized by administrators, teachers, the parent coordinator and guidance counselor. The use of this list will foster a system that provides an active partnership with the school. The Parent Coordinator will serve as the liaison and respond to parent e-mails.

**Goal 4-To support the integration of SMARTboards into the classrooms to enhance teaching and learning.**

After providing Professional Development and peer support in the field of technology there will be an increased use and comfort with SMARTboards as noted by classroom visitations, walk-throughs, and teacher feedback.

**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 2009-10 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 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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, the Core Curriculum achievement of the students in grades 1-5 will be assessed and communicated to parents/guardians three times a year on interim progress reports.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>The mid-term achievement of students in grades 1-5 will be communicated 3 times this year. Prior to report card distribution all parents of children in grades 1-5 will receive reports documenting their child’s independent reading level along with their benchmark scores in the core curriculum areas and customized, student specific, learning objectives to be achieved by the child.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Parents will be notified about child’s progress in addition to the Report Cards. Parents will receive notification about their child six times per year.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Three times a year, prior to report card distribution, parents will receive progress reports with tear offs that will be signed and returned by parents.</b></p>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** ELA through Writing

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2010 all ELL students in grades K-5 will demonstrate at least one year of progress in writing.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>We will use the Teacher’s College Reading/Writing Curriculum to improve the quality of the English Language Learner’s (ELLs) writing. Classroom teachers will assist ELLs in setting individual writing goals. Additional writing instruction will be provided during ESL and extended day instruction.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Teachers will have 1 added prep period per week for Professional Development to implement ELL strategies. The Literacy Coach (C4E) will provide PD and individual classroom visits to model and team teach.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Reviews of student writing portfolios will be benchmarked against the NYS writing standards on grade level. Professional development sheets and agendas, Coach’s log of Support and PD opportunities, calendar sheets outlining TC units of study, Teacher’s assessment binders, student portfolios, student notebooks, post-its.</b></p>

**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 2009-10 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 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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010 the Learning Survey will reveal that the use of technology has raised parent satisfaction in the area of school communication by 2%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>All parents will be invited to submit an e-mail address for the creation of a PS 163 Distribution list to be utilized by administrators, teachers, the parent coordinator and guidance counselor. The use of this list will foster a system that provides an active partnership with the school. The Parent Coordinator will serve as the liaison and respond to parent e-mails.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>School will develop a master e-mail list for parents to be informed about PS 163. Parent Coordinator will be the designee for the master e-mail list.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>There will be a 2% raise in parent satisfaction in the area of school communication on the 2010 Learning Survey.</b></p>



## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

***Directions:*** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**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: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**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				
K	0	0	N/A	N/A	8	2	1	0
1	47	0	N/A	N/A	13	2	0	0
2	35	0	N/A	N/A	10	5	0	0
3	12	10	N/A	N/A	12	3	1	0
4	31	8	0	0	12	7	2	0
5	9	6	4	0	6	4	1	0
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**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> 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.).</p>
<p><b>ELA:</b></p>	<p><b>During the school day students meet with the Literacy Coach in small groups of 6-8 students. They meet two or three times a week depending on their level of need. Targeted students are seen individually or in small groups during a daily AIS period and extended day learning. They use a combination of the following programs: Great Leaps, Best Practices In Reading, Voyager, Specific Skills Series, and Read, Write, Edit, and Listen.</b></p>
<p><b>Mathematics:</b></p>	<p><b>During the school day students meet with an AIS math teacher in small groups of 5-8 students. They meet two or three times a week depending on their level of need. Small group instruction is provided during extended day learning. They use a combination of Foundations In Math, Kaplan Math Approach, and Connect.</b></p>
<p><b>Science:</b></p>	<p><b>The classroom teacher uses the resource kit from Harcourt publishing to meet with students in small groups during the day to help them meet the standards of the New Core Curriculum and NY State standards.</b></p>
<p><b>Social Studies:</b></p>	<p><b>The classroom teacher meets with small groups during the day to review techniques used in document based questions and essays. Map skills are reviewed with scholastic and Houghton Mifflin.</b></p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><b>The focus of counseling sessions is to work on issues that inhibit educational growth. We work on decreasing developmental and emotional blocks. Reality therapy and life space crisis intervention are core methodologies utilized. Services are provided during the school day.</b></p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><b>Provides at risk counseling, suicide interviews, and parenting skills. Formally and informally assesses students for learning, reading, and behavioral issues. Screens for ADD and ADHD. Develops behavioral intervention programs in conjunction with parents, teachers, and students. Services are provided during the school day.</b></p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><b>Students are seen on a crisis basis, either in the classroom or in an outside setting. Intervention can be provided 1:1 with parents or students alone. Referrals are written after consultation with pertinent staff members. Follow up calls are made to outside agencies. Services are provided within the school day with the exception of emergencies.</b></p>
<p><b>At-risk Health-related Services:</b></p>	

**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 (2009-2010) LAP narrative to this CEP.

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**New York City Department of Education**

**Division of English Language Learners**

***Implementing Recommendation VI***

**LANGUAGE ALLOCATION POLICY**

**P.S.163  
The Bath Beach School  
District 20**

**2009 - 2010**

**October 15, 2009**

**P.S. 163-D.20**

**LANGUAGE ALLOCATION POLICY**

**PART I: SCHOOL ELL PROFILE**

**A. Language Allocation Policy Team Composition**

Name	Position
Maryann Wasmuth	Principal
Maureen McGrath	Assistant Principal
	Parent
Vincent LoSchiavo	ESL Teacher
Jian Zhou Yin	ESL Teacher
Valerie Ponzo	Parent Coordinator
Scott Buchanan	Literacy Coach
Cynthia Capers	Pre-K Teacher
Seth Pechter	5 <sup>TH</sup> Grade Teacher
Orsola Bonilla	Guidance Counselor

**B. Teacher Qualifications**

P.S. 163 employs two fully certified and licensed ESL teachers. One teacher has been employed as an ESL teacher for 25 years; the other for 18.

