



**P.S. 165 IDA POSNER**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 165 IDA POSNER**  
**ADDRESS: 76 LOTT AVENUE, BROOKLYN, NY, 11212**  
**TELEPHONE: 718-495-7759**  
**FAX: 718-345-8255**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 23K165      **SCHOOL NAME:** P.S. 165 Ida Posner

**SCHOOL ADDRESS:** 76 LOTT AVENUE, BROOKLYN, NY, 11212

**SCHOOL TELEPHONE:** 718-495-7759      **FAX:** 718-345-8255

**SCHOOL CONTACT PERSON:** Fran Ellers      **EMAIL ADDRESS** fellers@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Latoya Staley

**PRINCIPAL:** Fran Ellers

**UFT CHAPTER LEADER:** Chris Kraczek

**PARENTS' ASSOCIATION PRESIDENT:** Bella Roberts

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      n/a

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

**DISTRICT:** 23      **SSO NAME:** Knowledge Network Learning Support Organization

**SSO NETWORK LEADER:** German, Roz

**SUPERINTENDENT:** Donald Conyers

**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/RulesPolicies/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  |
|----------------------|---|--|
| Fran Ellers          | Principal                                   | Electronic Signature Approved.   |
| Eleanor Coddett      | UFT Member                                  | Electronic Signature Approved.   |
| Harriet Jamison      | DC 37 Representative                        | Electronic Signature Approved.   |
| Marcelline Theodule  | UFT Member                                  | Electronic Signature Approved.   |
| Latoya Staley        | UFT Member                                  | Electronic Signature Approved.   |
| Christopher Krafczek | UFT Chapter Leader                          | Electronic Signature Approved.   |
| Juanita Williams     | Title I Parent Representative               | Electronic Signature Approved.   |
| Bella Roberts        | PA/PTA President or Designated Co-President | Electronic Signature Approved.   |
| Tahira Abdurrahman   | Parent                                      | Electronic Signature Approved. Comments: Read and approved changes at SLT meeting on 1/13/10 no access to a computer today |
| Shelia smith         | Parent                                      | Electronic Signature Approved. Comments: Read and approved changes does not have access to computer today                  |
| Tony Monroe          | Parent                                      | Electronic Signature Approved. Comments: Read and approved changes on 1/13/10 at the SLT meeting                           |

|                  |        |   |
|------------------|--------|---|
|                  |        | no access to a computer today to submit approval. |
| Julita Llewellyn | Parent | Electronic Signature Approved.                    |

***Signatures of the members 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.***

**\* Core (mandatory) SLT members.**

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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The primary mission of the Ida Posner Elementary School and community is to provide each child with a comprehensive education in all core subject areas including multimedia, through standards and data driven instruction. This will inspire and challenge all students in our child centered environment to become independent thinkers, problem solvers and lifelong learners who will grow to be leaders, record breakers and trend setters.

Public School 165 is a **School wide Program School** and was one of the original School Based Management Shared Decision Making schools in the city. This allows parents, staff and administrators to work together on important issues concerning the children.

We are currently part of the **Knowledge Network** and use the **Core Knowledge curriculum** that is a rigorous, sequenced, specific and thematic curriculum. The curriculum includes Reading, Poetry, Saying and Phrases, Classics, Geography, American History, World History, Classical Music, songs, theory, composers, Art History and elements of art and Science. For Math, we are using the NYC Math Program Everyday Math for PreK-5 and Impact Math for 6-8.

As of September 2009, our entire school will be implementing the Core Knowledge Curriculum. In addition, we cover all NYS and NYC topics that are not included in the Core Knowledge sequence.

To supplement our program, we have many outside artists come in and work with teachers to enrich our students experiences. For example, we had a 10 week program that brought Ancient Greece and Dionysus into our sixth grade classrooms, a storyteller for third grade, african dance and drumming, dance, steppers which is enhanced by our Art Teacher and Dance Instructor. Through two grants, we had an Anti-Violence Program and the Brooklyn Arts Council enriched our students art experiences.

Trips that support our Core Knowledge program are also encouraged. Students have been to Medieval Times to experience the Middle Ages and been part of the NYC Shakespeare Festival.

**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.**

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT |                     |               |        |                            |        |
|---|---------------------|---------------|--------|----------------------------|--------|
| <b>School Name:</b>                             | P.S. 165 Ida Posner |               |        |                            |        |
| <b>District:</b>                                | 23                  | <b>DBN #:</b> | 23K165 | <b>School BEDS Code #:</b> | 23K165 |

| DEMOGRAPHICS              |   |                                       |                                       |                                       |                                       |  |                                       |                                       |                                       |
|---------------------------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|---------------------------------------|
| Grades Served in 2008-09: | <input checked="" type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4        | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> 7 |
|                           | <input checked="" type="checkbox"/> 8     | <input type="checkbox"/> 9            | <input type="checkbox"/> 10           | <input type="checkbox"/> 11           | <input type="checkbox"/> 12           | <input checked="" type="checkbox"/> Ungraded |                                       |                                       |                                       |

| <b>Enrollment:</b> |         |         |         | <b>Attendance: - % of days students attended</b>               |         |         |         |
|--------------------|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30)  | 2006-07 | 2007-08 | 2008-09 |
| Pre-K              | 36      | 35      | 36      |  | 90      | 90.9    | 91.8    |
| Kindergarten       | 55      | 47      | 65      |  |         |         |         |
| Grade 1            | 80      | 80      | 58      |  |         |         |         |
| Grade 2            | 97      | 81      | 76      | <b>Student Stability: - % of Enrollment</b><br>(As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| Grade 3            | 87      | 103     | 87      |  | 90.4    | 91.7    | 88.59   |
| Grade 4            | 74      | 69      | 84      |  |         |         |         |
| Grade 5            | 87      | 64      | 60      | <b>Poverty Rate: - % of Enrollment:</b>                        |         |         |         |
| Grade 6            | 66      | 76      | 55      | (As of October 31)   | 2006-07 | 2007-08 | 2008-09 |
| Grade 7            | 56      | 63      | 69      |  |         | 90.4    | 91.7    |
| Grade 8            | 0       | 49      | 63      |  |         |         |         |
| Grade 9            | 0       | 0       | 0       | <b>Students in Temporary Housing - Total Number:</b>           |         |         |         |
| Grade 10           | 0       | 0       | 0       | (As of June 30)  | 2006-07 | 2007-08 | 2008-09 |
| Grade 11           | 0       | 0       | 0       |  | 12      | 28      | 29      |
| Grade 12           | 0       | 0       | 0       |  |         |         |         |
| Ungraded           | 0       | 5       | 3       | <b>Recent Immigrants: - Total Number</b>                       |         |         |         |
| Total              | 638     | 672     | 656     | (As of October 31)   | 2006-07 | 2007-08 | 2008-09 |
|                    |         |         |         |  | 1.0     | 1.0     | 0       |

| <b>Special Education Enrollment:</b> |         |         |      | <b>Suspensions: (OSYD Reporting) - Total Number</b> |         |         |         |
|--------------------------------------|---------|---------|------|---|---------|---------|---------|
| (As October 31)                      | 2006-07 | 2007-08 | 2008 | (As of June 30)                                     | 2006-07 | 2007-08 | 2008-09 |
|                                      |         |         |      |   |         |         |         |

