



**DON PEDRO ALBIZU CAMPOS~PS/MS 161**

**2009-10**

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

**SCHOOL: 05M161**  
**ADDRESS: 499 W. 133<sup>RD</sup> STREET NEW YORK, NY 10027**  
**TELEPHONE: 212-690-5945**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 05M161      **SCHOOL NAME:** Don Pedro Albizu Campos

**SCHOOL ADDRESS:** 499 West 133<sup>rd</sup> Street

**SCHOOL TELEPHONE:** 212-690-5945      **FAX:** 917-507-0524

**SCHOOL CONTACT PERSON:** Barbara Freeman      **EMAIL ADDRESS:** Bfreeman6@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Peggy Girtman-Atkins

**PRINCIPAL:** Barbara Freeman

**UFT CHAPTER LEADER:** Peggy Girtman-Atkins

**PARENTS' ASSOCIATION PRESIDENT:** Tanya Hamer

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

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

**DISTRICT:** 05      **SSO NAME:** Empowerment Organization~CFN #3

**SSO NETWORK LEADER:** Anthony Conelli

**SUPERINTENDENT:** Gale Reeves

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position and Constituent Group Represented	Signature
Barbara Freeman	*Principal or Designee	
Peggy Girtman-Atkins	*UFT Chapter Chairperson or Designee	
Tanya Hamer	*PA/PTA President or Designated Co-President	
Betty Checo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jessica Salute	Member/Teacher	
Patrick Hess	Member/Teacher	
Linda Sherrod	Member/ Teacher	
Timothy Hopkins	Member/Teacher	
Gabrielle Deveaux	Member/Teacher	
Pam Price	Member/ Assistant Principal	
Brenda Noriega	Member/ Parent	
Catheria Reyes	Member/ Parent	
Desiree Robinson	Member/ Parent	
Margarita Marrero	Member/ Parent	
Margarita Teal- Jackson	Member/ Parent	
Lisa Jones	Member/ Parent	

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

- Core (mandatory) SLT members.

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

### **SECTION III: SCHOOL PROFILE**

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

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

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Our mission at PS/MS 161 is to foster in all of our students skills that will assist them to become independent thinkers, problem-solvers and lifelong learners. We provide an environment where children are an integral part of a community that holds themselves and each other to the highest standards of performance. The atmosphere permits each child, parent/guardian, and staff member to feel safe, recognized, and respected.

We are a population of 900 students, 83% Latino and 15% African American, 2% Middle Eastern population. 98% percent of our children qualify for free lunch and many receive a multitude of services and support that fall outside the realm of traditional schooling. We never allow socio economic conditions to be a source for excuses or lack of success. The only acceptable outcomes are to do whatever necessary and provide our children with the best teaching, opportunities, encouragement, and resources.

We embrace a principal and staff that recognize no limits in the potential that our students can achieve. The focus of a determined and engaged staff creates a learning environment that recognizes all learning styles, needs, and intelligences.

We are guided by data analysis. We are constantly aware of the necessity to improve student achievement as measured by standardized test scores. We continually evaluate, analyze, and assess our progress as a whole and as a grade, a class, and as individuals.

The school is organized into instructional academies consisting of unified professional development programs, a school-wide curriculum, common instructional practices and rigorous expectations of all students.

The philosophy of the Don Pedro Albizu Campos School is that we can be truly effective only when the structure of our components is shared among the students, the school community and the parents/guardian. By establishing a philosophy of education that runs harmoniously through the school and to the home unit, we create a living model of education and life-long learning.

We address every individual as one who has strengths and weaknesses and teach to those traits. We develop our staff to be the best and brightest. We have created dynamic outside partnerships to bring what we cannot supply due to limited funding. We search and apply for grants that will increase the offerings to all in our community. We are a community of pro activists.

We have cross-curricular dynamic partnerships in math and science with Colombia University's, Teachers College, and Carnegie Hall for our arts. Our physical facility boasts a year round artificial grass field and track that encourages development of the body with the mind. Our technology configuration is one of the finest in the city with over 200 computers, 2 full technology labs, computers, interactive whiteboards, document projectors in every classroom, and wireless connectivity throughout the premises. Our Library Media Center boasts open access from 6:30 a.m. until late in the closing light of day.

Over the last decade we embarked on an arduous journey that traveled from the depths of a school performing far below its capabilities, to one that is a pride of its' neighborhood, city and even nation. In the last decade we have seen continual annual increases of testing scores in English Language Arts (ELA) and Mathematics. We offer enrichment and supplementary programs and materials that are the envy of most public and many private schools.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

**CEP Section III: School Profile**

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

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>										
<b>School Name:</b>	P.S. 161 Pedro Albizu Campos									
<b>District:</b>	5	<b>DBN:</b>	05M161	<b>School BEDS Code:</b>	310500010161					
<b>DEMOGRAPHICS</b>										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded			
	2	√	6	√	10					
<b>Enrollment</b>					<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09			
Pre-K	34	38	37		93.5	92.3	92.6			
Kindergarten	99	92	92							
					<b>Student Stability - % of Enrollment:</b>					
Grade 1	127	107	101	<i>(As of June 30)</i>	2006-07	2007-08	2008-09			
Grade 2	137	123	107		91.4	91.3	90.9			
Grade 3	106	118	149							
Grade 4	135	118	149	<b>Poverty Rate - % of Enrollment:</b>						
Grade 5	145	126	96	<i>(As of October 31)</i>	2006-07	2007-08	2008-09			
Grade 6	102	111	87		96.9	94.4	93.0			
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>						
Grade 8	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09			
Grade 9	0	0	0		15	21	120			
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>						
Grade 11	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09			
Grade 12	0	0	0		18	23	24			
Ungraded	0	0	0	<b>Special Education Enrollment:</b>						
Total	885	848	797	<i>(As of October 31)</i>	2006-07	2007-08	2008-09			
					18	23	24			
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09			
# in Self-Contained Classes	0	0	20	Principal Suspensions	2	0	1			
# in Collaborative Team Teaching (CTT) Classes	37	40	41	Superintendent Suspensions	1	2	0			
Number all others	72	63	39							
<i>These students are included in the enrollment information above.</i>					<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09			
				CTE Program Participants	0	0	0			
				Early College HS Program Participants	0	0	0			
<b>English Language Learners (ELL) Enrollment:</b>					<b>Number of Staff - Includes all full-time staff:</b>					
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09							
# in Transitional Bilingual Classes	0	44	76	Number of Teachers	64	73	80			
# in Dual Lang. Programs	52	62	76							
# receiving ESL services only	361	250	219							

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	15	0	1	Number of Administrators and Other Professionals	11	17	16
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	5
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	1	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	78.1	75.3	66.3
				% more than 5 years teaching anywhere	65.6	63.0	52.5
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	88.0	84.0	74.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	90.1	92.9
American Indian or Alaska Native	0.1	0.1	0.3				
Black or African American	14.8	14.7	13.6				
Hispanic or Latino	82.9	82.2	82.6				
Asian or Native Hawaiian/Other Pacific Isl.	1.0	1.2	1.3				
White	1.1	1.8	2.4				
<b>Male</b>	51.0	52.8	51.3				
<b>Female</b>	49.0	47.2	48.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	SINI 2			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
<b>Other Groups</b>							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		6	6	4	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	90.2			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	11.3			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	24.4			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	47						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	7.5						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

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

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

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

### **English Language Arts**

#### **Part A: Analysis of the Current Status of Student Achievement and Program Effectiveness**

The needs assessment is based the reports and findings of the following:

1. Standardized test results, including item skills analysis
2. Acuity predictive assessments
3. Annual Report Card
4. School Quality Review Initiative
5. ATS Reports
6. Teachers College Reading and Writing Project reading assessment
7. Teachers College Reading and Writing Project narrative on-demand writing assessment
8. Student work folders, notebooks, and logs
9. Student portfolios
10. Teacher developed assessment
11. Surveys
12. Questionnaires
13. Lab test/NYSESLAT Tests
14. LAP- Language Allocation Policy

#### **2. Process for Reporting Needs Assessment Findings**

##### **Summary of Needs Assessment Findings**

The following are standardized test results from the 2008-2009 school year. On the New York State English Language Arts Exam 66.9% of the students scored at or above level 3 and 4. On the New York State English as a Second Language Test (NYSESLAT) for the Listening and speaking portion of the test, out of 145 students test 6 % scored in the Beginning category, 11% in the Intermediate, 46% in the Advanced and 37 % in the Proficient category. For the Reading and Writing portion of the NYSESLAT, 145 students tested 12% scored in the Beginning category, 20% in the Intermediate, 48% in the Advanced and 21 % in the Proficient category.

### **3. Implications for the Instructional Program**

Using data from the Teachers College Reading and Writing Project reading and writing assessments, practice tests, Acuity predictive assessments, and other achievement data, student's current academic skills and progress were analyzed. The professional development team has provided support and assistance to teachers during grade conferences and professional development sessions, in analyzing student data so the results can help drive their classroom instruction. This data helped the staff address and identify children at risk so that the needed support can be provided. The administration used the gathered data for articulation purposes among classes/grades.

Ongoing professional development is provided to the staff based on professional development requirements, the uniform curriculum and city mandates. A needs assessment survey is disseminated and used as a planning tool for future workshops. Some of the topics included in the survey are: 1) Unit planning, 2) Strategies for working with struggling readers, 3) Word study, 4) Guided Reading, 5) Increasing the strength of reading/writing partnerships in your classroom. These workshops will result in the improvement of instruction, as teachers incorporate strategies learned in the planning of lessons that will result in standard setting level of performance by the children.

#### **A3. Process for Reporting Needs Assessment Findings-**

Findings were made available in School Wide Planning (SWP) meetings and sent home to parents. Individual student data was shared with parents in quarterly reports and report cards. Since our main goal is addressing the needs of all the students, in order to ensure that all students succeed, the school has enlisted additional help from all school staff to provide extra classroom support from 2:20pm to 3:00pm in order to lower the student to teacher ratio in each class during this period. The school has also enlisted additional help from Community Based Organizations such as 1) Harlem Dowling After-School Program, 2) Graham Windham Beacon After-School Program, and 3) Say Yes to Education supplemental services.

#### **Part B: Priorities for the School Year 2009-2010**

The following needs have been identified as key areas that must be addressed in the coming year:

1. Use Teachers College Reading and Writing Project reading and writing assessments to identify children in K-2 who are in need of early intervention services and tutoring.
2. Encourage students' reading and writing stamina by continual analysis of reading logs, reading notebooks, and writing notebooks.
3. Incorporate additional small group work, differentiated work within and in addition to, the reading and writing workshops, such as guided reading, word study, and shared reading/writing.
4. Monitor schedules to ensure children in bilingual and dual language classes are receiving appropriate instruction and assessment in native language and ESL.

## **Section v**

### **PART C: SCHOOL GOALS AND OBJECTIVES**

Goal 1: To support all students in grades PK-6 in meeting and exceeding NYS Learning Standards.

#### **Strategic Objective:**

1. To implement developmental standards driven, balanced literacy program so that by June 2010, the percentage of students achieving a level 3 and 4 on the NYS ELA will be increased by a minimum of 6% (66.9% to 72%).

Goal 2: To provide a comprehensive professional developmental program that will result in the consistent implementation of the best practices in literacy and improvement in the literacy achievement of all students in grades K-7.

#### **Strategic Objective:**

1. By the spring of 2010, teachers in grade K-7 will have received a minimum of 30 hrs professional development sessions on all components of balanced literacy provided by school based instructional coaches, Teachers College Reading and Writing Project staff developers, and Teachers College Reading and Writing Project professional workshops or "Calendar Days."

Goal 3: To support English Language Learners in grades K-7 in their acquisition of literacy in the English language and literacy in the native language.

#### **Strategic Objective:**

1. To implement an integrated English as a Second Language program that will result in an increase (minimum 35%) of English Language Learners in grades K-7 demonstrating gains of 10 total points as measured by the NYSESLAT.
2. To utilize results from the NYSESLAT in order to group students in advanced, intermediate, and beginning categories. Classroom teachers and ESL teachers will use the results to drive instruction.
3. To provide continuous teacher support through professional development sessions related to ESL instructional strategies, methodologies, and trends.
4. To provide additional small group instructional time for students who have recently arrived to the country.
5. To continue to grow the dual language program which is currently in grades K-6.

**Goal 4: To improve the academic achievement of at-risk students in grades K-7.**

#### **Strategic Objective:**

1. To support all students in grades K-2 in meeting and exceeding NYS Learning Standards.
2. Continuation of small group, differentiated instruction within balanced literacy components such as guided reading, word work, and shared reading/writing.
3. Continuation of the summer school program for 2<sup>nd</sup> grade.
4. Continuation of the Power Saturday program for grades 3-7.