### **C. School Demographics**

P.S.163 is located in the Bath Beach neighborhood of Brooklyn. Grades Pre-K to 5 are served. Total enrollment is 468 with a student stability rate of 91.5%. Our attendance rate is 94.7% with 62.2% eligible for free lunch. 396 students are serviced in general education classes. Our 5 self-contained special education classes serve 72 students. There are 118 ELLs, of which 15 are special education students. ELLs make up about 25% of our school enrollment. 26 FELLs presently in grades 1-5 attained English proficiency as determined by the 2009 administration of the NYSESLAT.

### **PART II: ELL IDENTIFICATION PROCESS**

All parents that register a child to attend P.S. 163 must fill out a Home Language Identification Survey (HLIS). This is usually administered by the pupil personnel secretary. An informal oral interview is conducted by one the ESL teachers. Appropriate translation is provided during the interview if needed. The LAB coordinator, one of the ESL teachers, decides if the child is eligible to take the LAB-R. If the child is eligible a LAB-R is administered within 10 days of admission. Once eligible the child is placed in our ESL program. Every spring the child is re-evaluated using the NYSESLAT to determine continued eligibility.

## **P.S. 163-D.20**

## **LANGUAGE ALLOCATION POLICY**

All parents of new ELLs are invited to an orientation. At the orientation the ESL program at PS 163 is explained. We have pedagogues, paraprofessionals, and parent volunteers who translate in the needed languages.

A thorough explanation is given of the Transitional Bilingual and Dual Language Programs. The parents are then invited to watch the DVD that features the Chancellor explaining the 3 parental choices. After viewing the DVD, our multilingual staff and volunteers help parents to fill out the Program Selection Form.

For parents that cannot attend the orientation a follow-up session is held several weeks later. Otherwise the Program Selection Form is sent home to be filled out.

If Program Selection Forms are not returned after all the above opportunities, another form is sent home by mail asking the parent to fill it out. Our parent coordinator makes follow-up phone calls to encourage parents to send in the form.

Parent Survey and Program Selection forms indicate that, as of October 15, 2009, 62 parents of ELLs selected ESL only, 4 selected bilingual, and 4 selected dual language. 48 forms have not been returned. The second round of sending home Parent Selection Forms will be this week. This

information is for new students,as well as for those who are continuing. Parents indicating bilingual or dual language programs as their choice in 2009-2010 are unwilling to transfer their children to another school. Transportation is the problem.

P.S.163 presently has an ESL program only in alignment with parents' requests. There are not sufficient numbers of children in any one language at two contiguous grade levels with parents requesting Bilingual Programs to form any bilingual classes.

Bilingual paraprofessionals in special education are in place to address needs of students needing alternative placement. P.S 163 has one Spanish speaking, and two Chinese speaking paraprofessionals.

P.S. 163-D.20

## LANGUAGE ALLOCATION POLICY

### **PART III: ELL DEMOGRAPHICS**

#### **A. ELL Programs**

There is a Freestanding ESL program at P.S. 163 utilizing the Push in/ Pull out model. All groups meet daily. Students are served in the following way:

Group I: Advanced/ 12 students/Grades 3, 4, 5

Group II: Advanced/ 13 students/ Grades 1, 2

Group III: Advanced/ 13 students/ Grade K

Group IV: Advanced/ 10 students/ Grade K

Group V: Beginner-Intermediate/ 16 students/ Grades 3, 5

Group VI: Beginner-Intermediate/ 14 students/ Grades 2, 4

Group VII: Beginner-Intermediate/ 10 students/ Grade 1

Group VIII: Beginner-Intermediate/ 12 students/ Grade 1

Group IX: Beginner/ 8 students/ Grade K

Group X: Beginner/ 10 students/ Grade K

**B. ELL YEARS OF SERVICE AND PROGRAMS**

P.S. 163 currently has a Freestanding English as a Second Language instructional program for ELLs. This program uses the “pull-out” and “push-in” models. Our ESL program includes all ELLs in grades K to 5, including those in self-contained special education classes. There are 118 ELLs receiving service. There are also 3 X-Coded ELLs not receiving service as indicated on their IEPs. 6 of these students are SIFE. 98 have been receiving ESL services for 0-3 years (6 SIFE, 9 special education). 10 have been receiving ESL services for 4-6 years (0 SIFE, 6 special education). None have been receiving ESL services for more than 6 years. 15 are special education students.

**P.S. 163-D.20**

**LANGUAGE ALLOCATION POLICY**

**C. HOME LANGUAGE BREAKDOWN AND ELL PROGRAMS:**

The following is a breakdown of the number of ELL students by grade including special education in each language group:

Freestanding English as a Second Language

	K	1	2	3	4	5
Spanish	16	10	7	8	2	2
Chinese	14	7	6	4	4	2
Russian	3	2	0	0	0	0
Urdu	3	4	1	3	0	2
Arabic	1	2	5	2	3	1
Polish	3	0	0	0	0	0
Albanian	0	0	0	0	0	0
Bengali	0	0	0	0	0	0
Georgian	0	1	0	0	0	0
Italian	0	0	0	1	0	0
Serbo-Croatian	0	0	0	0	1	0
Vietnamese	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0
Hindi	1	0	0	0	0	0
Totals	38	26	19	18	10	7

### **PROGRAMMING AND SCHEDULING INFORMATION**

The Freestanding ESL Program at P.S. 163 utilizes a pull-out/push-in model. Groups are organized by language proficiency as determined by the LAB-R or the 2009 NYSESLAT. Where possible, single grade groups are formed. Groups are scheduled according to NYS CR Part 154 mandated number of units of support. Beginner/ Intermediate students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction as well as 180 minutes of English Language Arts. Support for content area vocabulary and concepts is integrated into ESL instruction.