|   |         |         |         |  |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| # in Self-Contained Classes   | 44      | 60      | 57      |  |         |         |         |
| # in Collaborative Team Teaching (CTT) Classes  | 8       | 8       | 18      | Principal Suspensions  | 0       | 7       | TBD     |
| Number all others   | 25      | 24      | 27      | Superintendent Suspensions   | 10      | 17      | TBD     |
| <i>These students are included in the enrollment information above.</i>                               |         |         |         |  |         |         |         |
|   |         |         |         | <b>Special High School Programs: - Total Number:</b>                             |         |         |         |
| <b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>                                      |         |         |         | (As of October 31)   | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31)  | 2006-07 | 2007-08 | 2008-09 | CTE Program Participants   | 0       | 0       | 0       |
| # in Trans. Bilingual Classes   | 0       | 0       | 0       | Early College HS Participants  | 0       | 0       | 0       |
| # in Dual Lang. Programs  | 0       | 0       | 0       |  |         |         |         |
| # receiving ESL services only   | 13      | 8       | 5       | <b>Number of Staff: - Includes all full-time staff:</b>                          |         |         |         |
| # ELLs with IEPs  | 3       | 1       | 1       | (As of October 31)   | 2006-07 | 2007-08 | 2008-09 |
| <i>These students are included in the General and Special Education enrollment information above.</i> |         |         |         | Number of Teachers   | 46      | 54      | 53      |
|   |         |         |         | Number of Administrators and Other Professionals                                 | 7       | 10      | 14      |
| <b>Overage Students: # entering students overage for grade</b>  |         |         |         |  |         |         |         |
| (As of October 31)  | 2006-07 | 2007-08 | 2008    | Number of Educational Paraprofessionals  | N/A     | 9       | 7       |
|   | 1       | 2       | 3       |  |         |         |         |
|   |         |         |         | <b>Teacher Qualifications:</b>   |         |         |         |
| <b>Ethnicity and Gender: % of Enrollment</b>  |         |         |         | (As of October 31)   | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31)  | 2006-07 | 2007-08 | 2008    | % fully licensed & permanently assigned to this school                           | 100.0   | 100.0   | 100.0   |
| American Indian or Alaska Native  | 0.5     | 0.3     | 0.3     | Percent more than two years teaching in this school                              | 50.0    | 50.0    | 60.4    |
| Black or African American   | 89.5    | 91.1    | 90.2    | Percent more than five years teaching anywhere                                   | 52.2    | 48.1    | 52.8    |
| Hispanic or Latino  | 9.1     | 7.7     | 8.2     |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific Isl.   | 0.3     | 0.3     | 0.2     | Percent Masters Degree or higher   | 87.0    | 83.0    | 85.0    |
| White   | 0.6     | 0.6     | 0.9     | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 91.7    | 89.2    | 100.0   |
| Multi-racial  |         |         |         |  |         |         |         |
| <b>Male</b>   | 55.0    | 55.5    | 56.3    |  |         |         |         |
| <b>Female</b>   | 45.0    | 44.5    | 43.8    |  |         |         |         |

| 2009-10 TITLE I STATUS   |  |   |   |   |
|--|--|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | <input type="checkbox"/> Title I Targeted Assistance | <input type="checkbox"/> Non-Title I        |   |   |
| Years the School Received Title I Part A Funding:                    | <input checked="" type="checkbox"/> 2006-07          | <input checked="" type="checkbox"/> 2007-08 | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY  |   |   |      |         |                        |      |            |
|---|---|---|------|---------|------------------------|------|------------|
| <b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>             |   | If yes, area(s) of SURR identification: |      |         |                        |      |            |
| <b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>               |   |   |      |         |                        |      |            |
| <input checked="" type="checkbox"/>   | In Good Standing (IGS)  |   |      |         |                        |      |            |
| <input type="checkbox"/>  | School in Need of Improvement (SINI)Improvement - Year 1              |   |      |         |                        |      |            |
| <input type="checkbox"/>  | School in Need of Improvement (SINI)Improvement - Year 2              |   |      |         |                        |      |            |
| <input type="checkbox"/>  | NCLB Corrective Action (CA) - Year 1                                  |   |      |         |                        |      |            |
| <input type="checkbox"/>  | NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR) |   |      |         |                        |      |            |
| <input type="checkbox"/>  | NCLB Restructuring - Year ____  |   |      |         |                        |      |            |
| <input type="checkbox"/>  | School Requiring Academic Progress (SRAP) - Year ____                 |   |      |         |                        |      |            |
| <b>Individual Subject/Area Ratings</b>  |   | <b>Elementary/Middle Level</b>          |      |         | <b>Secondary Level</b> |      |            |
|   | ELA:  | IGS                                     |      |         | ELA:                   |      |            |
|   | Math:   | IGS                                     |      |         | Math:                  |      |            |
|   | Science:  | IGS                                     |      |         | Grad. Rate:            |      |            |
| <b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b> |   |   |      |         |                        |      |            |
| <b>Student Groups</b>   |   | <b>Elementary/Middle Level</b>          |      |         | <b>Secondary Level</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  |   | √ <sup>SH</sup>                         | √    | -       |                        |      |            |
| Limited English Proficient  |   | -                                       | -    | -       |                        |      |            |
| Economically Disadvantaged  |   | √                                       | √    | √       |                        |      |            |
| <b>Student groups making AYP in each</b>  |   |   |      |         |                        |      |            |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|--|--|--|--|--|--|--|

|         |   |   |   |   |   |   |
|---------|---|---|---|---|---|---|
| subject | 4 | 4 | 3 | 0 | 0 | 0 |
|---------|---|---|---|---|---|---|

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

| <b>Progress Report Results - 2008-09</b>   |      | <b>Quality Review Results - 2008-09</b>                    |  |
|--|------|--|--|
| <b>Overall Letter Grade</b>  | B    | <b>Overall Evaluation:</b>                                 |  |
| <b>Overall Score</b>   | 57.4 | <b>Quality Statement Scores:</b>                           |  |
| <b>Category Scores:</b>  |      | Quality Statement 1: Gather Data                           |  |
| School Environment<br>(Comprises 15% of the Overall Score)                         | 11.0 | Quality Statement 2: Plan and Set Goals                    |  |
| School Performance<br>(Comprises 30% of the Overall Score)                         | 15.8 | Quality Statement 3: Align Instructional Strategy to Goals |  |
| Student Progress<br>(Comprises 55% of the Overall Score)                           | 30.6 | Quality Statement 4: Align Capacity Building to Goals      |  |
| Additional Credit  | 0.0  | Quality Statement 5: Monitor and Revise                    |  |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> |      |  |  |

| <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 | ⊍                                | Well Developed                          |
| X*   | Did Not Make AYP Due to Participation Rate Only         | ◇                                | Outstanding                             |
| <i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i> |   |                                  |   |
| <i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>                                  |   |                                  |   |

## **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?

- **ATTENDANCE:**

The first trend that we are very proud of is our Attendance rate. Our attendance rate has been over 90% for the last four years and exceeds the city average. Even with the Swine Flu, we managed to remain over 90%. In order to maintain and improve our performance, we will continuously monitor attendance and focus on early childhood and middle grade students.

- **CORE KNOWLEDGE :**

Last year was year 2 of our Core Knowledge program in grades Pre-K, 4 and 5<sup>th</sup> grades, year 1 for Grades K, 1 and 6. It was very successful. The teachers, parents and students embraced the program and we had a Core Knowledge Fair for parents and students in June to celebrate their work and progress. We need to provide continued support to these grades and to grades 2, 3, 7 and 8th who will be starting the CK curriculum in September.

- **IDENTIFYING AND ASSISTING STUDENTS IN NEED OF ACADEMIC INTERVENTION**

We have made our AYP in English, Math, Science, and Social Studies in 3 student groups for 07/08 except for Students with Disabilities. We are, however, a school in Good Standing because of the 'safe harbor' adjustment. Our Math and ELA scores continue to improve and we have significantly lowered the number of students scoring at level 1. We need to identify students in greatest need of academic intervention and develop strategies to enable them to improve. We also need to support our level 2 and 3 students to help them achieve the next level, and challenge our level 4 students to prevent slippage.

- **PROFESSIONAL DEVELOPMENT:**

Our improvement was in part due to continuous Professional Development and the lower class size initiative which allowed for more individualized instruction. Also, the use of data to form and differentiate instruction to meet specific needs of students, was a strategic component. We need to continue to provide professional development opportunities strategically focused to and utilizing student performance progress data to target the differentiated needs of the students as well as the teacher. We also see a need to improve in writing and intend to focus on writing in all genre across all grades this year.

### **AIDS/BARRIERS**

The greatest asset we have is our staff of high qualified teachers. They are caring, hardworking and truly interested in their students success. Our barriers are outside of our control. The budget cuts will have the greatest impact on our students and effect our class size, purchase of material and afterschool programs.