5. Continuation of the Say Yes to Education program which offers one-to-one tutoring and small group instruction to at-risk students in the 5<sup>th</sup> grade.
6. Continuation of Academic Intervention Services for at-risk students in grades 1-7.

**Part D: Strategies and Activities for Improvement and/or Enrichment** – In the space below, identify the research-based strategies the school will implement to improve student outcomes and support the achievement of each objective stated in Part C. Indicate how selected strategies reflect implementation of one or more of the nine Principles of Learning. Emphasize strategies/activities that enhance instructional practices and build capacity of teachers and other instructional staff. Strategies and/or activities must be specified for all grades or grade clusters and targeted student subgroups. Personnel and budgetary resources and constraints must be considered while selecting strategies and designing activities. Including the following:

1. Strategies/activities for delivering a high-quality “first” instructional program that is aligned with the State ELA/ESL standards
  2. Service Models for English Language Learners (ELLS) (See Appendix 2)
  3. Program Models for Special Education Students
  4. Academic Intervention Services (AIS) for students that are not meeting, or are at risk for not meeting, the State standards (Required for identified students in grades K-12)
  5. Enriched activities and special programs
  6. Professional development, parent involvement activities, students support services, and the use of technology in support of instructional activities
  7. Extended day, Saturday ,and summer programs
- 

**Part D: Strategies and Activities for Improvement and/or Enrichment-** that are based on scientifically based research): Components of the Comprehensive Instructional Approach for Reading and Writing

### **Grades K-3**

- Instructional Materials: Classroom Libraries, Words Their Way and Teachers’ College Units of Study for reading and writing Workshop, Reading Reform Program
- Planning Guide- Pacing and Alignment Calendar, Monthly Reading & Writing calendar
- 120 Minutes Literacy Block (Balanced Literacy, including daily writing activities)

Intensive Professional Development including:

1. School-based Professional Development Team, which includes the Principal, a full-time Literacy Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school
2. Ongoing PD for all teachers, coaches, and school administrators
3. Planning and sharing ideas during grade level meetings/PD sessions
4. Instructional hands on support/modeling by Teachers’ College Staff Developer

## **Grades 4-7**

- Instructional Materials: Classroom libraries, supplemented by Vocabulary development materials, Kaplan text preparation materials, Reading Reform Program, Teachers' College Units of Study for Reading and Writing Workshop
- Planning Guide- Pacing and Alignment Calendar, Monthly Reading and Writing calendars
- 120 Minutes Literacy Block (Balanced Literacy, including daily writing)

Intensive Professional Development including:

1. School-based Professional Development Team, which includes the Principal, a full-time Literacy Coach, and other essential participants who will demonstrate outstanding classroom, practices to other teachers in the school.
2. Instructional hands-on support/modeling by the Teachers' College Staff Developer
3. Collaborative planning during grade meetings and PD sessions

## **Professional Development:**

**Description of Proposed Instructional Strategies for English Language Arts** (that are based on scientifically based research):

### Components of the Comprehensive Instructional Approach for Reading and Writing

## **Grades K-3**

Instructional Materials: Classroom Libraries, supplemented by Words Their Way and Teachers' College Units of Study for reading and Writing Workshop

Planning Guide- Pacing and Alignment Calendar, Monthly Reading & Writing calendar

Intensive Professional Development including:

1. School-based Professional Development Team, which includes the Principal, a full-time Literacy Coach, and other essential participants who will demonstrate outstanding classroom, practices to other teachers in the school.
2. Ongoing PD for all teachers, coaches, and school administrators
3. Planning and sharing ideas during grade level meeting/PD sessions
4. Instructional hands-on support/modeling by the Teachers' College Staff Developer

## **Grades 4-7**

Instructional Materials: Classroom libraries, supplemented by Vocabulary development materials, Kaplan text preparation materials, Reading Reform Program, Teachers' College Units of Study for Reading and Writing Workshop

Planning Guide- Pacing and Alignment Calendar, Monthly Reading and Writing calendars

120 Minutes Literacy Block (Balanced Literacy, including daily writing activities)

Intensive Professional Development including:

1. School-based Professional Development Team, which includes the Principal, a full-time Literacy Coach, and other essential participants who will demonstrate outstanding classroom, practices to other teachers in the school.

2. Instructional hands-on support/modeling by the Teachers' College Staff Developer

3. Planning and sharing ideas during meetings and PD sessions

Additional support for students (when necessary)

Components of a **Balanced Literacy** Program:

**Independent Reading:** Students reads a book related to their unit of study at their independent level. The teacher confers with students during this time (Approximately 30 minutes)

**Independent Writing:** Students maintain work folders, Writers' Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies and craft units of study students follow the writing process in order to transform their raw materials into published pieces.

**Shared Reading:** Short texts, (poems, rhymes, songs, chants, articles) are carefully chosen by the teacher and presented in large text, placed on smart board or provided for each student. The teacher selects specific chunks of the text, as a demonstration piece, to teach a reading/writing/word skill or strategy.

**Interactive Writing:** In the earlier grades teachers invite students to take risks in recording their oral sentences, with their aid, into written text. (Approximately 10-15 minutes)

**Read Aloud:** The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behaviors, skills, strategies, and habits of a good reader. (Approximately 15-20 minutes)

**Word Study:** Depending upon grade, maybe phonic or word study. It includes the teaching of words, word families, root words in the upper grades and learning about letters, sounds and words in the earlier grades.

**Guided Reading:** This activity is led by the teacher and done with short-term, transient, ability-based groups. It is followed by a teaching point. (Approximately 20-30 minutes)

**Classroom Libraries:** Consists of children's literature, including fiction, biographies, poetry and non-fiction books that appeal to a variety of different interests, to better engage students in reading and writing. The libraries are usually accompanied by professional books and mentor text

**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):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Provide standards-driven differentiated language arts instruction in grades pre-K through 6 that will support the needs of all students and enable them to meet and exceed the NYS English Language Arts learning standards.</p> <ul style="list-style-type: none"> <li>By June 2010, the percentage of students achieving a level 3 and 4 on the NYS ELA will be increased by a minimum of 6% (66.9% to 72%).</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will use balanced literacy strategies such as read aloud, reading and writing workshop, guided reading, shared reading, interactive writing and word work to differentiate their instruction to meet the needs of the students in their class. This is true for all students, especially the bottom 1/3 and students who scored levels 3 &amp; 4 on the 2009 NYS exams. Teachers will participate in professional development sessions that will enable them to learn about and plan for new ways to differentiate their instruction to meet the needs of all students. Balanced literacy lab-sites run by Teachers College Reading and Writing Project staff developers will model these instructional strategies and give teachers an opportunity to practice them with their colleagues. Literacy coaches will provide ongoing support for these professional development sessions to all teachers.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional Development for teachers will be provided by the school's literacy coaches and also attendance at professional workshops by TCRWP on components of balance literacy and its assessments. Teachers' College staff developers are contracted to model and provide instructional hands-on support with the staff in study groups, lab sites and conferences for grades K-7, ELL and At Risk students.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

Various assessments will be used to track student's growth in each component of balanced literacy and the NYS standards. Some these assessments include Teachers' College AssessmentPro as ongoing assessment: Concepts of Print, Letter Identification, Letter Sounds, High Frequency Word Test, Oral Words per Minutes, Primary Spelling Inventory, Upper Level Spelling Inventory, Reading Level, Writing Assessment, Informal Assessments and Reading Logs. These assessments are used to design instructional instruction, differentiation of instruction and to track overall annual literacy progress of each student.

#### **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?
- 

### **MATHEMATICS**

#### **SECTION IV: NEEDS ASSESSMENT**

A variety of methods and tools were used to review the P.S.161's math program and student achievement in mathematics. The needs assessment is based upon the reports and findings of the following:

- Results of 2009 NYS Mathematics Exam for grades 3-6; including a detailed item analysis for each grade, class, student, and subgroup
- Results of Acuity predictive and periodic assessments for grades 3-6; including analysis by grade, class, student, and subgroup
- Math diagnostic assessments; including item analysis for each class and student
- Practice NYS Mathematics Exams from previous years; including item analysis for each class and student
- Annual NYC Progress Report
- AUSSIE School Report of Accomplishments and Recommendations
- New York City Department of Education Quality Review Report
- New York City Department of Education Learning Environment Survey

- Student Math Portfolios
- Student Math Logs
- Everyday Math end of unit progress checks
- Everyday Math ongoing assessment: recognizing student achievement
- Everyday Math ongoing assessment: informing instruction
- Everyday math student self-assessments
- Everyday Math student journals
- Everyday Math study links
- Everyday Math games
- Impact Math goal setting
- Impact Math pre-chapter assessments
- Impact Math chapter assessments
- Impact Math reflective journals
- Exemplars
- ECAM
- Basic Number Facts Grid Interviews
- Teacher developed math assessments
- ATS reports
- New York State Education Department's School Quality Review Initiative (SQRI)
- P.S.161's Language Allocation Policy (LAP)

The following is a summary of the results of student performance on the 2009 NYS Mathematics Exam for grades 3-6.

- The percentage of students at proficiency (level 3 or 4) = 84%
- The median student proficiency (1.00-4.50) = 3.58
- 90% of grade 3 students scored a level 3 or 4 on the 2009 mathematics exam as compared to 88% on the 2008 exam.
- 74% of grade 4 students scored a level 3 or 4 on the 2009 mathematics exam as compared to 71% on the 2008 exam.
- 90% of grade 5 students scored a level 3 or 4 on the 2009 mathematics exam as compared to 78% on the 2008 exam.
- 86% of grade 6 students scored a level 3 or 4 on the 2009 mathematics exam as compared to 68% on the 2008 exam.

The following is a summary of the results of student progress based on the results of the 2009 NYS Mathematics Exam for grades 3-6.

- The percentage of students making at least 1 year of progress = 64.6%
- The percentage of students in school's lowest 1/3 students making at least 1 year of progress = 71.9%
- Average change in student proficiency for level 1 and level 2 students = 0.57
- Average change in student proficiency for level 3 and level 4 students = 0.01

Teachers are well versed in the collection and analysis of data from the numerous data sources available to them and listed above. Teachers work individually, on grade level teams during daily common planning time, and with math coaches to analyze itemized results of assessments, students' computations and problem solving strategies in mathematics, and students' writing about mathematics. The analysis of this data is then used to inform the teachers' instruction. Using this data the teachers are able to identify the specific needs of each child and address them by differentiating their instruction to meet those needs. Teachers use guided math instruction 45 minutes per week to address these students' needs. The teachers and math coaches are also able to identify the students with great needs, so that additional support can be provided for them. This supplemental support takes the form of Academic Intervention Services, after school test preparation classes, and access to technology programs, such as River Deep specifically geared to meet each child's particular needs. This data is also used by the administration for articulation purposes.

Students' needs as indicated by the analysis of the data described above, as well as the needs of the teachers as identified through observations by administrators, observations and work with math coaches, current research, and the results of teacher needs-assessment surveys drive the extensive ongoing professional development which is provided to the instructional staff. Recent professional development has focused on topics such as using writing in mathematics to develop meta-cognitive processes and differentiating instruction for process, product, or content to best meet the needs of each student. Teachers learned how to use diagnostic math interviews, such as the ECAM and Basic Number Facts Grid Interview to determine exactly what individual students know in each content strand. Additionally, teachers were taught how to use guided math instruction to address the needs identified by the diagnostic interviews. Teachers were also taught a four week cycle for teaching problem solving. Teachers also worked on grouping their students as a result of examining the data and then creating differentiated student activities for math lessons taught in the workshop mode. This work on differentiating instruction will be continued with an additional focus on challenging our high achieving students. For the middle school teachers topics also included using goal setting programs to help students set up realistic math goals and develop strategies to meet their goals. Teachers can therefore use the goal setting data as a resource for conferencing, creating activities, and recording data on student progress.

The PS/MS 161 community is extremely fortunate to have a vast array of resources available in every classroom. Each classroom has a math center full of a wide variety of math manipulatives and materials for math investigations and math games, as well as a library of math literature. Furthermore, each classroom in grades 1-7 is equipped with a SMART Board, a document projector, and subscriptions to educational computer programs such as RiverDeep, Brain Pop, and virtual manipulative resources. Additionally, we have been particularly fortunate to have two math consultants from AUSSIE working with our teachers and math coaches to help raise the level of instruction.

Based on the findings of the needs assessment, the following are the educational priorities in support of improved student achievement in mathematics for the 2009-10 school years.