Instruction for ELL subgroups is differentiated and addressed in the following ways:

- a. SIFE are given initial instruction on the school culture. They are also given explicit instruction in decoding and comprehension.
- b. ELLs in school less than 4 years are given explicit instruction that is thematic in nature and includes academic vocabulary development, comprehension, grammar, and listening/speaking. Test preparation as a genre is also utilized to prepare students for the NYS ELA and Math tests.

- c. ELLs in school more than four years are given explicit instruction in content area that follows the curriculum maps developed for social studies, science, and math. Test preparation as a genre is utilized to improve scores on all NYS testing.
- d. ELLs with special needs are given explicit instruction in the English language that includes morphology, phonetics, semantics, routines, and fluency.

All ELLs have been distinctly grouped for our Extended Day Program. These groups are organized based on grade and language ability. These targeted intervention programs are at the appropriate levels to help students achieve academic competencies in ELA and the content areas. Former English Language Learners (FELLS) are also grouped for our Extended day program. These groups focus on maintaining language proficiency to facilitate continued success on NYS testing.

Utilizing the Teacher's College Writing Program, classroom teachers will differentiate instruction for ELLs. This improved focus on the distinct language needs of ELLs will include listening and speaking activities as initial activities to writing.

All ELLs will be offered equal access to all school programs. These would include, but not be limited to, AIS, Enrichment Cluster (based on the Renzulli model of recognizing individual strengths), Extended Day, Title III, and all after school programs.

ESL instruction will include literacy development based on the ELA Standards. Many visuals are used to support language learning. The use of manipulatives, song and rhythm, TPR, hands on activities, and the incorporation of multiple intelligences all enrich the learning of our students. PS 163 has bought 30 subscriptions to Imagine Learning Language Program. This is a technology based program.

Instructional materials for the ESL program include the following:

- Trade books arranged according to genre and level for independent reading.
- Santillana Intensive English Program
- DLM Photo Library
- Scott Foresman Accelerating English Language Learning levels 1-5
- Scott Foresman Parade levels 1 and 2
- Addison Wesley Levels A, B, C, and D
- Addison Wesley Kids Levels A, B, and C
- Pearson Education Newcomer Phonics
- Sesame Street Open Sesame Program including picture cards
- Attanasio and Associates Getting Ready for the NYSESLAT (Grades K-1 and 2-4)
- SRA Photo Library
- Teacher developed materials and assessments

Native language support is offered in the Freestanding ESL Program through the use of bilingual dictionaries, trade books in the native language, and oral translation (peers or staff) when needed.

### **PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF**

The staff at P.S 163 was given many opportunities for Professional Development in ESL during the 2008-2009 school year. Such activities included, attendance at the NYSTESOL conference, Staff Development Resources, QTEL, and NYSESLAT Committees. 2 separate workshops were offered on site. This year we will offer many of the same opportunities of Professional Development in ESL. Professional Development will be on-site and off-site. All offsite opportunities for ESL training will be displayed on a bulletin board in the main office.

Informal Professional Development offered by the ESL teachers will be ongoing. ESL teachers, classroom teachers, and content area teachers articulate during grade conferences and on Professional Development days to establish common goals and collaborate on instructional objectives. The ESL teachers consult with classroom teachers on subject areas and themes being used in the mainstream classroom. The ESL curriculum is aligned with the classroom, therefore maximizing student learning and language development. The collaboration between teachers helps to facilitate language acquisition for ELL's.

95% of our teachers have satisfied the 7.5 hours of ESL training. The remainder as well as those already satisfying the requirement will be offered opportunities to get the required number of hours or to continue their ESL training.

**PARENTAL INVOLVEMENT**

Parental involvement is integral to the successful functioning of our school. P.S. 163 has traditionally made it a practice to inform parents of all educational and social activities. Notices are sent home in a timely manner and are translated. These translated notices help to include parents of ELLs and FELLs in as many activities as possible.

Our Title III program will include a parent component. Adult ESL classes will be held two times per week to help parents become more effective and involved in their children’s education. Lessons will include an integrated approach that utilizes listening, speaking, reading and writing of English. The Grammar Sense series as well as teacher developed materials will be used for this program. One of the present fully licensed ESL teachers on our staff will conduct these classes after school two afternoons per week.