## 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 (SINI/SRAP/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.

| Annual Goal   | Short Description   |
|---|---|
| 1. PS/IS 165 will maintain its focus on attendance and improve our rate by .2% by June 2010.  | 1. Chart of students and classes with perfect attendance; certificates and; awards; classes who reach 30 days of perfect attendance rewarded.   |
| 2. PS/IS 165 will implement a minimum of 80% of the Core Knowledge curriculum in all grades, in all subject areas and become an official Core Knowledge school by June 2010.  | 2. Implement CK in grades 2,3,7,8; apply for application 9/2009; complete process and requirements by June 2010.  |
| 3. By June 2010, 40% of grade 5 students (28 out of 70) will demonstrate an increase of 20 points in a pre and post test situation on the ELA and Math Pre and Post Inventory Assessments as well as increase reading and math skills for all students. | 3. Identify students in need of improvement (level 1 and 2), provide additional services (resource, AIS, Differentiated Instruction, centers); Identify students for enrichment (level 3 and 4), provide challenging opportunities (Differentiated Instruction, Clubs, centers).  |
| 4. PS/IS 165, 90% teachers will complete a minimum of 20 hours professional development by June 2010 in writing, differentiated instruction, core knowledge, etc. and will have opportunities to attend outside workshops.                              | 4. Monthly writing workshops;monthly workshops in other areas; use of common prep for PD, opportunity to attend DOE and Teacher Center Mini Conferences   |
| 5. PS/IS 165 will target our special education students in grades 4 and 5 to improve their ELA outcome so that 30% of students will raise their scale scores by 10 points by June 2010.(11 out of 36)   | 5. Special education teachers (4-6) trained in a new reading program, LANGUAGE by Sopris West to assist our struggling readers.<br><br>· Create an CollaborativeTeam (classroom teacher, para, support personnel) facilitated by classroom teacherto meet biweekly to review progress<br>· Differentiated instruction in Reading based on the analysis student progress |
| 6. PS/IS 165, based on the Learning Environment Survey, will target middle school students to improve their respect, trust and responsibility for themselves and each other from 44% to 60% by June 2010.   | 6. Teachers will be trained and use the Tiger Woods Foundation program 1 period per week to build self esteem, respect and trust. They will also incorporate the Core Knowledge Virtues into their Core Knowledge curriculum.   |

## 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) :** \_\_\_\_\_

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| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>1. PS/IS 165 will maintain its focus on attendance and improve our rate by .2% by June 2010.</p>  |
| <p><b>Action Plan</b><br/><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>Attendance will be monitored by Attendance Teacher</p> <p>September 2009, chart in the main hall to record classes with perfect attendance.</p> <p>Classes accumulate thirty days of perfect attendance and receive a certificate and reward (pizza, cupcakes, etc).</p> <p>Students with perfect monthly attendance recognized at PTA meeting, receive certificate and small reward (100% attendance pencil, eraser...)</p> <p>In June, class with highest attendance rate rewarded with trip.</p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>          | <p>Tax Levy</p> <p>Fair Student Funding</p>  |

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| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>School Attendance Chart in main hall will be updated daily; when they have accumulated 30 days of perfect attendance a certificate will be presented to class and they will be rewarded (cupcakes, pizza...)</p> <p>Students with 100% monthly attendance, will receive an award from PTA at PTA meeting and a small reward (100% attendance pencil, eraser...)</p> <p>In June, the class with the highest attendance will be rewarded with a trip</p> |
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**Subject Area  
(where relevant) :**

**ALL SUBJECT AREAS**

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| <p><b>Annual Goal</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>2. PS/IS 165 will implement a minimum of 80% of the Core Knowledge curriculum in all grades, in all subject areas and become an official Core Knowledge school by June 2010.</p>  |
| <p><b>Action Plan</b><br/> <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>Fund Core Knowledge Facilitator/Coach/AP who will provide support and professional development for teachers in Core Knowledge implementation.</p> <p>Provide selected staff members with ongoing Core Knowledge professional development provided by UFTTC</p> <p>Schedule Common planning time, model lessons, Core Knowledge content area meetings with the Core Knowledge Facilitator</p> <p>Fund purchasing of specific Core Knowledge content area materials, per session funds to support planning of curriculum units; budget allowance for celebrations, events to involve parents, parent newsletter, additional supplies for projects and trips</p> <p>Fund 8 staff members, including the Core Knowledge Facilitator and Principal’s registration for the Core Knowledge Conference</p> <p>TARGET POPULATION</p> |

|   |   |
|---|---|
|   | <p>All Core Knowledge teachers and paraprofessionals</p> <p>Core Knowledge Facilitator</p> <p>RESPONSIBLE STAFF</p> <p>Principal, Assistant Principals (4)</p> <p>Core Knowledge Facilitator</p> <p>Core Knowledge Teachers</p> <p>TIMELINE</p> <p>September – June (monthly workshops by grade)</p> <p>Weekly ‘lunch and; learns’ (1 lunch period each week)</p> <p>Weekly common prep (2 grades each week)</p> <p>September - June request application for official Core Knowledge School status; Fulfill requirements.</p> |
| <p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>CK Facilitator – Schoolwide Project 100%</p> <p>Principal, Assistant Principals – Schoolwide Project 50%, Fair Student Funding 50%</p> <p>Consultants – Tax Levy</p> <p>Mandated Setaside – Schoolwide Project</p> <p>Conference – Fair Student Funding, Teachers – Tax Levy Funding</p>   |

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| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Student portfolios/project</p> <p>Photographs of student work displays</p> <p>Participation in CK Trivia contest, student trips to support CK curriculum</p> <p>Programs from celebratory events</p> <p>Agendas from PD</p> <p>Intervisitation schedules</p> <p>Sample unit plans/exemplary lesson plans</p> <p>Teacher lesson plans will include CK topics and materials</p> <p>By March 2010, CK staff formulate a plan for a Core Knowledge Expo</p> <p>By April 2010, CK staff along with their students will select the topic and project to be displayed at CK Expo.</p> <p>By May 2010, CK staff along with their students will produce a finished project based on their chosen topic for the Expo.</p> <p>In June 2010, the PS/IS 165 Core Knowledge Expo will be held.</p> <p><b>PROJECTED GAINS</b></p> <p>Students will illustrate their mastery of CK content area through their projects displayed at the PS/IS Core Knowledge Expo in June 2010.</p> <p>PS/IS 165 will be an official Core Knowledge School in June 2010</p> |
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**Subject Area  
(where relevant) :**

**Literacy/Mathematics**

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| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>3. By June 2010, 40% of grade 5 students (28 out of 70) will demonstrate an increase of 20 points in a pre and post test situation on the ELA and Math Pre and Post Inventory Assessments as well as increase reading and math skills for all students.</p>  |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>ACTIONS/STRATEGIES/ACTIVITIES</b></p> <p>Administer pre inventory and post inventory assessment in ELA and Math to 5th grade students</p> <p>Encourage participation in after school program</p> <p>Extended day for students, including students with disabilities, in the lowest third of the 2009 New York State ELA/Mathematic Assessments</p> <p>Provide Academic Intervention Services by our AIS Team</p> <p>Implement Singapore Math and Mad Minute Programs AIS</p> <p>Provide Family ELA/Math Night Programs to introduce parents to a variety of activities to support ELA and math instruction at home</p> <p>Implement Voyager Passport Intervention Program</p> <p>Introduce Parents to the Ticket to Read Program for implementation at home</p> <p>Collaborate with SSO and Teacher Center staff to enhance our PD offerings, especially focusing on middle school grades</p> <p>Differentiate ELA/Math instruction based on assessment data (Acuity, ITAs, and Teacher Assessments)</p> <p><b>TARGETED POPULATION</b></p> <p>Students in greatest academic need in ELA and Math with focus on fifth grade.</p> <p><b>RESPONSIBLE STAFF</b></p> |