- Differentiation of student activity of mathematics workshop model lessons by process, product or content to meet the needs of all students including special education and English Language Learners
- Further development of students' ability to express connections between concepts and procedures in mathematics through discussion and writing
- Further development of students' problem solving skills and their ability to write about their thinking with regard to the math process strands
- Greater use of mathematical manipulatives, games, and technology to build mathematical concepts through experience, differentiate instruction, and make real world connections to math being studied
- Gather more information about each student's mathematical learning needs by using diagnostic math interviews such as the ECAM and incorporating more formative assessments such as recording observations and conferencing with students during the math workshop
- Strengthen the home-school connection and further develop parents' knowledge of the math curriculum
- Provide teachers with on-going professional development opportunities related to mathematics instruction

## 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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## SECTION V: ANNUAL SCHOOL GOALS

1. Provide standards-driven differentiated mathematics instruction in grades pre-K through 7 that will support the needs of all students including special education and English Language Learners and enable them to meet and exceed the NYS mathematics learning standards.

*Objective:* By June 2010, the percentage of students who achieve levels 3 and 4 on the NYS Mathematics Exam will increase by a minimum of 5 percentage points.

*Objective:* By June 2010, the percentage of 4<sup>th</sup> grade students who achieve levels 3 and 4 on the NYS Mathematics Exam will increase by a minimum of 8 percentage points.

*Objective:* By June 2010, the percentage of students making at least one year of progress will increase by a minimum of 5 percentage points.

*Objective:* By December 2009, teachers will have four math lessons per week with at least two differentiated student activities or investigations based on students' abilities.

*Objective:* By January 2010, teachers will do guided math lessons with at least two small groups of students a minimum of one 45 minute period per week.

2. Further develop students' ability to express their mathematical understanding through the process strands.

*Objective:* By September 2009, all students will be writing in their math logs a minimum of four times per week during math workshop lessons.

*Objective:* By November 2009, teachers will teach problem solving in a four week cycle using Exemplars, which will also serve as students' math portfolio pieces.

*Objective:* By September 2009, all teachers will conduct a classroom share four times per week during their workshop model lessons, where students will be encouraged to be reflective about their learning and the connection between mathematical concepts and procedures.

3. Make greater use of mathematical manipulatives, games, and technology to build mathematical concepts, differentiate instruction, and make real world connections to math being studied

*Objective:* By September 2009, teachers will incorporate the use of mathematical manipulatives to build concepts through experience a minimum of two times per week.

*Objective:* By November 2009, students will play math games related to the unit of study or guided math topics a minimum of once per week.

*Objective:* By September 2009, teachers will make use of technology to enhance their lessons, provide differentiated instruction, or promote student engagement at a minimum of two times per week.

4. Gather more information about each student's mathematical learning needs by incorporating more formative assessments such as ECAM, Basic Number Fact Grid Interview, and recording observations of students. .

*Objective:* By October 2009, teachers will record observations on at least two of their students at least two times per week.

*Objective:* By October 2009, teachers will use the ECAM to assess their students on the continuum of counting and numeration.

*Objective:* By November 2009, teachers will use the Basic Number Facts Grid Interview to assess students' automaticity with addition, subtraction, and multiplication facts.

5. Strengthen the home-school connection and further develop parents' knowledge of the math curriculum.

*Objective:* By May 2010, a family math game night will be held to increase parents' knowledge of the math curriculum and increase student achievement.

6. Provide teachers with on-going professional development opportunities related to mathematics instruction.

*Objective:* By June 2010, teachers will receive professional development sessions on

- planning and management for differentiating the student activity of workshop model lessons
- planning and management for guided math instruction
- using math manipulatives to develop mastery of concepts through experiential learning
- using virtual manipulatives in the math workshop
- differentiating math games
- developing students' problem solving skills so their writing is reflective of their knowledge of the math process strands recording observations about students' mathematical learning

Grades K through 5 utilize the Everyday Mathematics program, which is a researched-based curriculum that coincides with the standards set by the Nation Council of Teachers of Mathematics and aligns with New York State mathematical learning standards. Grades 6 and 7 use Impact Mathematics. Both Everyday Mathematics and Impact Mathematics teach higher order thinking and critical problem solving. Beyond basic facts and computation skills, students are taught when, how, and why to use these skills. Both math programs emphasize that both the answer and the steps taken to reach the answer are important. The Everyday Math and The Impact Math programs both include summative and formative on-going assessments, clearly defined grade-level goals, and support for differentiation. There are literature connections,

technology components, and support for parental involvement incorporated into both of these curricula. The math block for grades K-2 is 60 minutes, the block for grades 3-5 is 90 minutes, and the block for grades 6 and 7 is 75 minutes long. Four days a week the lessons will follow the math workshop model, which prioritizes time for student investigations, group, partner, and independent work. The student activity portion of these workshop model lessons will be differentiated. During these times when students are on-task working, teachers will be able to record student observations. At the culmination of each investigation, group, or independent work period, the teacher will pose probing questions to lead a class share concerning the mathematics that the students learned during that lesson. The focus will be on gaining mastery of the concepts and drawing connection between them and the processes used to solve problems. Each of these math workshop lessons will include a written reflection in the student's math log, which will be supported by the concepts discussed and vocabulary reviewed during the share. One day each week, teachers will teach guided math for 45 minutes and problem solving for 45 minutes. During the guided math period teachers will meet with at least two groups. Teachers will use a four week problem solving cycle and Exemplars to teach problem solving and the math process strands.

About 44% of the student population is English Language Learners. Everyday Math as well as The Impact Math and the math workshop model support the learning styles of ELLs. Built into almost every Math lesson are ideas for differentiating instruction for ELLs. Additional suggestions for modifications for ELLs are located in the Everyday Math Differentiation Handbook for each grade level. Every classroom maintains a math word wall, which displays the current unit's math vocabulary. Vocabulary development is also supported through the students' math log writing. Everyday Math and Impact Mathematics focus on hands-on experiences that are inquiry based, and every classroom is equipped to support this type of investigative learning through the vast resources available to all students in the form of math manipulatives, virtual manipulatives, and mathematical computer programs. Cooperative groupings are implemented in the classrooms. Teachers make use of realia to illustrate mathematical concepts through real world objects. Additional ESL support is provided for students transitioning from a native-speaking math program to an English-speaking math program. As of September 2008, Dual Language classes exist on grades K-6. Students in these classes receive Everyday Math or Impact Mathematics materials and instruction in both English and Spanish.

The needs of special education students can also be met through the math program. The Everyday Math curriculum includes readiness activities in almost all lessons, which can be used with individuals or small groups of students who need extra preparation or additional practice before a new lesson. The investigative nature of the Everyday Math and Impact Math curricula allow students with special needs to build their understanding through exploration. The math games are engaging and appealing to kinesthetic learners. Cooperative groupings also allow students to learn from their peers as well as their teachers.

For students at-risk of not meeting state standards and those who have not met state standards the school has developed academic intervention strategies. An academic intervention specialist is assigned to each grade to work individually and in small groups with the students with the greatest needs. There is an after school program for an hour and a half, three days a week, which provides additional time on task for students as well as test-taking strategies, and an emphasis on building number sense. Additional school sessions on Saturdays are provided from the beginning of the year through testing season. Specific materials are available and designated for after school, Saturday school, and vacation school. Some of these materials include New York State Coach for Mathematics, Continental Press New York State Mathematics, and Kaplan test preparation materials.

PS/MS 161 receives allocations from the *Say Yes to Education* Foundation. They provide small group instruction for the students who are fifth graders during the 2009-10 school year. They also provide math workshops for families.

In addition to the parent workshops offered by *Say Yes to Education*, several other parent workshops will be held throughout the school year. Some of the topics will include *Math Games*, *Everyday Math Algorithms*, and *Preparing Your Child for the State Tests*.

The school-based Professional Development Team, which includes the principal, assistant principals, coaches, and other essential participants, will demonstrate outstanding classroom practices to other teachers in the school. There is on-going math professional development for all teachers, paraprofessionals, coaches, and school administrators. Math consultants from AUSSIE will provide twelve mathematics professional development sessions with the school instructional staff. Additional professional development will be provided by the two math coaches.

Technology will be fully integrated with mathematics. All teachers will make use of the SMART Board in their classroom and the virtual manipulatives available through the SMART software. We will continue to supplement math instruction with the RiverDeep program in all grades, which allows students to work at their own academic levels.

There is a weekly Math Problem of the Week competition for students in grades 3-7. The problems span the content strands and students are required to show all of their work and explain why their solution is correct in writing. Students win certificates and prizes for the correct completion of the Math Problem of the Week.

**Comment:** I don't know how many math days Liz will be doing next year.

**Comment:** I think it is 11 but they don't care about that

**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):** Mathematics

<p><b>Annual Goal: Math 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Provide standards-driven differentiated mathematics instruction in grades pre-K through 7 that will support the needs of all students and enable them to meet and exceed the NYS mathematics learning standards.</p> <ul style="list-style-type: none"> <li>• By June 2010, the percentage of students making at least one year of progress will increase by a minimum of 5 percentage points</li> <li>• By June 2010, the percentage of students scoring levels 3 or 4 will increase by a minimum of 5 percentage points (84.1 to 89).</li> <li>• By June 2010, the percentage of 4<sup>th</sup> grade students scoring levels 3 or 4 will increase by a minimum of 8 percentage points.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All teachers must differentiate their instruction to meet the needs of each child, so that all students are challenged and moving academically. This is true for all students, especially the bottom 1/3 and students who scored levels 3 &amp; 4 on the 2009 NYS exams. This differentiation should take place during student activity time of the math workshop model and during guided math instruction. Teachers will be provided with professional development sessions about analyzing data, such as ECAM results and observation notes to group students. They will also learn methods for differentiating the student activity and ideas and methods for guided math instruction. There will also be math lab-sites where teachers will practice the differentiation techniques that they have learned. Teachers will also receive professional development on teaching problem solving and the math process strands through the use of Exemplars.</p>

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<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The professional development for teachers will be provided by the school's math coaches, as well as the AUSSIE math consultants.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Various assessments will be used to track students' growth in each content area and process strand. Some of these assessments include ECAM, Basic Number Facts Grid Interview, Everyday Math and Impact Math ongoing assessments: Recognizing Student Achievement and Informing Instruction, EDM Progress Checks, EDM student self-assessments, students' writing in math logs, students' performance on Exemplars, students' homework in EDM Study Links, and students' performance on Acuity predictive and interim assessments. Additionally, students progress within each of the content and process strands will be recorded each marking period on a standards based rubric.</p>

<p><b>Annual Goal: Math 2</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• Further develop students' ability to express their mathematical understanding through the process strands By November 2009, teachers will teach problem solving in a four week cycle using Exemplars, which will also serve as students' math portfolio pieces.</li> </ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will use a more accessible version of the selected Exemplar piece for each cycle during the first three weeks. They will use this piece to help students learn to read and understand the problem, to model a level 4 response to the problem, and to use the process strands standards based rubric with the students to assess their model. Students will then complete the Exemplar piece in the fourth week of the problem solving cycle. Ongoing professional development throughout the year will help teachers to better teach the process strands through the four week cycle and to better assess their students' progress with regard to the process strands based on the Exemplar standards based rubric.</p> <p>Teachers will have their students write in their math logs four day a week, after the class share about the day's lesson.</p> <p>Teachers will use the standards based Exemplar rubric that is based on the process strands to assess their students' progress in each of the process strands.</p>

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<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Math coaches and the AUSSIE consultants will provide PD to teachers about teaching problem solving in the four week cycle and using the Exemplar rubric to give constructive feedback to students about their progress with regard to the math process strands.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students problem solving and mathematical writing will improve as measured by the standards based Exemplar rubric which is based on the math process strands; Students performance on part 2 and part 3 short and extended response questions will improve as measured by Acuity assessments &amp; practice and annual NYS Math exams.</p>

<p><b>Annual Goal: Math 3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Make greater use of mathematical manipulatives, games, and technology to build mathematical concepts, differentiate instruction, and make real world connections to math being studied.</p> <ul style="list-style-type: none"> <li>• By September 2009, teachers will incorporate the use of mathematical manipulatives to build concepts through experience a minimum of two times per week.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All classrooms must be equipped with a wide variety of math manipulatives, a document projector, and a SMART Board.</p> <p>All teachers must be trained by math and technology coaches in how to use the document projector and the SMART Board, including accessing virtual manipulatives on the SMART Board.</p> <p>All teachers must be trained by math coaches in selecting appropriate math manipulatives to support children's learning of all relevant math topics to be covered.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Teachers will meet with math and technology coaches from September through March to learn about relevant technology and math manipulatives and to plan math lessons that incorporate the use of technology and math manipulatives.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Teachers' lesson plans will incorporate the use of math manipulatives and technology.</p> <p>Students' understanding of mathematical concepts will improve as evidenced by their writing in their math logs, their performance on the Exemplars, and their explanation of mathematical concepts during the class share of each lesson.</p> <p>Students' scores on Acuity interim and predictive assessments, as well as the NYS 2010 Math exam will improve.</p>