**PART IV: ASSESSMENT ANALYSIS**

**A.** Analysis of the LAB-R and the NYSESLAT results for P.S. 163 show the following results:

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Beginners	18	9	4	2	2	1
Intermediate	0	13	5	10	3	3
Advanced	23	4	9	4	5	3

**b. NYSESLAT MODALITY ANALYSIS 2009**

**Listening / Speaking**

Proficiency Level	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	3	1	0	0	0
I	6	2	1	0	2
A	7	7	3	0	2
P	10	9	10	10	3

**Reading / Writing**

Proficiency	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-------------	---------	---------	---------	---------	---------

Level					
B	11	3	1	1	1
I	11	4	10	4	3
A	3	9	3	5	2
P	1	3	0	0	1

**P.S. 163-D.20**

**LANGUAGE ALLOCATION POLICY**

**c. NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4
4	1	4	1	0
5	1	1	0	0

**d. NYS Math**

Grade	Level 1	Level 2	Level 3	Level 4
4	0	3	5	0
5	0	1	2 & 1 Native Language	1

**e. NYS Science (Taken in Grade 4)**

Current Grade	Level 1	Level 2	Level 3	Level 4
5	1	1	2	0

**B. REVIEW AND ANALYSIS OF ASSESSMENT DATA**

The LAP at P.S.163 will include the following plans for instruction in ESL:

- Students at the Beginners' proficiency level, on all grades, will receive ESL instruction with a primary focus on listening and speaking. Reading and writing will be integrated..

- Students at the Intermediate level, on all grades, will receive ESL instruction with a focus on reading. Fluency, literal and inferential comprehension, as well as vocabulary development, will be included. Writing will be incorporated, utilizing guided and independent writing activities for foster reading mastery.
- Students at the Advanced level, on all grades, will receive ESL instruction with a focus on writing. Guided and independent writing will be part of daily activities. Students will work toward meeting NYS ELA Standards in all categories of writing.

An examination of students' results in the four modalities (listening, speaking, reading, and writing) shows the following patterns:

- Students at the Beginners' level show a weakness in all four modalities at all grade levels.
- Students at the Intermediate level show strength in listening and speaking. Weaknesses can be seen in reading and writing.
- Students at the Advanced level show strong strengths in listening and speaking, moderate strength in reading and a weakness in writing.

## **P.S. 163-D.20**

## **LANGUAGE ALLOCATION POLICY**

ELLs in grades K and 1 score consistently higher in Listening and Speaking. Reading and Writing are weak.

ELLs in grades 2, 3, and 4 score consistently higher in Listening and Speaking. Beginning reading skills, such as decoding, are generally well developed for students who are not newcomers. Writing skills are generally weak for newcomers as well as those who have been in an ELSS since Kindergarten.

ELLs in grade 5 who have been in an ELSS for 2 or more years demonstrate strengths in Listening, Speaking, and Reading. Newcomers are weak in these areas. Writing skills are generally weak for newcomers as well as those who have been in an ELSS since Kindergarten.

The ESL program will scaffold with classroom teachers to include instruction in math that primarily includes word problem solving and verbal and written expression of means of problem solving. Lessons in math vocabulary development, and use of trade books utilizing math issues will be incorporated into ESL. Beginners and Intermediate students will have more opportunities to use their English language skill to solve math problems. All ELLs will have the opportunity to participate in the Test Prep Academy, an after school program, to prepare students for the State Math test. A high standards based program will be maintained for ELLs as for all students at P.S.163.

Increased articulation between ESL teachers and classroom teachers will help focus on particular needs of ELLs in reading and writing.

An analysis of the data shows that ELLs perform equally well on state assessments in the proficiency levels 2-4 as native English speakers.

However, in levels 3-4 ELLs lag seriously below. Our Interim Assessments will be used to drive instruction. An analysis of particular needs will help us to differentiate instruction for ELLs.

The LAP at P.S. 163 for ELL's will include the following:

- Continuation of the pullout and push-in models for all ELL's.
- Beginners and Intermediate students will continue to receive 360 minutes of ESL per week.
- All Advanced students will continue to receive 180 minutes of ESL per week.
- At least 50% of ESL instructional time will continue to focus on the English Language Arts, including listening, speaking, reading and writing in English.
- At least 50% of ESL instructional time will focus on content area instruction, including mathematics, science and social studies.
- P.S. 163 will continue to employ 2 full time licensed ESL teachers to provide ESL instruction.

## **P.S. 163-D.20**

## **LANGUAGE ALLOCATION POLICY**

Academic language development for all students, including ELL's, at P.S. 163 is planned for in the following ways as indicated in the CEP:

- Independent reading, reading centers, guided reading, shared reading, read alouds, AIS program, Voyager program, paired/buddy reading, literature circles, and book clubs at all grade levels.
- Teacher/ student writing conferences, student journals, and the Writing Process.
- Literacy Block that includes readers' and writers' workshops, conferencing, book clubs, literature circles, independent reading.
- After school literacy and math programs.
- Differentiated instruction for ELL's within the readers' and writers' workshops.

ESL teachers include science, math, and social studies instruction in a portion of their ESL lessons. Classroom teachers differentiate instruction in the content areas for ELL's and use a variety of ESL strategies into their teaching. Scaffolding, modeling, sheltered instruction, and extended time are examples of strategies employed in content area teaching. Teachers will facilitate language learning and academic learning through scaffolding.

**IX. Signature Page**

<b>Name</b>	<b>Title</b>	<b>Signature</b>	<b>Date</b>
Maureen McGrath	Assistant Principal		
Vincent LoSchiavo	ESL Teacher		
Jian Zhou Yin	ESL Teacher		
Valerie Ponzo	Parent Coordinator		
J. Scott Buchanan	Literacy Coach		
Orsolla Bonilla	Guidance Counselor		
Cynthia Capers	Pre K teacher		
Seth Pechter	5 <sup>th</sup> grade teacher		

<b>School Principal</b>	<b>Date</b>
<b>ELL Compliance and Performance Specialist</b>	<b>Date</b>
<b>Community Superintendent</b>	<b>Date</b>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

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### **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

#### **Form TIII – A (1)(a)**

**Grade Level(s) PreK, K, 1,2,3,4,5    Number of Students to be Served: 118**

**LEP 118            Non-LEP 0**

**Number of Teachers 4    Other Staff (Specify) 1 Administrator**

#### **School Building Instructional Program/Professional Development Overview**

##### **Title III, Part A LEP Program**

##### **Language Instruction Program –**

P.S. 163 currently has an English as a Second Language instructional program for ELLs. This program uses the “pull-out” and “push-in” models. Our ESL program includes all ELLs in grades K to 5, including those in self-contained special education classes. There are 118 ELL’s in the ESL program. This is 25% of our total student population. Two full time fully licensed ESL teachers provide all mandated ESL instruction.