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|   | <p>Classroom Teachers</p> <p>AIS Teachers</p> <p>After school teachers</p> <p>Assistant Principals</p> <p>Reading First Coach</p> <p>Reading Coach</p> <p>Math Facilitator</p> <p>TIMELINE</p> <p>September 2009 - administer Pre Inventory Assessments</p> <p>Identify targeted students by October 2009</p> <p>Begin after-school AIS math program by October 2009</p> <p>Begin AIS invention school day services by October 2009</p> <p>SSO– Professional Development Calendar</p> <p>June 2010 - administer Post Inventory Assesments</p> |
| <p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>AIS Team – Title 1</p> <p>Literacy Coach/Mentor – C4E 50%; Fair Student Funding 50%</p> <p>Mentors – Fair Student Funding 100%</p> <p>Coach – Reading First 50%, Children First 50%</p>  |

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|  | <p>CK Facilitator – Schoolwide Project 100%</p> <p>Assistant Principal – Schoolwide Project 50%, Fair Student Funding 50%</p> <p>Internal DOE Services – Tax Levy</p> <p>Teachers – Tax Levy Funding</p>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Acuity data, ITAs, Teacher Assessments, Unit Tests,</p> <p>ELA/Math Portfolio work</p> <p>Attendance at Extended Day</p> <p>Benchmarking data to evaluate ongoing student achievement</p> <p>Results of the Fifth Grade Post Inventory Assessment</p> |

**Subject Area**  
(where relevant) :

**Writing, Core Knowledge,  
Differentiated Instruction**

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|---|---|
| <p><b>Annual Goal</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>4. PS/IS 165, 90% teachers will complete a minimum of 20 hours professional development by June 2010 in writing, differentiated instruction, core knowledge, etc. and will have opportunities to attend outside workshops.</p>   |
| <p><b>Action Plan</b><br/> <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>Fund mentors, coaches, facilitators, assistant principals, consultants, inter-visitations, classroom teachers and cluster teachers</p> <p>Schedule monthly PD in Writing in Various Genre</p> <p>Schedule weekly CK meetings with specific grades</p> <p>Schedule common prep, ‘lunch and learns’, faculty conferences, study groups, and per session activities facilitated by the above mentioned personnel.</p> |

Work with Data Specialist to deepen staff awareness and understanding of data (hard/soft)  
Support teachers in the use of Technology to access data from periodic assessments  
Collaborate with SSO and Teacher Center staff to enhance our PD offerings  
Develop grade level curriculum maps through curriculum mapping professional development from the Knowledge Network and Heidi Hayes Jacobs.

**TARGET POPULATION**

All teachers and paraprofessionals

**RESPONSIBLE STAFF**

Principal, Assistant Principals (4)

UFTTC Staff Developer

Coaches

Mentors

Data Specialist

Technology Specialist

Other Teachers

**TIMELINE**

September – June (monthly afterschool workshop)

Weekly 'lunch andamp; learns' (1 lunch period each week)

Weekly common prep (2 grades each week)

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| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Literacy Coach/Mentor – C4E 50%; Fair Student Funding 50%</p> <p>Mentors – Fair Student Funding 100%</p> <p>Coach – Reading First 50%, Children First 50%</p> <p>CK Facilitator – Schoolwide Project 100%</p> <p>Assistant Principal – Schoolwide Project 50%, Fair Student Funding 50%</p> <p>Consultants – Tax Levy</p> <p>Internal DOE Services – Tax Levy</p> <p>Mandated Setaside – Schoolwide Project</p> <p>Conferences – Fair Student Funding</p> <p>Teachers – Tax Levy Funding</p> |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>                           | <p>Agendas</p> <p>Sample model lesson plans</p> <p>SSO- Professional Development Calendar</p> <p>Teacher Professional Resources</p> <p>Study Groups</p> <p>Visitation schedules</p> <p>Coach logs/programs</p> <p>Personal Professional Development Plans for the staff</p>   |

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|  | <p>PROJECTED GAIN</p> <p>By December 2009, 40% of the staff will be differentiating classroom instruction.</p> <p>By March 2010, 60% of the staff will be differentiating classroom instruction.</p> <p>By June 2010 80% of the staff will be differentiating classroom instruction.</p> |
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**Subject Area  
(where relevant) :**

**ELA - Special Education**

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| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>5. PS/IS 165 will target our special education students in grades 4 and 5 to improve their ELA outcome so that 30% of students will raise their scale scores by 10 points by June 2010.(11 out of 36)</p>   |
| <p><b>Action Plan</b><br/><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>STRATEGIES</b></p> <p>Special Education Teachers in grades 4 and 5 have been trained in a new reading program LANGUAGE by Sopris West</p> <p>Reading Coach will facilitate biweekly meeting with teachers, paras and support personnel(Speech, Resource, AIS, ELL) to assess progress</p> <p>Differentiated instruction will be used to target and remediate difficiencies</p> <p><b>TARGETED POPULATION</b></p> <p>Special Education students, especially those in greatest academic need in ELA</p> <p><b>RESPONSIBLE STAFF</b></p> <p>Reading Coach</p> <p>Classroom Teachers</p> |

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|---|---|
|   | <p>AIS Teachers</p> <p>After school teachers</p> <p>Assistant Principal</p> <p>TIMELINE</p> <p>September 2009 - administer Pre Inventory Assessment</p> <p>Identify level of 100% of students by September 8, 2009</p> <p>Begin after-school AIS ELA program by September 8, 2009</p> <p>Begin AIS invention school day services by September 13, 2009</p>                                      |
| <p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>RESOURCES</p> <p>Reading Coach- tax levy3</p> <p>Special Education teachers - Tax Levy5</p> <p>IEP para - Tax Levy</p> <p>New Reading Program – Tax Levy</p>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>                          | <p>INDICATORS OF PROGRESS</p> <p>LANGUAGE Team Agendas andProgress Monitoring Results</p> <p>Student Portfolios</p> <p>Beginning, Middle, and End of Year Inventory Assessment</p> <p>PROJECTED GAINS</p> <p>Our special education students in grades 4 and 5 will improve their ELA outcome so that 30% of students will raise their scale scores by 10 points by June 2010.(11 out of 36)</p> |

**Subject Area**  
(where relevant) :

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| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>6. PS/IS 165, based on the Learning Environment Survey, will target middle school students to improve their respect, trust and responsibility for themselves and each other from 44% to 60% by June 2010.</p>   |
| <p><b>Action Plan</b><br/><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>The Tiger Woods Foundation program was ordered for all middle school teachers. Staff development will be conducted by Mr. Constable during common preps. The program will be used for one period per week and reinforced throughout the school year. It will also be incorporated into our Core Knowledge virtue program.</p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>          | <p>No resources required. Tiger Woods program is free. We already have Core Knowledge virtues material. Staff development will be conducted during the school day.</p>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>                                    | <p>Teachers will meet biweekly to collaborate and exchange information about the program. Observation of students involvement and changes in behavior will be noted and recorded.</p>  |

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

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (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**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**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**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

## 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     | 4                           | 5                           | N/A                         | N/A                         |                                      | 1                                     | 1                               | 1                               |
| 1     | 4                           | 4                           | N/A                         | N/A                         | 1                                    |                                       |                                 |                                 |
| 2     | 6                           | 6                           | N/A                         | N/A                         | 5                                    |                                       | 2                               |                                 |
| 3     | 31                          | 29                          | N/A                         | N/A                         | 10                                   |                                       | 3                               |                                 |
| 4     | 51                          | 43                          | 15                          | 9                           | 21                                   | 2                                     | 2                               |                                 |
| 5     | 22                          | 24                          | 3                           | 21                          | 6                                    | 1                                     | 2                               |                                 |
| 6     | 36                          | 32                          | 3                           | 5                           | 5                                    | 1                                     | 2                               |                                 |
| 7     | 30                          | 25                          | 9                           | 11                          | 19                                   | 1                                     | 5                               |                                 |
| 8     | 43                          | 37                          | 15                          | 11                          | 15                                   |                                       | 2                               |                                 |
| 9     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 10    |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 11    |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 12    |                             |                             |                             |                             |                                      |                                       |                                 |                                 |