<p><b>Annual Goal: Math 4</b> Goals should be SMART – Specific,</p>	<p>Gather more information about each student's mathematical learning needs by incorporating more</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>formative assessments such as ECAM, Basic Number Facts Grid Interview, and recording observation notes.</p> <ul style="list-style-type: none"> <li>• By June 2010, teachers will record observations of two of their students during math workshops a minimum of twice per week.</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All classroom teachers will participate in on-going professional development about the benefits of gathering data from this type of formative assessment and how this data should be used to influence their instruction in mathematics.</p> <p>All classroom teachers will record observations of all of their students during the math workshop.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>PS/MS 161 math coaches and consultants for mathematics from AUSSIE will provide professional development for teachers to help develop system for recording observations and facilitate practice of this skill.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will use a system for recording observations of students during math workshop.</p> <p>Teachers will use this data to inform their instruction, as reflected in their lesson plans.</p>

<p><b>Annual Goal: Math 5</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic,</i></p>	<p>Strengthen the home-school connection and further develop parents’ knowledge of the math curriculum.</p> <ul style="list-style-type: none"> <li>• By May 2010, at least one family math game night</li> </ul>
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<i>and Time-bound.</i>	will be held to increase parents' knowledge of the math curriculum and increase student achievement.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>A date for the family math game night need to be selected and flyers translated to all languages spoken in the homes of students will be sent home with students well in advance of the dates.</p> <p>Family math game night will be announced during meetings of Parent Association and at parent-teacher conferences.</p> <p>Families of all students grades K-7 will be invited.</p> <p>Math games appropriate for each grade level will be selected and materials to play the games will be made available.</p> <p>Materials and instructions in English and Spanish for families to play the math games at home will be created and packaged.</p> <p>Exit surveys for parents will be created and distributed.</p> <p>Math coaches will prepare materials and organize the event.</p>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>All classroom teachers will provide input as to the popular math games they have been playing with their classes.</p> <p>Classroom teachers will also help to notify the families of their students by distributing the flyers and talking to parents about the events during conferences. The parent coordinator will speak to the Parent Association about the events and will also provide light refreshments for the game nights.</p>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<p>There will be families from each grade level targeted representing family math game night.</p> <p>There will be at least 20 families represented at the family math game night.</p> <p>Parents will give positive feedback about the family math game nights on surveys distributed at the end of the family math game night.</p>

<b>Annual Goal: Math 6</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>Provide teachers with on-going professional development opportunities related to mathematics instruction.</p> <p>By June 2010, teachers will receive professional development sessions on</p>
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	<ul style="list-style-type: none"> <li>• planning and management for differentiating the student activity of workshop model lessons</li> <li>• planning and management for guided math instruction</li> <li>• using math manipulatives to develop mastery of concepts through experiential learning</li> <li>• using virtual manipulatives in the math workshop</li> <li>• differentiating math games</li> <li>• developing students' problem solving skills so their writing is reflective of their knowledge of the math process strands recording observations about students' mathematical learning</li> <li>• using goal setting program to help students develop realistic math goals</li> <li>• increase data resources</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Math Coaches will plan and implement on-going math professional development related to the above-itemized topics.  Math Coaches and teachers will work with AUSSIE math consultants about mathematical observations of students during the math workshop, differentiation, guided math instruction, and problem solving instruction related to the math process strands.  Math Coaches will attend relevant professional development workshops outside of the school building.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Professional development for teachers will be provided by PS/MS161 math coaches and AUSSIE math consultants.  PS/MS 161 math coaches will also receive math professional development from outside vendors.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will incorporate strategies learned in professional development sessions into their math instruction.  Math coaches will incorporate strategies learned in professional development sessions in their work with teachers and students.</p>

## **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?
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### **SCIENCE**

#### **NEEDS ASSESSMENT**

A myriad of strategies and instruments were used to review the PS/MS 161's science program. The needs assessment is based upon the reports and conclusions of the following results: 57% of all students who took the NYSSA in 2007 scored at levels 3&4. The following data indicates the different subgroups that were tested: 70 Non-ELLs; 27 ELLs; 37 students with IEPs; 49 African-Americans and 58 Hispanic students.

School year 2008 61% of all students assessed scored at levels 3&4. Once again there is an increase of students scoring at levels 3&4 in the following subgroups: 72 Non-ELLs; 32 ELLs; 56 students with IEPs; 67 African-Americans; 59 Hispanic students.

The scores for the most recent school year-2009 continue to show a sizeable increase in all but students with IEPs. 69% of students tested scored at levels 3&4; 82 Non-ELLs; 52 ELLs; 76 African-Americans and 70 Hispanic students. However, only 44 students with IEPs scored at level 3&4 indicating a drop of 12 students. Listed in the action plan are activities designed especially to address the needs of our IEP students.

## **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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### SCIENCE

PS 161's Professional Development Team used a variety of methods to review the school's science program and student achievement.

The needs assessment is based on the reports and findings of the following:

- ❖ Standardized test results, including all item analysis
- ❖ Annual Report Card
- ❖ New York State Education Department's School Quality Review(SQRI)
- ❖ Student work folders
- ❖ Student science notebook
- ❖ Teacher developed assessments
- ❖ Surveys
- ❖ Questionnaires
- ❖ PS 161's Language Allocation Policy

The following are the standardized test results from 2008-2009 school year. On the NYS Grade 4 Elementary-Level Science Test, 74% of all students performed at proficiency level or above (Levels 3 and 4).

Findings were made available in School Wide Planning meetings, PTA meetings and sent home to parents. Individual student data was shared with parents in report cards. At-risk students or possible holdovers in the lower academy receive small group instruction.

During grade meetings, teachers work with the data specialist who provides assistance in delving deeply in student data so that trends and patterns can be identified so root causes of performance is clearly understood and articulated. This includes addressing students with high needs academically and our ELLs so that an increase in support can be provided. The teachers use this information to drive instruction in the classroom and address needs (specific skills or areas in which students are functioning below standards). Administration used this for articulation purposes among classes/grades.

A hands-on- approach to scientific study is necessary as well as emphasizing the connection between science and literacy through language acquisition skills in science. Language is essential for effective learning, so students can articulate thoughts, description, discuss ideas; argue points of view, as well as record and presents results. In grades 3-7, science labs will be integrated with classroom instruction during 90 minute blocks. (Fourth grade has an additional 90 minute block). Open-ended exploration activities will be an integral part of the science program. Teachers will be provided with common preparation periods in order to plan with the Lead Science Teacher. The science curriculum is integrated into other content areas such as math, social studies, and project-based learning. 35% of classroom

library will contain nonfiction text, focus on science topics. Science journals are maintained during science lab lessons.

On-going professional development is provided to instructional staff based on requirements of the uniform curricula. Teachers are allowed to participate in professional development off site too. Collaboration with science-rich institutions will provide additional professional development. A needs assessment is disseminated to the staff twice a year, and as a planning tool for future workshops. There is a plethora of resources for teachers and students.

Our priorities for 2009-2010 are...

- ❖ Students in grades K-6 to have a clear understanding of the scientific method
- ❖ A continuance of the integration of science with math and other content areas
- ❖ A continuance of a science block, which relates lab lessons to classroom instruction
- ❖ Common planning among classroom teachers and Lead Science Teacher
- ❖ School wide science fairs
- ❖ Celebration of science in the classroom
- ❖ Parent workshops
- ❖ Collaborative grouping with differentiation of instruction

**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):** Science

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To provide developmental, standard based driven instruction in grades K-7 that will support all students in meeting and exceeding NYS science learning standards.</p> <p>Part C: Annual (Short-Term Goal (s) and Objectives</p> <p>The following are our learning objectives for 2008-2009</p> <p>1) Provide developmental standards-driven science instruction in grades K-6 that will support all students in meeting and exceeding NYS science learning standards</p> <p>Objective: VI-C-1: By June 2010, the percentage of students achieving at or above state designated performance levels on the NYS Grade 4 Elementary-Level Science Test will increase by no less than 2%.</p> <p>Objective: V1-C-2: Identify students for academic intervention and additional support in grades 3-6 so that by June 2010, the percentage of students achieving at or above state test designated performance levels on the NYS Elementary –Level Science Test will increase by no less than 2%.</p> <p>Objective: V1-C-3 Deepen the home/school connection, demystify science instruction for parents to help student achievement in science so that June 2009 the percentage of students achieving at or above the state designated performance levels on the NYS Elementary Science Test will increase by no less than 2%.</p> <p>Objective: V1-C-4 Professional Development will be provided for teachers so that by June 2010 the percentage of students achieving at or above state designated performance levels on the NYS Elementary Science Test will increase by no less than 2%.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Expand the use of collaborative team teaching-classroom teacher and science specialist</li> <li>• Use of enrichment programs to address the critical need for improved science learning and teaching methods, while helping students and teachers to connect with the natural environment that exists within city parks, rivers, and coastal land.</li> <li>• Continued use of Macmillan and Glencoe curriculum</li> <li>• Annual Math/Science Technology Fair with a literacy connection</li> <li>• Integrate various forms of technology into science program</li> <li>• Teaching Assistants provided by local universities working in collaboration with science specialist</li> <li>• After School program with collaboration of TC and Liberty Science Center</li> <li>• The Silk road Project</li> <li>• Gather DNA samples to be sent to Genographic Project)</li> <li>• Lessons on indigo, climate study of area indigo grows</li> <li>• Study on the beginning of human history; migration; Earth Science component, including radiometric carbon dating vs. relative dating-the fossil record-evolution; different types of human ancestors; general timeline of Earth's history</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• CFN science and technology support staff, new teacher mentors, literacy, mathematics, Green theory, and technology coaches</li> <li>• Tax Levy, NYSTL, Title 1, PCEN</li> <li>• Teachers are involve in STEM Education Science, Technology, Engineering, and Mathematics (Harlem Schools Partnership TC &amp; Engineering and Applied Science, Columbia University)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• NYS Grade 4 Elementary Level Science Assessment</li> <li>• Formal and Informal assessments</li> <li>• Performance task assessments</li> <li>• Science projects</li> <li>• Indigo projects</li> <li>• DNA projects</li> </ul>

## **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.) 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 highlights 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?
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## **SOCIAL STUDIES**

### **Needs**

As per our quality review report, we need to ensure that English Language Learners make quicker progress especially in ELA and other content areas through differentiated support.

After reviewing our data, we see that our students with disabilities have difficulties with the English Language arts exam. Social studies scores are increasing at a greater rate than the ELA scores.

One of the greatest accomplishments that we have made over the last three years is the ELA performance of 4 out of the 5 subgroups has increased.

Our most significant barriers to the school's continuous improvement is our students inactive academic activities between the close of the school in late June through the beginning of the next school year. Many of our ELL students revert back to their home language with very little usage of the English Language during the summer months.

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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## **SECTION V: ANNUAL SCHOOL GOALS**

Goal:

Designing and implementing curriculum that meets the City and State Standards and incorporate a variety of teaching strategies and methodologies that recognize and respond to individual learning styles. Curriculum needs to spiral to meet the demands of the grade 5 NYS Social Studies test so students’ achievement will reflect a proficiency rate of 75% and no students at Level 1.

### **ACTION PLAN**

To accomplish the following goal we have weekly professional development in all content areas, collaborative planning; training for lead teachers in each grade; ongoing assessment both formal and informal; integration of the school technology resources; realization of NYC Resources; and staff specialist in the specific content area. Teachers will continually plan interdisciplinary lessons that incorporate reading, writing, science, art, and technology.

The assessment tools that we will use to monitor this action plan is the NYS Test, School Indicators Periodical –Test; ongoing portfolios, and the state scope and sequence. Also, English Language Learning Teachers and Academic Intervention Teachers including the classroom teacher will use ESL/SWD strategies throughout grades Pre –K through 6 to incorporate a variety of teaching strategies to support individual students’ learning styles.