Our Title III program will focus on writing for ELLs with appropriate ESL support in vocabulary and grammar development. Our Title III supplemental instruction will include four after-school classes for ELLs in grades two to five two times a week. One of these classes will include “Newcomers” in grades 2-5. These students will have arrived after January, 2009. This program will incorporate an integrated approach to learning English. Three of the classes will utilize the Teacher’s College Writing Program adapted for ELLs. Focus will be on listening and speaking, with reading and writing activities. Sheltered instruction will also be used in the content areas. Classes will begin the week of November 16, 2009 and end the week of May 10, 2010. These classes will focus on English language development through the Teacher’s College Writing model to increase proficiency in listening, speaking, reading, and writing English. Balanced literacy will be used to increase student academic performance in content area subjects such as math, science, and social studies. Appropriate materials, such as “On Our Way to English” by the Rigby Group, and the Teacher’s College Writing Program resources will be used for these purposes. Fully licensed teachers will be employed for this activity. One licensed ESL teacher will provide ESL support to all the groups, utilizing vocabulary and grammar development.

In addition, two early intervention classes for grade 1 will meet once a week beginning the week of March 22, 2009 and ending the week of May 10, 2009.

Our parental involvement will include an open house for parents to visit their child's after-school class, and invitations to be guest speakers.

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### **Professional Development Program –**

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Professional development at PS 163 in ESL will be both in-house and off site.

Research based strategies will be learned by teachers providing services for ELLs at conferences sponsored by professional organizations. These conferences will include sessions that will help teachers of the ESL program, including the after school program in sheltered instruction, guided reading, authentic literature, grammar, multi-level teaching, differentiating instruction, and multicultural awareness. At least seven teachers will participate. Attendance is planned at:

- BETAC workshops
- Network Support Specialist, Children First Network 15 workshops.

P.S. 163 will also make use of the expertise of our ELL contact from the Learning Support Organization of Judy Chin.

Professional development will be on-going throughout the 2009-2010 school year. We will utilize the AFT Webcasts from Colorin Colorado that will include topics such as sheltered instruction, differentiation of instruction, guided reading, authentic literature, multi-level teaching, multicultural awareness, and special needs ELLs.

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**Form TIII – A (1)(b)**

School: P.S. 163 K

BEDS Code: 33200010163

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$17,303	<b>61.5 HOURS PER TEACHER X 4 TEACHERS =246 HOURS X\$50 = \$12300</b> <b>9 HOURS PER TEACHER X 3 TEACHERS = 27 HOURS X \$50 = \$1350</b> <b>73.5 HOURS PER ADMINISTRATOR X1 =70.5 HOURS X \$52 = \$3653</b>
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	0	
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials.</li><li>- Must be clearly listed.</li></ul>	\$77	<b>Paper, pencils, folders, and chart tablets to support writing program</b>
<b>Educational Software (Object Code 199)</b>	0	
<b>Travel</b>	0	
<b>Other</b>	0	

<b>TOTAL</b>	\$17,380	
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**Title III, Part A LEP Program**

**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.

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**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.

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**Form TIII – A (1)(b)**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
Professional salaries (schools must	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed

<b>account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>		<b>teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

## 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**

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#### **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.**

P.S. 163 has the following processes in place to assess the written and oral interpretation needs of parents:

1. Notation of parents' request on page 2 of the new Home Language Information Survey into ATS.
2. Survey sent home to parents to determine language needs.

#### **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.**

According to updated information in the ATS report RAPL, close to 50% of our parents request oral and written communication in their native language. Parent communication needs are disaggregated in the following way:

English	354
Chinese	73
Spanish	71
Mandarin	2
Arabic	17
Polish	8
Russian	7
Urdu	20

\* When added together these numbers are more than the enrollment at P.S.163. The total is more because some families have indicated that the mother or father need different languages of communication.

The findings have been reported to the teachers by the creation of a chart for each class designating languages other than English and the name of the child whose parent needs school communications to be translated. Also our Parent Coordinator has copies of each class' findings. Our aides are aware of how many copies of translated versions are needed for schoolwide notices.

## **Part B: Strategies and Activities**

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- 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.**

Written translation services will be provided to parents who need them by utilizing the services of the NYC DOE Translation Services Unit. Written documents in need of translation will be sent to Translations who will then send them back to the school. The required number of copies will be made for needed languages and sent to parents. We also distribute a one page notice in 12 languages that states the attached notice is important and must be translated for home notices that don't have a long turn around time.

Some informal notes home to parents will be translated and hand written by staff who can write in the preferred language of communication.

- 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.**

Oral translations will be provided in languages in which a staff member is fluent. These translations are usually on the spot without prior notice to staff. Another source we have used and will continue to use is the telephone translations offered by the NYC DOE Translation Unit.

For languages in which there is neither a staff member nor a Translation Unit telephone staff member available, parents of other students, family members, or neighbors will be used.

- 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>.**

P.S. 163 provides a copy of the Bill of Parent Rights and Responsibilities to each parent whose primary language is a covered language in September each school year. Copies for new admits from October to June are provided at registration.