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

- o 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.
- o 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.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

| Name of Academic Intervention Services (AIS) | <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.).   |
|--|--|
| <b>ELA:</b>                                  | <p>ELA – Resource Room - Push In / Pull Out Full Time AIS Teacher + one AIS Teacher for ELA/ During School Day</p> <p>(Levels 1 and 2, including ELLs scoring below proficiency on NYSESLAT and Sp. Ed. )</p> <ul style="list-style-type: none"> <li>• Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</li> <li>• Small Group Instruction based on needs (Levels 1 and 2)</li> </ul> <p>37.5 Minutes - Regular Classroom/Sm Group/Daily – Mon-Thurs (Grades 3 -8) (including ELLs, and Sp. Ed.)</p> <ul style="list-style-type: none"> <li>• Skills Driven</li> <li>• Frequency Based on Student’s Identified Needs</li> </ul> <p>SETTS Literacy Intervention - SETSS Teacher / Frequency Based on Needs</p> <ul style="list-style-type: none"> <li>• Identifies and Supports non-mandated students</li> <li>• Small Group Instruction</li> </ul> <p>ELA Computer Assisted Program - Computer Assisted Programs (All Levels) As Needed</p> <ul style="list-style-type: none"> <li>• Individualized Instruction</li> <li>• Skills driven</li> <li>• Frequency Based on Student Need</li> </ul> |
| <b>Mathematics:</b>                          | <p>Mathematics – Resource Room - Push In / Pull Out Full Time AIS Teacher + two .4 F Status AIS Teachers/ During School Day</p> <p>(Levels 1 and 2, including ELLs scoring below proficiency on NYSESLAT and Sp. Ed. )</p>   |

- Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.
- Small Group Instruction based on needs (Levels 1 and 2)

37.5 Minutes - Regular Classroom/Sm Group//Daily Mon-Thurs  
(Grades1-8) (including ELLs, and Sp. Ed.)

- Skills Driven
- Frequency Based on Student's Identified Needs

Singapore Math AIS - Pull Out K-3 AIS Program/SmGroup/Tues-Thurs/37.5 min

- (Grades K-3 including ELL and Sp. Ed)
- Identifies and remediates students needs

SETTS Math Intervention - SETSS Teacher /Frequency Based on Needs

- Identifies and Supports non-mandated students
- Small Group Instruction

Math Extended Day - Math Extended Day/Sm Group/ Tuesday andamp; Thursday/60 minutes

- After school Extended Day Program (Levels 1 and 2, all students)
- Grade 4 – September-May; Grades 3,5,6 – November-May
- Skills Driven

Math Computer Assisted Program - Computer Assisted Programs (All Levels) As Needed during the day and/or afterschool

- Individualized Instruction
  - Skills driven
  - Frequency Based on Student Need
- Extended Mathematics Block (Schoolwide)/ Daily throughout the school year
- Grades K-3----- 90 minutes daily
  - Grades 4-8 -----additional 3 periods weekly

|  |  |
|--|--|
| <p><b>Science:</b></p>   | <p>Science Extended Day - Science Extended Day/Sm Group/Tuesday andamp; Thursday 60 minutes</p> <ul style="list-style-type: none"> <li>• After school Extended Day Program (Levels 1 and 2, all students)</li> <li>• Grades 3,4,5,6 – November-May (Science)</li> <li>• Skills Driven</li> <li>• Based on Teacher Assessed Need</li> </ul> <p>Computer Assisted Program - Computer Assisted Programs (All Levels) As Needed</p> <ul style="list-style-type: none"> <li>• Individualized Instruction</li> <li>• Skills driven</li> <li>• Frequency Based on Student Need</li> </ul> |
| <p><b>Social Studies:</b></p>                                      | <p>Social Studies Extended Day - Social Studies Extended Day/Sm Group/Tuesday andamp; Thursday/60 minutes</p> <ul style="list-style-type: none"> <li>• After school Extended Day Program (Levels 1 and 2, all students)</li> <li>• Grade 5 – September-May; Grades 3,4,6 – November-May</li> <li>• Skills Drive</li> </ul> <p>Computer Assisted Program - Computer Assisted Programs (All Levels) As Needed</p> <ul style="list-style-type: none"> <li>• Individualized Instruction</li> <li>• Skills driven</li> <li>• Frequency Based on Student Need</li> </ul>                 |
| <p><b>At-risk Services Provided by the Guidance Counselor:</b></p> | <p>At-risk Services Provided by one full time Guidance Counselor:</p> <p>Services provided during the school day as needed</p> <ul style="list-style-type: none"> <li>• Group and Individual Counseling</li> <li>• Needs Based</li> <li>• Students not Meeting Promotional / Performance Standards</li> <li>• Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning</li> </ul> <p>Referrals to Supportive Agencies</p>   |

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| <b>At-risk Services Provided by the School Psychologist:</b> | <p>At-risk Services Provided by the School Psychologist:</p> <p>Services provided during the school day as needed</p> <ul style="list-style-type: none"> <li>• At risk counseling</li> <li>• ERRSA counseling</li> <li>• Family counseling and referrals</li> </ul> <p>Classroom Observations andamp; Intervention</p> |
| <b>At-risk Services Provided by the Social Worker:</b>       | <p>At-risk Services Provided by the Social Worker:</p> <p>Services provided during the school day as needed</p> <ul style="list-style-type: none"> <li>• ERRSA Counseling</li> <li>• Parent counseling</li> </ul> <p>Referrals, Case Management, Classroom Observations andamp; Intervention</p>                       |
| <b>At-risk Health-related Services:</b>                      | <p>At-risk Health-related Services:</p> <p>Services provided during the school day as needed</p> <ul style="list-style-type: none"> <li>• Group and Individual Counseling on health issues</li> <li>• Distribution of Medication</li> </ul> <p>Emergency Treatment</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.

**Public School 165**

Ida R. Posner School  
76 Lott Avenue  
Brooklyn, NY 11212  
(718) 495-7759 Telephone - (718) 345-8255 Fax

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|  |  |  |   |
|--|--|--|---|
| <b><u>Fran Ellers</u></b><br>Principal | <b><u>George McMullen</u></b><br>Assistant Principal | <b><u>Mickisha Goss</u></b><br>Assistant Principal | <b><u>Bernard St. Aubain</u></b><br>Assistant Principal |
|--|--|--|---|

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Program Model Description: 2009-10

**PART I: SCHOOL ELL PROFILE**

P.S 165 is located in 76 Lott Ave., Brooklyn. The LAP team members are Ms. Fran Ellers, the principal, Mr. George McMullen, Ms. Gold, Mr. Wooten, Ms. Maldonado, Ms. Johnson, Ms. King, Ms. Dornbush, Ms. Velez, Ms. Pierre-Louis and Ms. Gabriel. Dr. Kathleen Cashin is our Network Leader. We have one certified ESL and NLA/FL teacher, Ms. Gabriel, who provides ESL instruction to our ELL students. The school has 661 students of which 18 students are ELLs in a Pull Out ESL program. The distribution of the English as a Second Language Learners are:

|         |   |
|---------|---|
| Grade K | 3 (1 Arabic, 2 Haitian Creole)            |
| Grade 1 | 1 (Haitian-Creole)                        |
| Grade 2 | 1 (Arabic)                                |
| Grade 3 | 2 (Spanish)                               |
| Grade 4 | 4 (1 Spanish, 1 Arabic, 2 Haitian Creole) |
| Grade 5 | 4 (3 Spanish, 1 Arabic)                   |
| Grade 6 | 1 (Arabic)                                |
| Grade 7 | 2 (1 Arabic, 1 Spanish)                   |

**PART II: ELL IDENTIFICATION PROCESS**

1. At registration, a Parent/Guardian Home Language Identification survey is provided to parents as part of the registration process. In the questionnaire, once a parent indicates a language other than English on three of the answers, the certified ESL teacher automatically enters the OTELE Alpha Code. An interview is then conducted by our certified ESL teacher either in English or the parent/guardian's native language indicating their entitlement of a Bilingual Education..