**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.

**Social Studies :**

*(including, civics and government,  
economics, history and geography)*

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal:</b> Designing and implementing curriculum that meets the City and state standards and incorporates a variety of teaching strategies and methodologies that recognize and respond to individual learning styles.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• By June 2010, 75% or more of the classroom teachers will have developed and implemented at least four standard based units of study for Social Studies using the “backward design” (Understanding by design) format which focus growth on Stage 1 and Stage 2 of planning.</li> <li>• By June 2010, third and fourth grade teachers will have revised previous units and focus growth in Stage 2 and 3.</li> <li>• For the 2009-2010 school year, PS 161m will employ an enrichment teacher, specializing in social studies, who designs and implements curriculum that meets the City and State Standards that incorporates a variety of teaching strategies and methodologies that recognize and respond to individual learning styles.</li> <li>• By June 2010, every teacher at PS161M will be familiar with the methodology of Understanding by Design and The Ten Thematic Strands in Social Studies.</li> <li>• By June 2010, students in grade 5 will have a proficiency rate of 75% in The New York State Social Studies test with no students scoring in Level 1.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>At PS 161M, our overarching goal is to design and implement a rigor instructional curriculum that meets both the City and State standards and incorporate a variety of teaching strategies and methodologies that recognize and respond to the individual students and learning styles that encompasses the students at PS 161M. We also aim to meet the following associated sub-unit goals:</p> <ul style="list-style-type: none"> <li>• To increase student curiosity and knowledge of the world around them and their place in it</li> <li>• To develop geography skills across the grades both vertically and horizontally ranging from the local neighborhood to the world</li> <li>• To guide students to ask questions which deepens their understanding of how the present came to be and how history can pave the future</li> <li>• To develop minds which identify common concepts and themes throughout various world cultures, present and past which also includes the arts</li> <li>• To continue to intensify the professional development and team planning of social units</li> <li>• Within our educational team, to craft a curriculum map which outlines the enduring understandings and essential questions this will guide instruction within the grade and across the school.</li> <li>• The social studies cluster teachers and the school library media specialist will continue to work in collaboration with the classroom teachers in order to assist in the development of units of study and in making available the support/resources for the assorted grades.</li> </ul> <p>In unpacking the units of study for the 2009-2010 school year, teachers will strive to construct lessons which scaffold the students' intellectual skills and their ability to think reasonably, logically, and reflectively.</p> <ul style="list-style-type: none"> <li>• Teachers will continually plan interdisciplinary lessons that incorporate reading, writing, science, art, and technology.</li> <li>• Teachers will continually prepare teacher-generated assessment templates that incorporate state standards for generated performance tasks</li> </ul>

**Professional Development:**

Differentiation of Professional development sessions will continually be planned for teachers at different stages of the teaching continuum to provide them with best support.

Some of the many professional development topics to be implemented this school year are:

- Continue the uses of the unit templates to assist in the design of curricula and assessments that focus on student understanding
- Reflect upon the year of planning and revise the current curriculum map
- Keeping a professional portfolio that includes lesson plans, reflections on teaching, and plans for future growth
- Propose an approach to curriculum and instruction designed to engage students in inquiry, promote transfer of learning, provide a conceptual framework for helping students make sense of discrete facts and skills, and uncover the big ideas of content
- A helpful way to think about what understanding is, how to design for it, and how to find evidence of it in student work
- In 2009-2010, we strive to include more student input in the development of rubrics.
- Students will continue to participate in school trips with their social studies curriculum and standards.

## **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.) 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 highlights 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?
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### **Special Education**

#### **Section IV: Needs Assessment**

##### Summary of Needs Assessment Findings

##### Process for Reporting Needs Assessment Findings:

- Bi-monthly special education staff team meetings to discuss concerns about special student's needs. One specifically with the Assistant Principal to discuss more administrative elements and another one specifically with the special education coach to brainstorm differentiation ideas, strategies, concerns about particular students, collective and collaborative brainstorming, as well as analyzing of data.
- Special Education Staff team arranges meetings with the parent as well as teacher of child to develop an appropriate and relevant Individual Education Program. Also at this meeting related service providers are encouraged to attend.
- Teacher and Parent of the child continue to meet at least three times throughout the year to discuss various methods of measurement used to assess progress as well as report progress towards student's individual goals.

## Implications for the Instructional Program

- The current instructional program can benefit from increased and continued collaboration between all professionals including teachers, administrators, and Special Education Team.
- Increased differentiation addressing different learning styles as well as different needs throughout the classroom.
- Increased use of technology within lessons to address different modalities of learning, student engagement, and differentiated instruction. Teachers are encouraged to use their SmartBoard and Document Camera to tackle different modalities of learning across various subject areas for example, using technology for word sorts and aligning PowerPoint presentations with writing workshop lessons or for accompanying Read Alouds.

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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### **Section V: Annual School Goals**

1. As part of our goal to improve and increase collaboration amongst staff as well as with parents and students, the special education team will consistently and collaboratively plans in order to ultimately facilitate student learning and fuel progress. As a special education team, we have begun meeting bi-monthly to brainstorm plans as to how to most effectively fuel students' progress. Additionally, each team of teachers is encouraged to attend a collaborative planning period at least once a week.
  2. As part of our goal to increase progress amongst our students, the special education team will continuously use data to plan and differentiate instruction. As a special education team we are using the new TC Assessment Pro website and looking specifically at our special education subgroup to see where our students are falling. Together as a team we are then collectively brainstorming strategies for increasing the growth of all of our learners. In addition, teachers are using new math assessments (ECAM and Booker Profiles) to have a more specific view of the math and number sense skills our students need additional work in. Finally, special education teachers have been encouraged to access and use ARIS and NyStart to have a more comprehensive view on each of their learners over periods of time.
  3. As part of our goal to increase differentiated instruction and technology usage, the special education team will take part in and attend on-going consistent professional development. There will be at least five professional development sessions geared specifically towards special education teachers. Some of the topics will include an overview on the various co-teaching models, using technology to differentiate instruction in mathematics and literacy, differentiating our instruction looking at specific learning modalities, collaborating and lesson planning with general education teachers as well outside service providers, as well as setting appropriate and measurable goals for ourselves as special educators as well as for our students.
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Goal 1: Based on the following data from last year, our goal is to support all students with special needs in grades Pre K-7 in meeting and exceeding NYS Learning Standards. Last school year our special education students met our Annual Yearly Progress (AYP) goals. In regards to Literacy, our Special Education students who earned 3's or 4's increased from 22% in 2007-2008 to 34% in 2008-2009 and students who earned a "2" or higher increased from 81% in 2007-2008 to 84% in 2008-2009. In regards to Mathematics, our Special Education students who earned 3's or 4's increased from 56% in 2007-2008 to 64% in 2008-2009 and students who earned a "2" or higher increased from 86% in 2007-2008 to 87% in 2008-2009.

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Strategic Objective:

- a. To provide individualized, data-driven instruction to support students in succeeding with the research based, standards driven balanced literacy program already in place in order to increase the percentage of students achieving level 2, 3 and 4 scores on the NYS ELA by a minimum of 3%. We have continued to implement differentiated after school groups based on some of the findings of the 2008-2009 Inquiry Team. Students are grouped in similar groupings in order to specialize targeted instruction. Teachers also use the new TC Assessment Pro to accumulate their data, analyze their data, and continue to plan their instruction around the data. Additionally, this tool helps teachers to continue to make next steps whether it is a strategy group or specific literacy recommendations for each of their students.
- b. To provide individualized, data-driven instruction to support students in accessing and progressing with the standards-driven mathematics program already in place in order to increase the percentage of students achieving level 2, 3 and 4 scores on the NYS Mathematics Assessments by a minimum of 3%. One additional need we identified this year is to create additional differentiated math groups within our classroom environments. Based on the data gathered and analyzed from unit assessments but also through the ECAM and Booker-T profiles, teachers will create weekly guided math groups to target instruction where students need it most.
- c. To provide engaging standards-based instruction in science and social studies with a focus on reaching multiple intelligences through the use of technology, the integration of the arts and cross-disciplinary projects. Each year students are encouraged to participate in hands-on science fair experiments. Through these explorations students are able to discover scientific concepts through multiple modalities of learning. Technology games incorporating science concepts and standards will be created to engage the students further. In regards to social studies, our students will have the opportunity to go on various field trips to museums, community centers, and landmarks in order to connect their classroom learning with life experiences.
- d. In order to develop the strengths, interests, and talents of all students school-wide Enrichment Clubs will be implemented in two cycles. Students will have an opportunity to select their enrichment club based on their own personal interests. Through these enrichment opportunities, General Exploratory Activities, Group Training Activities, and Individual and Small Group Investigations of Real-Life Problems students will be engaged in enjoyable and challenging learning experiences. Enrichment Clubs will appeal to the imagination of each student keeping in mind the student's interests, abilities, and learning styles. Enrichment lessons will be interactive, have high student involvement, and will also provide an opportunity for reflection on the

learning experience. Each Enrichment Club will have a focus, main goal, and linked/connected to at least one content area. Each club will also have a final project or presentation. Enrichment Clubs are encouraged to use Bloom's Taxonomy and higher order of thinking to help students to question and be reflective while immersed in their area of interest.

Goal 2: To provide a comprehensive professional developmental program that will result in the consistent implementation of the best practices in special education instruction in all subject areas.

Strategic Objective:

- a. By the spring of 2010, special education teachers in grades Pre K-7 will have received on-going professional development sessions on literacy, math, and content area instructional strategies. Teachers will also receive professional development targeting differentiating strategies and instructional strategies in literacy, math, and the content areas. Each special education teacher will become an "expert" in a particular modality of learning in regards to helping to facilitate brainstorming different strategies. Then within a jigsaw breakout group each teacher will focus and share these particular strategies in planning literacy, math, and the content areas.
- b. By the spring of 2009, special education teachers in grades Pre-K-7 will have received a minimum of 5 professional development sessions specific to special education instructional strategies.

Goal 3: To improve the academic achievement of at-risk students in grades K-7.

Strategic Objectives:

- a. To support all students in grades K-2 in meeting and exceeding NYS Learning Standards through the use of data-driven differentiated instruction.
- b. To continue the implementation of the AIS program so that by Spring 2010 the number of at risk students in grades 1-7 moving from levels 1-2 on the NYS ELA will increase by 3%. Based on last year's data, we have 80% of our students making annual progress and achieving 2's, 3's or 4's on their state assessments.
- c. Continuation of the Intensive Summer School program for Grades 1-5.
- d. Continuation of the Power Saturday Program for grades 3-7.
- e. Continuation of the Say Yes to Education Program which offers one-to-one tutoring/ small group instruction to at-risk students in their target grade. Students on the 5<sup>th</sup> grade will continue to receive one-to-one tutoring/small group instruction this year targeting their needs in phonics, literacy, social studies, mathematics as well as working with our students to implement enrichment programs. Additionally, Say Yes will provided an instructor to all 5<sup>th</sup> grade classes to target a need within the area of science and social studies.

- f. Based on the Inquiry Team study of 2007-2008, implement differentiated after school to target the specific challenges of each individual student.

Goal 4: To strengthen the School-to-Home literacy connection in order to foster improved student achievement in all subject areas.

Strategic Objective:

- a. By spring 2010, parents of students in grades Pre-K-7 will have received a minimum of 5 parent workshops on the NYS Learning Standards and strategies to support students' academic development at home.

## **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.*

### **Section VI: Action Plan**

PS/MS 161 will offer a variety of services for our students who require additional support to succeed within the academic environment and reach their full potential. The aim is to provide these services to students within the least restrictive environment. At PS/MS 161 we offer these services within the classroom through Special Education Teaching Support Services (commonly referred to as SETSS) or through Collaborative Team Teaching, (commonly referred to as CTT) now newly referred to as Integrative Co-Teaching Services (ICTS). We also offer related services for our students identified in need of them in the form of speech therapy, physical therapy, and counseling. Our CTT model provides each teacher with additional capabilities to differentiate their instruction and conduct small group work as well as one-on-one instruction. Although there may be different types of instruction going on at one time within the classroom, there is still cohesiveness between the teachers on the lessons being conducted. Additionally, our SETSS model provides academic support in specific areas of needs of these identified students especially in the areas of literacy or mathematics. SETSS teachers have quite the opportunity to differentiate their lessons through this model and within their small group work. Furthermore, students have the chance to learn through hands on activities as well as at a slower pace. Here at PS/MS 161 we implement interventions and use resources such as the Wilson and Foundations program to specifically target and build decoding and fluency skills and strategies.

In addition to the above mentioned special education services, we have also added two additional small-setting self-contained classes this year to include a total of four self-contained special education classes. These classes were implemented on the K/1<sup>st</sup> grade, 2<sup>nd</sup>/3<sup>rd</sup> grade, 4<sup>th</sup>/5<sup>th</sup> grade as well as on the 6<sup>th</sup>/7<sup>th</sup> grade. Based on the data from last year, these classes saw a rise in student achievement academically, behaviorally, as well as in the fine and performing arts.

**Instructional Materials:** Leveled classroom libraries, differentiated word study groups using the Words Their Way model and curriculum addressing Phonics, Vocabulary, and Spelling Instruction, Teachers' College Units of Study for Reading and Writing Workshop, "Everyday Math" Mathematics Curriculum. We have also added the Impact math curriculum for grades 6 and 7. Additionally, we are also using ECAM and Booker-T profiles as part of our assessments to plan for instruction.