Signs indicating availability of interpretation services are posted in the lobby of our building.

**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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	288,769	178,999	467,768
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,894		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2,889	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,445		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		14,445	
6. Enter the anticipated 10% set-aside for Professional Development:	2,889		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		2,889	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.7%
9. 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.

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

### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

#### **I. General Expectations**

PS 163 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. PS 163 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Parents will attend PTA meetings and attend workshops on Parent/School relationships.
2. PS 163 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Seven elected parents will serve as School Leadership Team members. In this forum, parents will express concerns and opinions.
3. PS 163 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Teachers will design their own parent/student friendly web site where parents will be able to monitor children/school progress.
4. PS 163 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Targeted Pre-K and coordinating Family Room. The Family Worker will involve parents in activities that promote the diverse cultures in our school and encourage adults to attend our after school English Language classes.
5. PS 163 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will be conducted during a monthly PTA meeting in conjunction with the Principal and Assistant Principal. Other staff members may be asked to visit future meetings to address specific concerns. The SLT will review the Parental Involvement Policy.
6. PS 163 will build the school’s and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: Curriculum conferences are held in October, Parent Teacher conferences are held twice a year, conferences are held as needed for IEP, PID, and academic and behavioral concerns. Staff members will speak at Parent Teacher workshops throughout the year. The Parent Coordinator will send home information in various languages regarding school events and initiatives.

- iv. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: The literacy coach and AIS teachers hold at least three workshops a year on literacy activities that can be done at home. The Family Worker and ESL teacher hold beginner and advanced English classes once a week. Staff members will meet with parents to explain how to access information on class websites.
  - v. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: The ESL teacher will conduct workshops on teaching ELL students and communicating with ELL parents. Parents are encouraged to volunteer in school activities, including trips, fundraisers, assemblies, and classroom events. Cultural groups are invited to speak and perform throughout the year.
  - vi. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: holding family events including Grandparent's Day and Parents as Arts Partners painting days. Our library is open to parents as a resource two days a week before school.
- b. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: The Parent Coordinator sends home notices in various languages and is available to answer questions from parents who have questions about notices or events. Several multilingual staff members are available to translate on the phone or in person if necessary.
  - c. **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PTA and SLT teams. This policy was adopted by the PS 163 on 9/9/09 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/9/09.

#### **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.  
PS163 School Parent Compact

### **PS 163** **SCHOOL-PARENT COMPACT**

#### **School will:**

- 1. Hold meetings for parent-body to inform them of NCLB and School-wide title I policies.**
- 2. All parent meetings will alternate times between mornings and evenings.**
- 3. Provide parents with information about school, community and district programs.**
- 4. Provide parents with student assessment results at least three times a year.**
- 5. Provide effective communications by translating school letters in various languages, as often as possible.**
- 6. Parent coordinator will also organize workshops on topics such as curriculum, health care and community resources.**
- 7. Family worker will conduct workshops that include English Language classes.**

#### **The Parent/Guardian agrees:**

- 1. To become involved in revising and implementing the school parent involvement policy.**
- 2. To support the school by working with their children at home.**

3. To monitor children’s attendance, timeliness, homework and television viewing.
4. To communicate with our children’s teachers and school staff regarding your child’s continuous progress and school/class activities.
5. To attend parent/teacher conferences.
6. Read and respond timely to school letters.
7. To attend parent meetings, school trips, fundraisers, assemblies, and various school activities.

**Optional Additional Provisions**

Student Responsibilities for grades K-5

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- 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.

**SIGNATURES:**

<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**(Please note that signatures are not required)**

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**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.

The instructional team conducts our school-wide needs assessment. Our coach and administrators conduct learning walks throughout the year. We have private testing companies (Rally and Princeton Review) that mark and assess the needs of students in grades 3-5. We hired the Center For Integrated Teacher Education to assess our technology needs and conduct professional development based on their survey findings. We also hired Speakers from Literacy Support to provide PD for units of study, conferencing, and Words Their Way.

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:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o 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.
  - o Are consistent with and are designed to implement State and local improvement, if any.

Ps 163 provides extended day instruction for all students grades 1-5. After-school programs are available for grades 1-5. These programs include test preparation, ELL instruction, and enrichment activities. These students are selected according to teacher recommendation and standardized test results.

Interim assessments, portfolios, curriculum mapping, Renzulli learning and binders help provide an enriched and accelerated curriculum. We are an SEM school, which supplements our goals for enrichment throughout the curriculum.

The school assessment team designs specific educational plans for children that are at-risk and not meeting state standards. Intensive guidance and support services are provided to assist students that need social or academic assistance. The AIS /PPT committee addresses the needs of at-risk students including those in special education and ELL's and ensure they are receiving the appropriate services. Targeted students receive AIS daily and fluid AIS groups meet twice a week for reading and math.

3. Instruction by highly qualified staff.

100% of the staff teaching core academic subjects are highly qualified.

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.

Professional development to support instruction in all curriculum areas will take place throughout the year. The Leadership team is attending Teacher's College at least once a month. More than ten staff members have attended the University of Connecticut Confratute for extensive training in SEM. Trainers specializing in ELL and special education teaching methods will be hired to conduct staff workshops. The Center For Integrated Teacher Education will be training teachers in technology and differentiated instruction. Literacy support will be providing group and individual instruction on conferencing, units of study, and words their way. Staff members will attend conferences in various subject areas including outside professional development such as educational conferences and seminars and turnkey information to other staff members. In house professional development will be conducted for SMARTboard proficiency.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We collaborate with colleges and universities whose primary focus is training educators, i.e. Teacher's College, Columbia University, St. John's University, and St. Joseph's College. Student teachers are placed in our school throughout the year and afforded opportunities to practice good teaching methods. We hire these well trained student teachers as substitute teachers with the goal of adding them to our staff as permitted.