2. Parent orientation is offered at school site by school administrators, ESL teacher and parent coordinator and interpretation service is available with bilingual staff members' assistance to ensure that all parents understand the programs. This is done immediately at registration. If they reject Bilingual or Dual Language, then an assessment using LAB-R follows. Thus the result of the LAB-R assessment enables the ESL teacher to appropriately group students. The LAB-R is the key factor determining placement of ELLs at different levels. At the end of the school year, ELLs are evaluated using the NYSESLAT. However, prior to the final assessment, instructional emphasis is placed in the weak areas as indicated by the ELL Interim assessment results, Acuity, ARIS and other technology based programs. The implication for the language allocation policy is that the school is giving proper service to ELLs by starting with Home Language Survey Forms completed at registration and LAB-R given to all entitled students. Parent orientation is offered at school site by school administrators, ESL teacher and parent coordinator and interpretation service is available with bilingual staff members' assistance to ensure that all parents understand their options. At registration, parents are given the choice for their children to be in our ESL program or to enroll in another school that has a bilingual program.
3. All evaluation of students in our ESL program is completed within 5 days of registration and all letters of entitlement are sent home and parents called to advise them of the letter, within the following five days. Parents are called if the form is not returned within 3 days. If necessary, we will continue to follow up.
4. As previous stated, PS/IS 165 only provides a Pull Out ESL program. At registration, parents are given the choice for their children to be in our ESL program or to enroll in another school that has a bilingual program. Following the eligibility of students, a parent workshop is offered by the ESL Teacher. At that meeting the ESL teacher explains the placement and the continuing student's entitlement letters.
5. PS/IS 165 has never had a high level of ELL students. This year our enrollment is 18 students or 2.74%. We do not have options at our school but only a Pull Out ESL program.
6. We do not have sufficient ELL students to sustain a Bilingual or Dual Language program. We only provide a Pull Out ESL program.

### **PART III ELL DEMOGRAPHICS**

#### **Programming and Scheduling**

1. a) Instruction is provided as a Pull Out program.  
b) We have heterogeneous and homogeneous grouping.
2. We have 1 certified ESL teacher that services 18 students; 17 at the Beginning or Intermediate level who require 360 minutes per week and 1 at the Advanced level who requires 180 minutes. To accommodate all students, students are grouped either homogeneous by level, or heterogeneous by grade.
3. The ESL teacher will follow the NYS standard based instruction and students will be taught based on the Cognitive Academic Language Learning Approach. Topics will be taken from the regular curriculum and will be incorporated into all content areas across the curriculum. Students will write journals and will read at least 25 books. Mathematics and science instruction includes hands on materials whenever

possible. There is no use of native language in the ESL program. Computers are incorporated into the classroom so that students can receive more instruction in ELA, math, science and social studies.

4. a) If SIFE students are entitled to ESL service, teacher-made assessments will be used to detect student's level of academic knowledge and metacognitive skills. After-school programs will be provided and the ESL teacher will closely work with homeroom teachers to make possible student's fastest transition.

b) An Instructional plan for newcomers is to use the LAB-R results as the basis, TPR, graphic organizers, hands-on activities and collaborative teaching will be utilized to develop communicative and academic skills.

c) For ESL students receiving services 4 to 6 years, the emphasis is on differentiating instruction and test taking analysis. There will be sufficient data from NYS assessments, Acuity and other programs to provide target instruction to each student.

d) For long-term ESL students, more instructional emphasis should be shifted onto the weak areas. More visual aids, audio teaching materials as well as child psychological knowledge will be applied to everyday ESL instruction and teacher-student interaction.

e) Instructional plan for alternative placement (Special Education) is to provide visual aids and audio teaching materials. Students are encouraged to make connections between the second language and their own cultures. Prior knowledge is used to boost the ESL students' cognitive and academic development.

5. All ELL students are eligible for all intervention services offered by our school. Monday through Thursday students can attend an additional 37.5 minutes of intervention activities. Additionally students in grades K-2 are eligible for extended day intervention on Tuesday and Thursday for 45 minutes; students in grades 3-5 are eligible for 90 minutes of intervention services on Thursday; and students in grades 6-8 can receive an additional 90 minutes of intervention on Tuesday. All services are provided in English.

6. The transition plan for students reaching proficiency is to service the students by the ESL teacher for two years to enrich academic language development and continue to provide an interactive learning environment for these students.

7. This year we have incorporated additional computer programs schoolwide. They include Classroom Inc., Achieve It; and VMATH and target specific grade groups.

8. No programs/services for ELLs will be discontinued this year.

9. See answer 5 above. All academic programs and activities at PS/IS 165 are open to **ALL** students, general education, special education and ELL students. They are provided with all services for which they are eligible.

10. As previously stated, our ESL teacher will follow the NYS standard based instruction and students will be taught based on the Cognitive Academic Language Learning Approach. Topics will be taken from the regular curriculum and incorporate content areas across the curriculum.

Students will write journals and will read at least 25 books. Computers are incorporated into the classroom so that students can receive more instruction in ELA, math, science and social studies.

11. There is no use of native language in our ESL program.

12. All required services support and resources correspond to ELLs' ages and grade levels.

13. We have such small numbers, that we usually don't know we are having any new ESL students until they register at the beginning of school. Our ESL teacher does meet with parents and students to explain our program and students are escorted and introduced to their teacher. The teacher then introduces the students to the school and our expectations for them.

### **Schools with Dual Language Program**

**N/A**

### **Professional Development and Support to School Staff**

1. To ensure the best learning results from our ESL students, training and support were given to designated teachers, particularly ESL teachers, special education teachers and teachers of ELL students, by ELL regional team, school's coaches during fall and winter. School administrators, ESL teachers, math coach and literacy coach will co-plan school-wide professional development workshops that address the needs of ESL students on a regular basis and focuses on Data Analysis, ESL standards, Instructional strategies for ESL students and Differentiation.

The LAP team will meet on a monthly basis to plan, implement and evaluate staff development and student growth. Based on evaluation, PD and instruction will be modified as needed.

2. When we have ESL students in the 8<sup>th</sup> grade, the ESL teacher, their home room teachers and in particular our Guidance Counselor provides articulation service to our ESL students in transition to high school.

3. We have reached out to the Office of Teaching and Learning to assist us in providing the necessary 7.5 hours of professional development for all teachers.

### **Parental Involvement**

1. The school has a PTA, in which parental participation is encouraged. Our PTA meets monthly on the third Wednesday of each month. Our SLT meets on the second Tuesday of every month. We have a Parent/Child Craft night on the last Tuesday in every month. In December we have over 100 parents and children for our Making a Gingerbread House event. A Principal's newsletter goes home to parents each month and contains information on what is happening in our school and upcoming events. Many parents accompany their children on school trips. We have a parent coordinator who arranges workshops, dinners, and other activities for all parents.

We only have 18 ESL students, 6 siblings in one family, 2 in another family. We have a very good relationship with the 12 ESL parents and they are free to talk to any administrator or teacher and request assistance.

2. We do not partner with any organization to provide workshops for ELL parents, however, we keep parents advised of any workshop that would be of interest to them. The UFT Teacher Center, our LSO – Knowledge Network, and the DOE have provided workshops or informational meetings for parents and notices are sent home about them.

3. Our PTA, PAC and parent coordinator talk with parents and send out notices about items that might be of interest to parents. They also conduct surveys to assess their needs. Parents also make suggestions of topics of interest to them.

4. Based on the responses of our parents, we schedule workshops or activities that are requested by them. Throughout the year we have meetings/workshops for parents to keep them advised on what the school is doing. For example, in September/October we met with 5<sup>th</sup> grade parents to go over the requirements, format and schedule of the NYS Social Studies Assessment their children would be taking. We also schedule activities that give parents the opportunity to interact with their own children and other families as well in our Parent/Craft nights.

**PART IV: Assessment Analysis**

1. We use ECLAS in our early literacy grades to identify areas in need of improvement and to provide additional assistance in those areas to our 7 ESL students in grades K-3.

2. In the NYSESLAT Overall analysis we have 10 students at the beginning level, 7 at Intermediate and 1 at the Advanced level.

3. The listening/speaking and reading/writing analysis will be used to differentiate instruction to meet the individual needs of each student with the ESL and regular classroom teacher.

4. a) We only have an ESL program and all tests are in English. For the 9 students who have taken the NYS Assessment, for Reading 2 student is at Level 1, 5 students are at Level 2, 2 students are Level 3; for Mathematics 1 student is Level 1, 2 students are at Level 2 and 5 students are Level 3; for Social Studies 1 student is Level 2; for Science 1 student is Level 3. Students only take tests in English.

b) Teachers use every assessment to allow them to differentiate instruction to meet the individual needs of each student.