**Planning Guide:** Literacy and Mathematics Pacing and Alignment Calendar. We have also implemented a curriculum pacing calendar for Science as well as Social Studies across the grades. Many of this planning is based on the vertical planning and bottom lines laid out through a collective agreement from each grade. Specifically as a special education team, differentiated literacy planning was done based off of the Teacher's College Reading and Writing curriculum. The goal of this differentiated literacy planning was tri-fold; to identify by each reading and writing unit 1) the specific academic bottom lines each student will achieve regardless of ability, 2) the

specific language/vocabulary support needed within each unit to make each child successful, and 3) the specific learning needs/learning styles and modalities necessary to address to insure the academic achievement of all students within the classroom.

Intensive Professional Development including:

1. School-based Professional Development Team, which includes the Principal, Literacy and Mathematics Coaches, Technology coach, Academic Intervention representative, Dual-Language/Bilingual Coach, as well as a Special Education coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school. This team will help to develop and implement continuous professional development, workshops, and trainings throughout the year.
2. At least five ongoing special education professional developments over the course of the year for all special education staff including co-teachers, SETSS teachers, and speech therapists. Last year, all of our Special Education teachers were certified in Mel Levine's All Kinds of Minds Schools Attuned program. Teachers attended weekly professional development sessions and also conducted a year long case-study observing and evaluating one particular student and then implementing Schools Attuned strategies. Teachers will be continuing their interventions with their student from last year as well as choosing another student to assess and plan appropriate interventions and accommodations,
3. Weekly collaborative planning sessions for co-teachers to allow for them to share their differentiation ideas and strategies as well as to use this additional time to co-plan together. Teachers are encouraged to plan collaboratively with their co-teacher as well as with their fellow special education teachers.
4. Instructional hands-on support and modeling from Teachers' College Staff Developer as well as Special Education Coach. Our literacy staff developers have also provided instructional support and modeling focusing specifically on special education students, differentiated literacy curriculum planning, and goal-setting. The Special Education Coach also works closely with each teacher both individually as well as on a team-basis. Some of the focus of this work includes, but is not limited to, effectively implementing different co-teaching models, identifying and addressing different modalities of learning, as well as differentiation planning, strategies, and techniques in order to reach all learners. In addition, the Special Education Coach does a rotating two-three week intensive study with each special education teacher/team based on topic of their choosing that they would like to explore further or develop deeper in professionally.

Professional Development:

\*At least five ongoing Professional Development sessions specific to addressing the needs of special education students.

\*Partnership with New York University Child Study Center on understanding the different needs of special education students. Implementing classroom interventions and behavior modifications and intervention plans. A child psychologist from NYU Child Study Center will conduct a workshop with the entire faculty providing practical information and suggestions around behavioral management interventions to implement during instruction and within the classroom environment. Some topics will include an overview on behavior and social learning theory, misconceptions associated with certain behaviors such as attention deficit, hyperactivity, or inattention, identifying antecedents to certain behaviors, and developing behavioral modification plans. Additionally, specific school-based interventions, strategies, and techniques will be presented and examined with the overall goal to "promote the school functioning

of students who may have emotional, behavioral, or situational barriers to learning” and to improve “the practices of professionals serving children.”

\*Workshops on co-teaching including different models to suit students’ needs and co-planning. Collaborative Team Teachers will receive on-going training and modeling on the various models of co-teaching they can implement within their classroom. These include supportive teaching, parallel teaching, complementary teaching, and team teaching.

\*Workshops on using technology and manipulatives to differentiate instruction. Teachers will have an opportunity to attend workshops co-presented by the technology coach and special education coach which include differentiation theories and strategies that can be used in the classroom.

\*Workshops on understanding different types of learners including Howard Gardner’s work on multiple intelligences.

\*Schools Attuned training on Mel Levine’s Eight Neurodevelopment Constructs leading to understanding and analyzing the “whole” of a child including implementing appropriate interventions, modifications, and accommodations.

\*Teachers will receive modeling from coaches and Teachers College staff developers.

\*Our new Special Education teacher will also have a New Teacher Mentor and meet with their mentor at least 1-2 times one-on-one each week. During the first eight weeks of teaching, our new special education teacher will receive daily mentoring. Additionally, our new special education teacher will receive support in the form of training on developing an effective Individual Education Plan for each special education student, inter-visitations, co-planning, observations and feedback on lessons, as well as on-going professional development to meet the teacher’s individual professional learning goals.

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**ACTION PLAN**

**SECTION VI**

**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):**

**Special Education**

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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>Goal 1:</u> Based on the following data from last year, our goal is to support all students with special needs in grades Pre K-6 in meeting and exceeding NYS Learning Standards. Last school year our special education students met our Annual Yearly Progress (AYP) goals. In regards to Literacy, our Special Education students who earned 3’s or 4’s increased from 22% in 2007-2008 to 34% in 2008-2009 and students who earned a “2” or higher increased from 81% in 2007-2008 to 84% in 2008-2009. In regards to Mathematics, our Special Education students who earned 3’s or 4’s increased from 56% in 2007-2008 to 64% in 2008-2009 and students who earned a “2” or higher increased from 86% in 2007-2008 to 87% in 2008-2009.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Strategic Objective:</p> <ul style="list-style-type: none"><li>a. To provide individualized, data-driven instruction to support students in succeeding with the research based, standards driven balanced literacy program already in place in order to increase the percentage of students achieving level 2, 3 and 4 scores on the NYS ELA by a minimum of 3%. We have continued to implement differentiated after school groups based on some of the findings of the 2008-2009 Inquiry Team. Students are grouped in similar groupings in order to specialize targeted instruction. Teachers also use the new TC Assessment Pro to accumulate their data, analyze their data, and continue to plan their instruction around the data. Additionally, this tool helps teachers to continue to make next</li></ul>

steps whether it is a strategy group or specific literacy recommendations for each of their students.

- b. To provide individualized, data-driven instruction to support students in accessing and progressing with the standards-driven mathematics program already in place in order to increase the percentage of students achieving level 2, 3 and 4 scores on the NYS Mathematics Assessments by a minimum of 3%. One additional need we identified this year is to create additional differentiated math groups within our classroom environments. Based on the data gathered and analyzed from unit assessments but also through the ECAM and Booker-T profiles, teachers will create weekly guided math groups to target instruction where students need it most.
  
- c. To provide engaging standards-based instruction in science and social studies with a focus on reaching multiple intelligences through the use of technology, the integration of the arts and cross-disciplinary projects. Each year students are encouraged to participate in hands-on science fair experiments. Through these explorations students are able to discover scientific concepts through multiple modalities of learning. Technology games incorporating science concepts and standards will be created to engage the students further. In regards to social studies, our students will have the opportunity to go on various field trips to museums, community centers, and landmarks in order to connect their classroom learning with life experiences.
  
- d. In order to develop the strengths, interests, and talents of all students school-wide Enrichment Clubs will be implemented in two cycles. Students will have an opportunity to select their enrichment club based on their own personal interests. Through these enrichment opportunities, General Exploratory Activities, Group Training Activities, and Individual and Small Group Investigations of Real-Life

	<p>Problems students will be engaged in enjoyable and challenging learning experiences. Enrichment Clubs will appeal to the imagination of each student keeping in mind the student's interests, abilities, and learning styles. Enrichment lessons will be interactive, have high student involvement, and will also provide an opportunity for reflection on the learning experience. Each Enrichment Club will have a focus, main goal, and linked/connected to at least one content area. Each club will also have a final project or presentation. Enrichment Clubs are encouraged to use Bloom's Taxonomy and higher order of thinking to help students to question and be reflective while immersed in their area of interest.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>a. Teachers will have on-going Professional Development</li> <li>b. Teachers will receive modeling from coaches, Teachers College, and AUSSIE staff developers.</li> <li>c. Teachers will attend bi-weekly meetings particularly focused towards Special Education.</li> </ul>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>a. Interim assessments</li> <li>b. Progress towards accomplishing Individual Education Program goals.</li> <li>c. NYS ELA assessment</li> <li>d. NYS Math assessment</li> <li>e. Informal assessments</li> <li>f. Improved academic success as a result of increased days of attendance and special education services provided</li> <li>g. Increase in communication with parents in regards to achievement of student's annual goals.</li> <li>h. Increase in differentiated instruction and technology use.</li> <li>i. Increase in use of data to design instruction.</li> <li>j. Increase in overall annual progress of students identified with special needs.</li> </ul>

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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal 2:</u> To provide a comprehensive professional developmental program that will result in the consistent implementation of the best practices in special education instruction in all subject areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategic Objective:</p> <ul style="list-style-type: none"> <li>a. By the spring of 2010, special education teachers in grades Pre K-7 will have received on-going professional development sessions on literacy, math, and content area instructional strategies. Teachers will also receive professional development targeting differentiating strategies and instructional strategies in literacy, math, and the content areas. Each special education teacher will become an “expert” in a particular modality of learning in regards to helping to facilitate brainstorming different strategies. Then within a jigsaw breakout group each teacher will focus and share these particular strategies in planning literacy, math, and the content areas.</li> <li>b. By the spring of 2009, special education teachers in grades Pre-K-7 will have received a minimum of 5 professional development sessions specific to special education instructional strategies.</li> </ul>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>d. Teachers will have on-going Professional Development</li> <li>e. Teachers will receive modeling from coaches, Teachers College, and AUSSIE staff developers.</li> </ul> <hr/>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>c. Interim assessments</li> <li>d. Progress towards accomplishing Individual Education Program goals.</li> <li>e. NYS ELA assessment</li> <li>f. NYS Math assessment</li> <li>g. Informal assessments</li> </ul>

	<ul style="list-style-type: none"> <li>h. Improved academic success as a result of increased days of attendance and special education services provided</li> <li>i. Increase in communication with parents in regards to achievement of student's annual goals.</li> <li>j. Increase in differentiated instruction and technology use.</li> <li>k. Increase in use of data to design instruction.</li> <li>l. Increase in overall annual progress of students identified with special needs.</li> </ul>
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>Goal 3:</u> To improve the academic achievement of at-risk students in grades K-7.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Strategic Objectives:</p> <ul style="list-style-type: none"> <li>a. To support all students in grades K-2 in meeting and exceeding NYS Learning Standards through the use of data-driven differentiated instruction.</li> <li>b. To continue the implementation of the AIS program so that by Spring 2010 the number of at risk students in grades 1-7 moving from levels 1-2 on the NYS ELA will increase by 3%. Based on last year's data, we have 80% of our students making annual progress and achieving 2's, 3's or 4's on their state assessments.</li> <li>c. Continuation of the Intensive Summer School program for Grades 1-5.</li> <li>d. Continuation of the Power Saturday Program for grades 3-7.</li> <li>e. Continuation of the Say Yes to Education Program which offers one-to-one tutoring/ small group instruction to at-risk students in their target grade. Students on the 5<sup>th</sup> grade will continue to receive one-to-one tutoring/small group instruction this year targeting their needs in phonics, literacy, social studies, mathematics as well as working with our students to implement enrichment programs. Additionally, Say Yes will provide an instructor to all 5<sup>th</sup> grade classes to</li> </ul>

	<p>target a need within the area of science and social studies.</p> <p>f. Based on the Inquiry Team study of 2007-2008, implement differentiated after school to target the specific challenges of each individual student.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>a. Teachers will have on-going Professional Development</p> <p>b. Teachers will receive modeling from coaches, Teachers College, and AUSSIE staff developers.</p> <hr/>
<p>Indicators of Interim Progress and/or Accomplishment  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>a. Interim assessments</p> <p>b. Progress towards accomplishing Individual Education Program goals.</p> <p>c. NYS ELA assessment</p> <p>d. NYS Math assessment</p> <p>e. Informal assessments</p> <p>f. Improved academic success as a result of increased days of attendance and special education services provided</p> <p>g. Increase in communication with parents in regards to achievement of student's annual goals.</p> <p>h. Increase in differentiated instruction and technology use.</p> <p>i. Increase in use of data to design instruction.</p> <p>j. Increase in overall annual progress of students identified with special needs.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal 4:</u> To strengthen the School-to-Home literacy connection in order to foster improved student achievement in all subject areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategic Objective:</p> <ul style="list-style-type: none"> <li>a. By spring 2010, parents of students in grades Pre-K-7 will have received a minimum of 5 parent workshops on the NYS Learning Standards and strategies to support students’ academic development at home.</li> </ul>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>a. Teachers will have on-going Professional Development</li> <li>b. Teachers will receive modeling from coaches, Teachers College, and AUSSIE staff developers.</li> </ul> <hr/>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>a. Interim assessments</li> <li>b. Progress towards accomplishing Individual Education Program goals.</li> <li>c. NYS ELA assessment</li> <li>d. NYS Math assessment</li> <li>e. Informal assessments</li> <li>f. Improved academic success as a result of increased days of attendance and special education services provided</li> <li>g. Increase in communication with parents in regards to achievement of student’s annual goals.</li> <li>h. Increase in differentiated instruction and technology use.</li> <li>i. Increase in use of data to design instruction.</li> <li>j. Increase in overall annual progress of students identified with special needs.</li> </ul>

#### **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.) 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 highlights 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?
- 

#### **School Library/Media Services 2009-2010**

##### **Long Term Goals:**

All students will develop Information Fluency; assimilate to become active and fluent readers; to become Independent Learners and to develop an attitude of Social Responsibility toward knowledge and intellectual property.