6. Strategies to increase parental involvement through means such as family literacy services.

The Family worker in coordination with the Literacy Coach plan and implement several family literacy workshops throughout the school year. These include Parents as Reading Partners, using Princeton Review and ARIS for at home test preparation, reading the interim assessment report, and Homework Help for your child. A PS163 distribution list is being designed to communicate with parents via e-mail.

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.

In an effort to ensure a smooth and successful transition from our targeted pre-k classes, our pre-kindergarten teachers, paraprofessionals, social worker and family worker in conjunction with our Regional Early Childhood Specialist will distribute educational information, helpful hints, and the "School Profile" brochure. Parent days are held for incoming students and parents to familiarize them with our school and programs. Our Parent Coordinator will be available for outreach to the families of these children. Pre-K children will undergo screening to determine if early intervention is needed.

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.

Both upper and lower grade teachers are members of the instructional team, which meets to discuss and review assessments. Grade conferences are conducted monthly with the Assistant Principal or Literacy Coach so teachers and administrators can confer and offer opinions and evaluations of current programs. Each grade has common preps twice a week where they can consult with their colleagues.

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.

The PPT meets twice a month to identify and follow up on the progress of any students in academic need. AIS teachers for upper and lower grades use flexible grouping so children may be added to or graduated from their programs throughout the year. After school classes are provided throughout the year for academics and test prep. Each class has a teacher that pushes in during the AIS block daily to work with a small group or individual child on specific skills. AIS is also provided by cluster teachers four periods a week in reading and math. These groups are also fluid and can be adapted to individual needs.

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.

N/A

#### **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**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

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.
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.

### **Part B: For Title I Schools Identified for Improvement**

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.

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<sup>1</sup> 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.

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to determine whether or not the findings of the NYCDOE/NYSED audit were applicable in relation to the Teacher's College curriculum implemented at P.S. 163 a schoolwide assessment was initiated. The Instructional team, Inquiry team, and the Leadership team carefully examined the NYC and NYS standards/indicators to discover if a direct one to one correspondence existed between the TC curriculum and the standards. The data produced by this investigation was then presented to the staff through weekly grade conferences, planning sessions, and faculty conferences. This ensured that both horizontal and vertical alignments would be actively pursued and practiced across all grade levels and content areas in order to ascertain whether or not the curriculum was in direct alignment.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   x Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

? The evidence produced by the process we engaged upon which dispels the relevance of the audit are as follows:

- Every state standard/grade indicator can be aligned in a one to one correspondence with our TC curriculum.
- The TC curriculum provides a pacing calendar for covering the curriculum material.
- The TC curriculum provides a description of expectations for both the educator's role as well as the student's expected level of cognitive demand to be exhibited.
- Rubrics provided serve as measurements of student learning and are differentiated by subjects and grades.
- Our TC curriculum provides mini lessons which indicate content topic, skills to be mastered, strategies to be utilized, and student outcomes to be attained.
- Weekly planning sessions produce differentiated monthly plans according to the need of each class as indicated by the relevant data. Backward planning is utilized.
- Our curriculum provides great emphasis on creating written products and spoken presentations. For example: every writing unit culminates in a finished product which has been revised and reviewed and is accompanied by differentiated next steps of learning for every student. Each unit also results with a monthly celebration in which finished products are presented. Through the teacher's guidance presentation and speaking are both assessed with student generated rubrics aligned to state standards.
- Classroom and the school libraries are well equipped to accommodate all levels of learners including ELLs, students with disabilities and struggling readers.
- TC curriculum is a uniform scaffolding one which ensures that horizontal and vertical learning occurs
- Speaking standards are met daily through the balanced literacy components of the curriculum such as interactive read aloud, book clubs, partnerships, and presentations.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

At the beginning of the year a needs assessment is conducted. The information gathered focuses our professional development on the areas of greatest need. School administrators conduct focused walkthroughs throughout the year to determine classroom needs and plan effective teacher support and PD. The Leadership team, the Inquiry team, and the Cabinet analyze data and trends to decide where to place our resources

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have not found a lack of depth in our mathematics curriculum. Our everyday math is implemented in a daily math block, 60 minutes for grades K-2 and 75 minutes for grades 3-5. We use a workshop model approach which enhances small group and one on one conferencing with students. Students maintain a math journal and focus on their "next steps." We have consumable books for each grade and content area literature to accompany the math lessons. Common preps on each grade take place twice a week for planning and PD.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through the use of classroom intervisitations and observations as well as coaching sessions we have determined that the findings of the audit were not applicable to the methodology practiced at PS 163.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   x Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence which dispels the findings of the audit in relation to our school are as follows

- The entire staff has been trained in best practices through TC, the district, and the Literacy Coach
- Inquiry based learning occurs in all classrooms through content areas especially such as social studies and science. Also, book clubs, issue clubs, and school enrichment clusters provide multiple opportunities for non-direct instruction to occur. This allows students to formulate both hypotheses and theories on their own while using a hands on approach and the teacher serving merely as a facilitator.
- Differentiated learning is planned according to needs as ascertained through assessments such as reading skill indicators, acuity predictors, learning surveys, and writing and reading conferences. Differentiation is provided through small group instruction based upon collected data. Each class has interactive read alouds that provide differentiated learning through grouping, partnerships, and questioning techniques based upon Bloom's Taxonomy. Differentiated learning environments as well as assignments are also provided through the use of Renzulli and assessments.