5. n/a

6. We evaluate our program based on the active participation of the students, by observation of classroom and ESL teachers, by teacher’s tests and other formal assessments.

**PART V: LAP TEAM ASSURANCES**

NAME TITLE SIGNATURE DATE(mm/dd/yy)

|              |                     |  |  |
|--------------|---------------------|--|--|
| Mr. McMullen | Assistant Principal |  |  |
| Mr. Wooten   | Parent Coordinator  |  |  |
| Ms. Gabriel  | ESL Teacher         |  |  |

|                   |                                   |  |  |
|-------------------|-----------------------------------|--|--|
| Mrs. B. Roberts   | Parent\                           |  |  |
| Mrs. Pierre-Louis | Teacher, Gr. 2                    |  |  |
| Ms. N Dornbush    | Teacher, Gr. K                    |  |  |
| Ms. Gold          | Coach, K-3                        |  |  |
| Ms. Maldonado     | Coach, 4-8                        |  |  |
| Ms. Velez         | Guidance Conselo                  |  |  |
| -                 | School Achievement<br>Facilitator |  |  |
| Dr. K. Cashin     | Network Leader                    |  |  |
| Mrs. L. King      | Teacher, Speech                   |  |  |
| Ms. P. Johnson    | Teacher, Sp. Ed.                  |  |  |
|                   |                                   |  |  |

Signature

School Principal: \_\_\_\_\_ Date: \_\_\_\_\_  
Fran Ellers

Community Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_  
Donald Conyers

Reviewed by ELL Compliance and Performance Specialist:  
\_\_\_\_\_  
Date: \_\_\_\_\_

**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)**

**not applicable**

**Number of Students to be Served:**

**LEP not applicable**

**Non-LEP not applicable**

**Number of Teachers not applicable**

**Other Staff (Specify) not applicable**

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

**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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not applicable

**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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not applicable

**Form TIII – A (1)(b)**

-

**School: not applicable**  
**BEDS Code: not applicable**

**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><br>- Per session<br>- Per diem                                    | not applicable         | not applicable   |
| <b>Purchased services</b><br>- High quality staff and curriculum development contracts  | not applicable         | not applicable   |
| <b>Supplies and materials</b><br>- Must be supplemental.<br>- Additional curricula, instructional materials.<br>- Must be clearly listed. | not applicable         | not applicable   |
| <b>Educational Software (Object Code 199)</b>   | not applicable         | not applicable   |
| <b>Travel</b>   | not applicable         | not applicable   |
| <b>Other</b>  | not applicable         | not applicable   |
| <b>TOTAL</b>  | <b>0</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.

We have a very small group of ELL (7) students. Seven of the students (2 Arabic, 4 Spanish) have been with us for several years and one student (Haitian Creole) is new to the country this year. All parents speak English. The balance of our Hispanic population totals 23 students whose families speak English. We have staff members who speak Spanish, Haitian-Creole, Italian, French and can translate if and when necessary. We also have staff members at PTA meetings available to assist non English speaking parents.

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.

We provide Board of Education letters and notices in Spanish for those who need or request them, and have translators available. Parents are informed of this when they register their children and announcements are made at PTA meetings. At the bottom of all notices sent home, is the statement in several languages that if you need this in a different language to please call the school. Notices are prominently displayed in the school advising parents of the rights in these matters.

## **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.

We provide oral interpretation services for those who need or request them, and have in house teacher translators available. Parents are informed of this when they register their children and announcements are made at PTA meetings. Oral interpretation services will be provided by in-house staff members or parent volunteers when requested. Availability of these services are posted in the main office in English, Spanish, French, Haitian Creole and Italian.

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.

We provide oral interpretation services for those who need or request them, and have in house teacher translators available. Parents are informed of this when they register their children and announcements are made at PTA meetings. Oral interpretation services will be provided by in-house staff members or parent volunteers when requested. Availability of these services are posted in the main office in English, Spanish, French, Haitian Creole and Italian.

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>.

Within 30 days of a student's enrollment (or, for students already enrolled, by a date and procedure to be determined by the Office of Teaching and Learning, the primary language spoken by the parent of each student enrolled in the school will be determined, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the Department. We provide Board of Education letters and notices in Spanish for those who need or request them, and have translators available by in-house staff members and/or parent volunteers. Parents are informed of the availability of translation and interpretation services when they register their children and announcements are made at PTA meetings. In addition, notices regarding the availability of these services are posted in the main office in English, Spanish, French, Haitian Creole and Italian.

**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<br>ARRA | Total     |
|--|-----------|-----------------|-----------|
| 1. Enter the anticipated Title I Allocation for 2009-10:   | \$636,867 | 135,528         | \$772,395 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:  | \$6,369   |                 |           |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):                                     |           | 1,355           |           |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:            | \$31,843  |                 |           |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):                     |           | 6,775           |           |
| 6. Enter the anticipated 10% set-aside for Professional Development:   | 63,687    |                 |           |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): |           | 13,552          |           |

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
100%

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 AND SCHOOL-PARENT COMPACT**

**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.

P.S./I.S. 165 Parent Involvement Policy

P.S. 165 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. P.S. 165 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents’ questions and concerns.

Training for parents and community members will include:

- Support for parents’ understanding of, and participation in instructional initiatives
- Parent literacy development
- *Learning Leaders* Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

Our trained parent coordinator will continue to provide parents with an on-site ombudsman who was selected because of demonstrated skills in meeting school specific needs (i.e. second language fluency, knowledge of constituency concerns, etc.) The parent coordinator provides workshops and parental outreach on a consistent, ongoing basis and well as supporting the needs of the school’s parents at district-wide parent forums and training sessions.

2. P.S. 165 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

3. P.S. 165 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:

P.S. 165 will continue to work with the PTA, SLT, PAC and parent coordinator to provide parents with workshops in any area requested during the day or evening.

4. P.S. 165 will coordinate and integrate Title I parental involvement strategies under the following other programs:

Title1 PreK and Reading First

5. P.S. 165 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. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

The School Leadership Team of P.S. 165 will continue to monitor compliance with our CEP and evaluation of our parents' involvement in order to improve and provide the best standards based education for our students. Along with the Parent Coordinator, the PTA, and SLT will design an evaluation sheet to be distributed to all parents for suggestions and input into our current program and what we can do to improve it. The Parent Coordinator, PTA and SLT will then collaborate to design strategies that will improve our parental policies.

6. P.S. 165 will build the schools' 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:

7.
  - 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 by conducting workshops, conferences, classes, and providing equipment or other materials that may be necessary to ensure success.

P.S. 165 will continue to provide assistance to parents through workshops in the new State Standards, assessments and content areas and other requested topics. During Parent Teacher conferences, and in reports sent home, parents are kept advised of student's progress. Students who are in danger of not being promoted have letters mailed to their homes advising parents of this potential outcome. Parents of students in danger of failing who are not attending extended day programs, receive telephone calls to discuss the problem and alternatives.

b. 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.

All material used in afterschool programs, whether skills or test sophistication, is also given to students who do not attend so they can work independently. Teachers and coaches are available to work with any parent to explain how to effectively use the material.

c. 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 conducting surveys of needs and work closely with the PTA/PAC and SLT.

P.S. 165 has a good working relationship with our parents and with our Parent Coordinator, will continue to work closely with them. As previously stated we will conduct a needs survey on how we can improve our communication, implementation and coordination of parent programs.

d. The school will, in partnership with the PTA, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, 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.

Our PTA has a resource center that includes videos and booklets on how they can help their children in all different subject areas. In addition, there are also booklets on involvement, behavior and their rights. They also have access to our Robin Hood Library. Our Parent Coordinator also works with parents and provided advice and assistance, workshops and programs for parents and children.

e. The school will take the action 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 in a timely manner to ensure that parents will be able to make arrangements to attend.

All material sent home in a timely manner in an understandable, uniform format. We have two families that have requested letters be in Spanish which is accommodated. Special events are mounted on posters and placed in the cases in front of the school, as well as in the school lobby and throughout the school.

#### 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 signatures on original documents. This policy was adopted by P.S. 165 and will be in effect for the period of September 1, 2009 – August 31, 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2009.