##### **Key Indicators of Success:**

Evidence will be indicated by the increase of student standardized test scores, development of project based learning outcomes, effective use of technology, creation of reading for personal interest and pleasure, effective communication of ideas, and understanding of ethical and social responsibility of information in a democratic society.

## Part A

### 1. Summary of Needs Assessment Findings

Specific area of strength and weakness- The PS/MS 161 School Library Media Center/program is a foundational element in the educational mission at this school.

The recognition of its essential purpose is to provide a multi-faceted approach in the development of information fluency, lifelong learning, social cultural awareness, reading as an intellectual choice, and civic awareness creating a diverse and student directed program.

- The fulfillment of the mission is implemented through trained personnel, accessible and available resources, collaboration with staff, funding and upkeep for resources, ongoing professional development, awareness of technological issues and proactive community partnerships and engagement.
- Personnel that are utilized have been trained in the field of library information sciences and the current librarian is certified as a New York State Content Area of School Library Media Specialist. Our SLMS is continuing involvement with city/ state/ and national professional development. He has Masters Degree in Library Media Sciences as well as Elementary Education and is at the forefront of the national movement in information literacy instruction.
- The Library Media Center is fully accessible to all students, staff and school personnel. The school administration has instituted fully flexible schedules wherein the Media Center is available throughout the entire school day. The center is open, through a decision of staff, one and a half hour before the instructional day beginning at 6:30 a.m. The creation of the early start has enabled students to utilize the facility for homework, discussion, technology, and general reading purposes and creates an attitude within the school of the value of the resources in the center.
  - The LMC remains open during all three-lunch periods to further allow access for students during the instructional day.
  - Curriculum and academy meetings are imbedded in the program for the collaboration with all staff. The extension and enrichment of classroom instruction is enhanced by the inclusion of the LMC resources. Approaches to gender and cultural equality of literacy development are addressed, recognized, and resolved. Input on new acquisitions are solicited and discussed with content specialist as well as classroom instructors. Areas of need are identified and then funding through either traditional or private resources is located, and finally acquisition is completed.
  - Attendance at local, regional and professional seminars assists in the currency needed for development of the skill set of the personnel. Subscription to professional journals and dialogues with co-workers in the field keeps the knowledge base expanding.
- Finally the creation of partnerships with private enterprise and personnel and the acquisition of grants and subsidiaries help to increase the available resources, which facilitate growth of the center.

Our primary concerns dealing with the increased effectiveness of the center deals with three areas of concern.

1. The limitations of physical space are the factor, which currently most severely limits the effectiveness of the program.
2. Collaboration and utilization of the resources and capabilities by some of the teaching staff is next on the list of areas of concern.

3. Finally increases in trained and knowledgeable personnel could develop additional hours of operation after the traditional school day and weekends.

In analyzing the effectiveness of the program the key indicator we observe are the statistical testing scores over the periods of the last 5 years. As we analyze the overall school scores we observe a steady increase in both ELA and Math proficiency at all levels of work.

The daily attendance levels within the library center reveal a steady and consistent increase and usage of the center during all hours of the academic day. Circulation numbers continue to rise and the technology usage is constant and deliberate.

An area of intense collection development is ongoing. We are focusing on areas of Spanish language and Arabic materials high graphic interest, and increased boys resources to reflect the nature of our community population. We are also undergoing a focused resource development in instructional DVD resources. Primary funding in these areas has been obtained through grant writing efforts and competitive award allocations.

We are recognizing the needs to increase the reading engagement of male students by acquisition of high interest materials addressing these students' interests. Research from various resources engaged in studying these phenomena is the guiding sources for these materials.

## **2. Implications for the Instructional Program**

- The extension of current curriculum in the development of readers and writers reflect the ongoing process for improvement. Stressing the understanding of different genres, non-fictional, instructional, persuasive, and creative, poetry, research oriented projects and personal interest helps to foster the creation of lifelong learners.
- Progress is evident that the journey is well under way but there is much needed progress and immersion to still occur. While the percentage of students now achieving in the levels 3 and 4 is now over 55 percent of the student population there is a significant large populations that needs to elevate from the 2 level to the 3 and 4.
- Additional attention needs to be applied to the motivation of the male population as well a multi-lingual population and the encouragement of their engagement in the development of literacy skills.
  - Understanding the economic status of the school community creates the needs for us a full and enrichment program as can be implemented. Prior knowledge and exposure to various activities outside the local culture can create a deeper and more aware knowledge base. Research reveals that the greater the prior experiences of the individual, the easier are the acquisitions of new knowledge that can be assimilated.

## **3. Process for Reporting Needs Assessment Findings**

1. Provided with an actively engaged Principal, all findings are first reported to her office. An active and ongoing dialogue provides primary support in the realms of needs and assessment. Weekly and monthly formal conferences occur in which

issues of relevancy are discussed and strategies developed to be implemented. Reviews of goals reached and still in need of fulfillment are examined for their progression.

2. Inclusion of the LMS in the School Leadership team, Curriculum Committees and the hiring team allow for an active engagement and voice in the outcomes that the school is undergoing.
3. Professional development sessions encourage the collaboration of the LMC with the classroom teachers' methodologies and anticipated outcomes.
4. A participatory stance within the Pupil Personnel Team allows a greater insight for the LMS to understand the individual needs of our students who have an IEP or where the needs of academic or social intervention can assist in the development of academic and behavioral success.

### **PART B Priorities for School Year 2009-2010**

- The LMC still acknowledges that 40% of the students still are achieving only level 1 and 2 on the State ELA assessment. We have a mandate to advance a large percentage of those individuals to scoring at levels 3 and 4.
- We must continue to stimulate those students who are achieving at levels 4 and raise their involvement and guard against complacency.
- Collaboration of academic instructional staff and the LMC is essential to obtain the maximum outcomes and utilization of a varied systemic approach to pedagogical practices.
- We seek to increase the participatory population that engages the LMC in direct correlation to that of the student population.
- We are currently operating at 1/3 of the recommended materials collection for a LMC of a school population of our size. This needs to be corrected and an increase in the physical plant of the LMC drastically needs to be manifested.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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### **PART C Annual (Short term) Goals and Objectives:**

#### **Goal 1- Increase student academic achievement**

Objective 1- The student will be able to access information efficiently and effectively  
Objective 2- The student will be able to evaluate information critically and competently  
Objective 3- The student will be able to information accurately and creatively.

#### **Goal 2-Develop Life Long learners**

Objective 1- The student will be able to pursue information related to personal interests  
Objective 2- The student will be able to appreciate literature and other creative expressions of information.  
Objective 3-The student will be able to strive for excellence in information seeking and knowledge generation.

#### **Goal 3- Development of a Socially Responsible Citizen**

Objective 1- The student will be able to recognize the importance of information n a democratic society  
Objective 2- The student will be able to practice ethical behavior in regard to information and information technology  
Objective 3- The student will be able to participate effectively in groups to pursue and generate information.

#### **Goal 4- The development of SLMC collection**

Objective 1 –The LMS will increase the print materials of the collection by 5 %.

Objective 2- The LMS will increase the DVD/VHS collection by 20%.

#### **PART D Strategies and Activities for Improvement and/or Enrichment**

- The LMC will be open to all students 1 ½ hour prior to the start of the official school day.
- The LMC will be available during all three-lunch periods for all students to access the facility.
- The library will be the center for professional literacy development in a partnership with Columbia’s Teachers College, Carnegie Hall, Aussie Math Development, self directed, internally determined content focused areas of study.
- The LMS will be the front person for the development of grants and proposals to bring additional services, funding, and materials to the school community.
- The LMS will facilitate enrichment activities to provide trips and engagement with NY CARES, Children for Children, and various external non-profit agencies.
- The LMC will provide and active collaboration with all APs, Teachers, and Content Specialists.
- The LMC will be facilitating the DPAC Chess Club.
- The LMC will be actively engaged as a partner in Reading Reform tutorial program.
- The LMC will be available for River deep participatory activities.
- The LMC will promote the usage of text collection for the development of lifelong learning. The LMS will be the liaison between the Say Yes to Education program and the PS 161 school community.
- The LMS and LMC will continue its leadership in professional development of new technologies.
- The LMC and LMS will continue the training in the usage and utilization of new technology.
- The LMS will continue the social responsibility programs that are currently instituted.

**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.

**Library Media Center  
ADDENDUM 1**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>The student will be able to access information efficiently and effectively</i></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Students will be given library orientation in early September. Projects will assist the students to understand structure of the center. This will be applicable for all students. The first week of school we will begin bringing every student to the library.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers will be needed to assist in the implementation of the program. A Power Point presentation will be utilized.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Daily observations of the students uses the resources will indicate whether they have become proficient.</p>

**SECTION VI: ACTION PLAN**

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**Library Media Center  
ADDENDUM 2**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Increase student academic achievement</b> <i>The student will be able to evaluate information critically and competently</i></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In conjunction with classroom teacher student will learn how to evaluate print and electronic resources. Students from Grades 3-6 will be taught through direct instruction to assess the author, biases, currency and accuracy of information.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Instruction will begin in early October and reinforcement will continue on an as needed basis. Instruction will begin in early October and reinforcement will continue on an as needed basis. Support is dependant of the diligence and vigilance of all academic specialists in collaboration with student.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Assessment will be determined through periodic check of usage. Projects will be designed to indicate whether skill has been developed.</p>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Library Media Center  
ADDENDUM 3

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Increase student academic achievement</b> <i>The student will be able to use information accurately and creatively</i></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The instruction in the usage of search engines and the Dewey decimal system will allow students to learn how to utilize information. All students from 3-6<sup>th</sup> grades will be instructed in Power Point and the proper presentation of a report.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Beginning in late September the goal of information presentation in varied formats and styles will be modeled. Classroom teacher, technology Specialist, LMS  Current resources will allow for the development of creative information presentation.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Project review and ongoing observation are the key assessment tools in this case.</p>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Library Media Center  
ADDENDUM 4

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Develop Life Long Learners</b> <i>The student will be able to pursue information related to personal interests</i></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>By giving the students access to the library media center ample time to use the facility the student will be able find personal interest All user of the LMC will be encouraged to pursue personal interest materials and resources</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>This program will commence from the start of the school year and be available daily. Early center hours, flexible scheduling, and lunchtime opening will be provided. All instructional staff will be necessary to help develop personal accountability of individual interest Continuing main resource funding will assist collection development.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increased usage and collection review will indicate success. Avid readership and database from circulation software will be analyzed monthly and see if it reflects improvement.</p>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Library Media Center  
ADDENDUM 5

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Develop Life Long Learners</b> <i>The student will be able to appreciate literature and other creative expressions of information</i></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All grades will participate in read alouds of quality literature accompany with “accountable” book talk. Curriculum appropriate DVD and music will be integrated. All grades will participate in enrichment of discussion and exposure to exceptional resources. Read Alouds begin in September with the introduction of DVD material when it is in reflection of class work.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The LMS is primary responsible for this endeavor. Continued usage of NYSTL Library funds will be for acquisition. Additional funding will be obtained from principal discretionary funding and grant writing.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increased circulation will reflect increased personal usage. Observation and guidance in selection of resources will aid student literacy development.</p>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Library Media Center  
ADDENDUM 6

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Develop Life Long Learners</b> The student will strive for excellence in information seeking and knowledge generation.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Project based learning will create a demand that student will have to be thoughtful in developing a broad range of informational resources. Internet will be the last resort of choice. Upper Grade students will benefit from the increase understanding of differences in collection, reference and electronic resources. Development in Late Fall will enable student to have a good understanding of LMC policies and resources. Duration will continue until the need of school years.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>LMS and classroom teacher, work in a mindset of collaborative planning. Open access and flexible schedule as well as planned whole class instruction implements this goal.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Sophistication in project presentation and understanding of proper resource location are assessment tools for these skills.</p>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Library Media Center  
ADDENDUM 7

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Development of Socially Responsible Citizen</b> <i>The student will be able to recognize the importance of information in a democratic society</i></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The importance of accurate, current and relevant information will be clarified through use of periodicals, and civic exercises. 4-8<sup>h</sup> grade students will engage in advanced debate situations, and lower grade students will be instructed in U.S. government structures and policies. Late October and November will instigate the commencement of work, correlated to the elections that are taking place.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>LMS and classroom teacher are key players, outside personnel from local government will be sought to assist in seminars. Partnerships with local news organizations, political organizations and community and parental partners will be developed.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Through discussion and understanding of written responses we can observe desired outcomes.</p>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Library Media Center  
ADDENDUM 8