- Students engage in peer evaluation and peer editing which allows them to internalize concepts through the ability to teach others.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

**P.S. 163 utilizes programming, scheduling, and professional development to ensure that best practices are used in mathematics instruction. Through the use of classroom intervisitations and observations the**

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Administration has determined that the findings of the audit were not applicable to the methodology practiced at PS 163.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   x Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The workshop model incorporates a mini lesson followed by exploration and group or individual work. We use the Acuity results to monitor the progress each child is making. Individualized practice questions are given for each topic. Scantron results are also used to differentiate instruction. Students conference with their teacher and receive individual assignments and set their "next steps." The AIS program gives support to students in a small group setting. Grades 1-5 have at least 45 minutes a week of technology. Their individual Renzulli learning profiles will direct them to math enrichment sites. We conduct extended day instruction in math which incorporates enrichment, math games, and individual practice. SEM clusters that meet once a week also use math in a creative setting. Class trips to museums and historical landmarks also individualize and personalize our math curriculum.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administration has reviewed the BEDS Survey and the School Demographics and Accountability Snapshot.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   x Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

93% of current teachers have been at PS 163 for more than 2 years. 93% of current teachers hold a master's degree or higher.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administration reviewed the number of PD's given for ESL in our school, from the district, and from outside agencies. They also examined the number of ESL training hours each staff member has accrued.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   x Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A database of ESL training hours the staff has participated in is maintained in the school. District and relevant outside agency professional development opportunities are posted for all staff. The administration encourages staff members to attend any of these trainings, especially if they have not reached their required ESL hours. ESL PD is also offered within the school building at various times throughout the year.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 163 receives NYSESLAT results in August like all NYC schools. This does present a problem for planning the ESL program for the following year. However, it is a problem that is city-wide and not of origination at P.S. 163.

When the scores are received at P.S.163, they are disseminated to the administration, ESL teachers, and classroom teachers. This facilitates grouping by language ability for ESL classes. Classroom teachers are able to differentiate based on the results. This year the ELL Interim Assessments will be administered three times.

Our newcomers and long term ELLs are identified in September. At P.S.163 all children in grades 1-5 stay for the extended day program. We have 6 groups that are for ELLs. There are also 2 groups for Former Limited English Proficient students and one group that combines advanced ELLs and FELLs..

All of our ELLs are serviced in the Freestanding ESL program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   x Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

P.S. 163 has been very attentive to all data concerning ELLs to make educational decisions in regard to differentiating instruction. Getting the NYSESLAT scores earlier, preferably before the end of the school year in June would help classroom teachers in planning appropriate instruction and materials prior to meeting their new class.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 163's process for keeping teachers knowledgeable about children with IEPs:

1. At the onset of the school year each teacher is made aware of the children on their roster who have an IEP,
2. Each one of these teachers is given a personal copy of each IEP for the child(ren) s/he will be servicing.
3. Ongoing professional development is provided on and off site.

4. Necessary supplemental materials are purchased for adaptation of the general ed curriculum.
5. Selected workshops are provided by the SSO.
6. The IEP teacher, Special Ed Liaison, SAT, previous Teacher(s) and Paraprofessional(s) are available for consultations on problems that may arise throughout the year and specifically during:
  - professional development periods in August,
  - monthly grade conferences
  - inter-grade and inter-class articulations.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   x Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Supporting evidence includes:

1. P.S. 163's Quality Reviews for 2006-7 and 2007-8
2. Learning Surveys 2006-7, 2007-8, and 2008-9
3. Progress Reports 2007-8, and 2008-9
4. Inquiry Team analysis of data
5. NYS ELA and Math Test Results
6. Interim Assessments

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment

between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The classroom teacher meets with the PPT/AIS Team to discuss the current teaching and testing accommodations and modifications on each child's IEP. At this time, students' modified promotional criteria is addressed. A discussion takes place to ensure entitlements are appropriate and provided. The Principal and Assistant Principal monitor compliance for these students by:

- Classroom visits
- Formal and informal observations
- Review of plan books.

Furthermore, the SAT and Special Ed Liaison are available for questions or concerns for faculty and administration. Also, at each child's annual review, the District IEP representative ensures that each child's goals, supports, services, modifications, and accommodations are appropriate and accessible. The testing coordinator also consults with the classroom teacher and the SAT to assure all needs are met. It should be noted that both general ed and special ed students are expected to meet the NYS Learning Standards by following the curriculum through the utilization of Everyday Math and Teacher's College Reading/Writing Curriculum. Modifications of the curricula are addressed in the goals and objectives of the IEP and the plan books.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Because of its long-standing relationship with Special Ed students a system for meeting students' IEP needs has been developed and refined. P.S. 163 has always had a large and diverse Special Ed population with many and varied needs. We have therefore established the above, ongoing system to ensure that we meet our obligations to our students at all times.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 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 2009-10)**

## **APPENDIX 9: 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>

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### **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.)

Zero

2. Please describe the services you are planning to provide to the STH population. Children in Temporary Housing are identified by the pupil personnel secretary. All required documentation is completed and noted in the file as required by DOE regulations. Once identified in the system, the secretary will inform staff on a need to know basis. Guidance would be informed in effort to outreach to the family and student with relation to adjustment issues, travel alternatives and concerns, and loss issues.

The school makes every effort to support the family and students and will refer to outside family counseling services for additional assistance as needed.

There are no services for the STH population needed at this time.

### **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 the borough Integrated Service Center (ISC) or Children First Network.