***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.

#### P.S. 165 School-Parent Compact :

P.S. 165, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2007-08.

## Required School-Parent Compact Provisions

### School Responsibilities

P.S. 165 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held at a morning and evening meeting to accommodate all parents.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff. Parents wishing to meet with teachers should contact teachers to arrange a mutually agreeable date and time.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents wishing to volunteer should contact the Parent Coordinator for training as a Learning Leader. Parents wishing to observe classroom activities should coordinate a mutually agreeable time and date with the teacher.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
  - Making sure that homework is completed.
  - Monitoring amount of television their children watch.
  - Volunteering in my child's classroom.
  - Participating, as appropriate, in decisions relating to my children's education.
  - Promoting positive use of my child's extracurricular time.
  - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
  - Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### Student Responsibilities

(revised as appropriate to grade level)

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

- Get to school on time
- Respect other students and all adults
- Be prepared for all challenging educational opportunities
- Develop my critical and creative thinking skills
- Complete my homework
- Monitor my television time
- Get to bed on time
- 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
- Strive to be an exceptional student

SIGNATURES:

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| SCHOOL | PARENT(S) | STUDENT |
|--------|-----------|---------|
|--------|-----------|---------|

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| DATE | DATE | DATE |
|------|------|------|
|------|------|------|

**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.

We looked at the AIS services provided in ELA during the school year 2008-2009 and the recent ELA scores. We discovered that all students in grades 4-8 scored above a 2, except 5 students, 2 of which were special education students. Because of the success in targeting the level one and low 2 students, we intend to continue the programs currently in place. Additionally, in our general education 83.3% of our targeted lowest third students made at least 1 year of progress, so we will continue our programs with some minor adjustments. We also met success in our Math scores where we lowered the number of level 1 students, however, 4th grade had 17 students at level 1 with 16 being Special education students. 68.9% of the lowest third students made at least 1 year of progress in Math .

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.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

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

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### **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.

not applicable

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 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 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.

<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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

At our cabinet meeting, the questions posed by this appendix were discussed at length. It was also discussed at our SLT meeting. What follows is our response:

Grades K-3 are part of the Reading First program that is supported by our Reading First Coach while grades 4-8 use novels and are supported by our Reading Coach. We have a very low number of ELL students as we are a PreK-8 school. Two years ago, our school joined the Knowledge Network and began implementing the Core Knowledge Curriculum. There are many benefits to this curriculum. All students acquire a broad base of specific, shared knowledge and a rich vocabulary. The sequencing and spiraling of CK topics permits students to master increasingly challenging and complex knowledge. The majority of the content on each grade not only meets the standards but exceeds both the state and city standards. The CK curriculum on each grade represents no more than 60% of the year long program, therefore, there is ample time to teach any city or state grade specific topics not included in the CK curriculum.

The number of our ELA Level 1 and 2 students have declined, while our Level 3 and 4 have increased. The Progress Report for last year indicates that 67.7% of our ELA students made at least 1 year of progress, while 82.4% of our lowest third also made at least one year of progress. Our Middle School is not in the lowest 200 middle schools as designated by the DOE of New York City.

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

- Applicable
- 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 CK curriculum is very broad and rigorous and includes the following subjects on every grade; Literacy, Geography, American History, World History, Science, Art and Music. We use the NYC Math programs. Literacy includes reading Fiction, Non Fiction, Classics, Cultural Tales, Poetry, Saying and Phrases, Grammar, Spelling and Vocabulary, Biographies in Science, American/World History, Art and Music.

Additionally, CK is taught thematically so that every subject builds and enhances the content being learned. So when 5th grade is reading Don Quixote, they are studying the Renaissance in World History, Michelangelo in Art and Listening to Josquin's music.

CK has excellent resources available for teachers that greatly helps in the smooth implementation of the curriculum. The Teacher's Handbook covers background information on every topic being taught and includes text resources and informational text blackline masters. We are currently using the CK curriculum in PreK, K, 1, 4, 5 and 6th grades and in September we will include grades 2, 3, 7 and 8 so that our entire school will be implementing the Core Knowledge curriculum.

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.

## **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 our cabinet meeting, the questions posed by this appendix was also discussed at length. It was also discussed at our SLT meeting. What follows is our response:

We were aware of the discrepancies and gaps in Impact 6-8, however, this problem was identified early by the UFTTC Math team. At our LSO Math Coach meetings, lists of the gaps were distributed advising us which topics needed to be covered pre and post March. These were given to all teachers who adjusted their pacing schedule to adress this problem. This was done during collaborative team meetings. We are also aware of the dissiculties with the process strands. All teachers were given copies of all the Math Standards, Math Glossary and Math Vocabulary Lists to assist teachers, and the focus of our PD in math this year was the Process Strands.

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

Applicable  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?

Our school math scores for all classes ranged between 50-60. In our Progress Report, 49.2% of all students made atleast 1 year of progress, while 66.7% of the lowest third made at least 1 year of progress too.

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.

Last year and continuing this year, our school has focused on Differentiation and Data. We have had extensive PD on these topics from outside consultants, UFTTC staff and other sources. All of our 3-8 teachers use Acuity and ARIS, analyze the data and use it to form instruction. Content is differentiated to meet the needs of each student. All students have portfolios and teachers have data portfolios for each student. Students work with their teachers to set interim and long term goals. K-3 teachers use data from DIBELS to differentiate instruction for their students.

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

Applicable  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?

Evidence of our findings can be seen in the differentiation of instruction, the teachers' data binders and continued improvement of our scores.

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.

We will continue to monitor and observe math instruction to maintain a high academic and engagement level in our classes.

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

Applicable  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?

Our last Quality Review showed that they found our students to have a high academic focus and are highly engaged.

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.

<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.

### **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.

We reviewed and analyzed our records of teacher turnover and retirements over the past few years.

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

Applicable  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?

PS/IS 165 had a very stable workforce for many, many years, therefore, now many of our teachers are at retirement age and we have been losing 2-3 senior teachers each year. This year, 2 teachers and 1 guidance counselor retired which saved 2 teachers who would have been excessed. We also hired several Teach for America teachers and 1 fulfilled his commitment this year and left. Our core staff has been quite stable.

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.

We analyzed and review our Professional Developments records.

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

Applicable  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?

We have always had a very small number of ELL students, (5-12), and our LSO, the Knowledge Network, under Dr. Cashin, has always provided monthly Professional Development for ELL teachers. Also our ELL, Special Ed and General Ed teachers attended a series of workshops sponsored by Teacher Center this 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.

Last year we only had 11 ELL students in the school, so we spoke to the teachers involved.

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

Applicable  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?

We spoke with the ELL teacher and classroom teachers who confirmed that they collaborate and share the data in order to differentiate instruction and meet the needs of the student.

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.

We reviewed and analyzed the Professional Development offered to Special Education teachers and discussed your findings.

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

Applicable  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?

As stated in the previous questions, our LSO and school have always provided Professional Development for ELL and Special Education teachers. Last year they attended a series of workshops facilitated by the UFT Teacher Center. Our ELL teacher and 4 special education teachers each attended a three day workshop in addition to those offered monthly by our LSO and school.

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.

After examining some IEP folders, we spoke with the IEP and classroom teachers who confirmed that they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). There is a lack of alignment between the goals, objectives, and modified promotion criteria that are indicated on pages 6 and 9 of a student's IEPs and the content on which these students are assessed on grade level state tests. Even though, IEPs do not regularly include behavioral plans, each classroom teacher develops individual and class behavioral goals and objectives using behavior modification plans.

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

Applicable  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?

We have a designated IEP teacher and IEPs do not regularly include behavioral plans. Each classroom teacher develops individual and class behavioral goals and objectives using behavior modification plans. Teachers modify grade appropriate material to meet the needs of the individual student as indicated on their IEP.

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.

We will continue to support our special needs unit through staff development presented by our LSO, ISC and/or in-house teachers; therefore, we do not need additional support from central.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*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>

### **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.)

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

We provide the following services to our Students in Temporary Housing; guidance, financial, transportation, school supplies, clothing, paying for school trips, and any other need we can.

**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).

not applicable

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.