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Development of a Socially Responsible Citizen</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Students need to be instructed in the rights of intellectual property and plagiarism. Starting in 3<sup>rd</sup> grade student will be instructed in plagiarism, citation of resources and the legal obligations of intellectual property usage. Midterm is the beginning of non-fictional generation of reports and it is necessary to include bibliographic notation.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom personnel and LMS will teach correct citation techniques for both print and electronic resources. Electronic resources and print volumes will be used to instruct in this practice.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Guidelines and rubrics, which clearly state the necessity of bibliographies, will create mandates for their inclusion.</p>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Library Media Center  
ADDENDUM 9

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Development of Socially Responsible Citizen</b> <i>The student will be able to participate effectively in groups to pursue and generate information.</i></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Project based learning will develop a group task oriented outcome. Specific roles will be assigned to foster cooperation and shared learning. Group based cooperative learning is encouraged at all class levels. Early introduction of task-oriented projects will effectively implement goal. Through out the year.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>All school personnel are necessary to develop communal understanding of group work. Development of private partnership will be used to create group mentality; classroom projects will enhance the development of unified outcomes.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Peer to peer assessment of the participatory roles will help to gauge success. Requested self-reflection will indicate a level of self-awareness of the individual in the group dynamic.</p>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Library Media Center  
ADDENDUM 10

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>The development of SLMC collection</b> <i>The LMS will increase the print material collection by 5%</i></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Collaboration with the Principal and private partnerships with establish funding for collection development. The entire school community of students and staff will be enhanced with this objective. Acquisition suggestions will be formulated through input of all staff members through inquiry. Starting in early October. Most purchase orders will be generated by late November.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Project will be facilitated by the SLMS. Funding is supplied by NYSTL library funding as well as through grant writing and private partnership contributions solicited by the LMS.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Inventory of collection and database analysis will indicate whether this objective is fulfilled.</p>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Library Media Center  
ADDENDUM 11

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>The development of SLMC collection</b> <i>The LMS will increase the <b>electronic</b> material collection by 20%</i></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Collaboration with the Principal and private partnerships with establish funding for collection development. The entire school community of students and staff will be enhanced with this objective. Acquisition suggestions will be formulated through input of all staff members through inquiry. Starting in early October. Most purchase orders will be generated by late November.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding is supplied by NYSTL library funding as well as through grant writing and private partnership contributions solicited by the LMS. Project will be facilitated by the SLMS.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Inventory of collection and database analysis will indicate whether this objective is fulfilled.</p>

#### **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?
- 

#### **Support Services**

Support Services in our school are aimed at helping our General Education, ELL's and Special Education students in grades Pre-Kg through seventh. Towards this end, we will provide and maintain a comprehensive Pupil Services Support System that enables students to fully benefit from the instructional programs as measured by the NYC Department of Education Standards by providing academic intervention support. Morning, After-School, and Saturday school programs will be used as interventions to meet the needs of all students who have been identified through data driven assessments. Counseling services will also be provided to help develop social and emotional awareness in such a way that their academic achievement improves. Our school will provide and maintain a Pupil Personnel Team (PPT) to meet the needs of our students. The team will ensure that identified students receive proper interventions. Our school will provide and maintain School Based Health Services for all students, which will ensure that referrals from school personnel and parents be forwarded to the appropriate agencies. Finally, the school community and parents will work collaboratively to ensure overall students' academic, social and emotional well being.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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### **Support Services**

Support Services in our school are aimed at helping our General Education, ELL's and Special Education students in grades Pre-Kg through seventh. Towards this end, we will:

- Provide and maintain a comprehensive Pupil Services Support System that enables students to fully benefit from the instructional programs as measured by the NYC Department of Education Standards by providing academic intervention support.
- Provide Morning, After-School, and Saturday school programs will be used as interventions to meet the needs of all students who have been identified through data driven assessments.
- Provide Counseling Services to help develop social and emotional awareness in such a way that their academic achievement improves.
- Provide and maintain a Pupil Personnel Team (PPT) to meet the needs of our students. The team will ensure that identified students receive proper interventions.
- Provide and maintain School Based Health Services for all students, which will ensure that referrals from school personnel and parents be forwarded to the appropriate agencies.
- The school community and parents will work collaboratively to ensure overall students' academic, social and emotional well being.

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Support Service

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To provide and maintain a comprehensive Pupil Services Support System that enables students to fully benefit from the instructional programs as measured by an increase in student achievement by 8% by June 2009.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Related Objective:</b> The Student Support Services Team will enable students to fully benefit from the instructional program as measured by an increase in student achievement by 8 % in June 2010.</p> <p><b>WHAT needs to be done to accomplish objective?</b> Counseling services will be provided to help develop social and emotional awareness in such a way that their academic achievement improves.</p> <p><b>FOR WHOM?</b></p> <ul style="list-style-type: none"> <li>• Students at-risk grades K-6.</li> <li>• Students previously identified with excessive absence/lateness K – 6<sup>th</sup></li> </ul> <p><b>WHEN:</b> September 2009 – June 2010</p> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>• To provide and maintain a school based attendance improvement team.</li> <li>• School attendance facilitator monitoring daily attendance.</li> <li>• Small group instruction with at-risk children to motivate children to come to school while building academic skills.</li> <li>• Provide an after school program to boost attendance.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide incentive awards for attendance improvement (i.e., Monthly Pizza Contests, T-Shirt Contest, Breakfast Club)</li> <li>• Monthly attendance bulletin to parents.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>SUPPORT:</b></p> <ul style="list-style-type: none"> <li>• Two Full-time/5 days a week school counselors – tax levy</li> <li>• Two 3 days/week Play Therapists – Provided by “Counseling In Schools”</li> <li>• SAPIS Worker</li> <li>• Instructional Support Committee</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>INDICATORS OF SUCCESS:</b></p> <ul style="list-style-type: none"> <li>• Meeting Citywide attendance standard of 92%</li> <li>• Reduction of at-risk students</li> <li>• Improved academic success as a result of increased days of attendance and counseling services provided.</li> <li>• Improved school climate due to incentives</li> <li>• Recognition System</li> <li>• Increase in communication to parents by attendance coordinator/teachers/Parent’s Association.</li> </ul>

**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):**     **Support Service** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>To provide and maintain a comprehensive Pupil Services Support System that enables students to fully benefit from the instructional programs as measured by an increase in student achievement by 8% by June 2010.</u></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Related Objective (s): To provide and maintain a Pupil Personnel Team (PPT) to meet the needs of our children.</u></p> <p><u>WHAT needs to be done to accomplish objective? Maintain a weekly PPT meeting by academy.</u></p> <p><u>For Whom? Pre-k to 6<sup>th</sup> grade students in General Education, ELL students, and Special Education students.</u></p> <p><u>When? September 2009 – June 2010</u></p> <p><u>How?</u></p> <ul style="list-style-type: none"> <li>• <u>Review and assess intervention activities for students of special needs.</u></li> <li>• <u>Develop and assist staff in the implementation of strategies to support social and academic success.</u></li> <li>• <u>Monitor and assess students' daily attendance.</u></li> <li>• <u>Coordinate services for students' health concerns.</u></li> <li>• <u>Provide parents/guardians with workshops and referrals for all medical and educational needs.</u></li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><i>SUPPORT:</i></p> <ul style="list-style-type: none"> <li>• <u>Two Full-time/5 days a week school counselors – tax levy</u></li> <li>• <u>Two 5 days/week Play Therapists – Provided by “Counseling In Schools”</u></li> <li>• <u>I. E. P. Team</u></li> <li>• <u>Harlem Hospital Clinic</u></li> <li>• <u>Administration Team</u></li> <li>• <u>Teachers</u></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <u>Diminished student referrals</u></li> <li>• <u>Improvement in student attendance</u></li> <li>• <u>Improvement of school climate as evidenced by improved teacher strategies with “at-risk” children.</u></li> <li>• <u>Implementation of Peer Leaders</u></li> <li>• <u>Improved parent involvement as evidenced by increased parent attendance in workshops.</u></li> <li>• <u>Reduction of discipline issues</u></li> <li>• <u>Implementation School Recognition System (Student of the Month; Student of the Year; Perfect Attendance Award)</u></li> </ul>

**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):**    **Support Service** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To provide and maintain a comprehensive Pupil Services Support System that enables students to fully benefit from the instructional programs as measured by an increase in student achievement by 8% by June 2010.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Related Objective:</b> To provide and maintain school based health services for all students.</p> <p><b>WHAT</b> needs to be done to accomplish objective? In order to accomplish this objective, referral from school personnel will be forwarded to the appropriate agency.</p> <p><b>For Whom?:</b> Pre-k to 6<sup>th</sup> grade students in General Education, ELL students, and Special Education students.</p> <p><b>When?:</b> September 2009 – June 2010</p> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>• Medical Personnel will review all students’ health records and update medical profile</li> <li>• Annual hearing and vision testing</li> <li>• Nutrition Workshop for children and parents</li> <li>• Maintain over 98% immunization rate</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>SUPPORT:</b></p> <ul style="list-style-type: none"> <li>• Pupil Personnel Team</li> <li>• Harlem Hospital Clinic</li> <li>• Administration Team</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Improved attendance for student who may have chronicle health issues.</li> <li>• Increased parent participation in monthly workshops relating to asthma, nutrition, parenting skills and early childhood illnesses.</li> <li>• Improved academic achievement resulting from improved health and attendance.</li> </ul>

#### **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?
- 

#### **Technology**

The school goals that have been set for the 09-10 academic year were decided upon based on certain feedback received by the school. These include evaluations and ratings from city and state sources, feedback from teachers after professional development sessions, and our own observations based on student scores and requests. Specifically, looking at our school's need to improve student ELA performance for our ELLs and special education students.

## 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

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### **Technology**

1. Teacher professional development on Smart Interactive Whiteboards
  2. Progression in the use of Microsoft Word
  3. Teacher professional development on software to help our bi-lingual and ELL population specifically pertaining to Literacy instruction.
  4. Enabling students to use technology to connect and interact with the world
- 

1. Teachers will use their Smart Interactive Whiteboard multiple times a day. The teachers will use the Smart Notebook software at least once a day and have at least one lesson a week that is pre-planned using the Notebook software.
  2. 5<sup>th</sup> grade students will be able to correctly format the PS 161 heading on a document using Microsoft Word. 5<sup>th</sup> grade students will also be able to open, save, and edit a document. 5<sup>th</sup> grade students will be proficient in the basic skills of word processing i.e. indenting, capitalizing, adding bullet points etc. All students will work towards the goal of being able to type 20 words a minute.
  3. All teachers, AIS and paraprofessionals will be able to access the programs RiverDeep, Star fall, Rosetta stone, and English in a Flash. Classroom teachers and special education teachers will make sure that every bi-lingual and ELL student has access to these programs.
  4. At least one project will be done where students have the chance to communicate and interact with students from another country using technology. A project will be done that coincides with the presidential election. 6<sup>th</sup> students will be given their own email address and taught how and the proper etiquette for sending an email by the end of the school year.
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**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):** Technology

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ol style="list-style-type: none"> <li>5. Teachers will use their Smart Interactive Whiteboard multiple times a day. The teachers will use the Smart Notebook software at least once a day and have at least one lesson a week that is pre-planned using the Notebook software.</li> <li>6. 5<sup>th</sup> grade students will be able to correctly format the PS 161 heading on a document using Microsoft Word. 5<sup>th</sup> grade students will also be able to open, save, and edit a document. 5<sup>th</sup> grade students will be proficient in the basic skills of word processing i.e. indenting, capitalizing, adding bullet points etc. All students will work towards the goal of being able to type 20 words a minute.</li> <li>7. All teachers, AIS and paraprofessionals will be able to access the programs River deep, Star fall, Rosetta stone, and English in a Flash. Classroom teachers and special education teachers will make sure that every bi-lingual and ELL student has access to these programs.</li> <li>8. At least one project will be done where students have the chance to communicate and interact with students from another country using technology. A project will be done that coincides with the presidential election. 6<sup>th</sup> students will be given their own email address and taught how and the proper etiquette for sending an email by the end of the school year.</li> </ol>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><i>The first major component for achieving the short-term goals set for our staff will be professional development. We have decided to give our training greater depth rather than focusing on breadth. While there are many types of technology equipment available in our school, we feel focusing on the Smart Interactive Whiteboards will give a positive and instant impact on instruction at PS 161. In the past two years we have seen a significant increase in</i></p>

*the use of the boards and for the teachers that use the Notebook software students are more engaged and excited about the learning. These observations support the research that has already been done on Interactive Whiteboard use. Interactive Whiteboard Evaluation (2000) Anna Smith with Miranda Net Fellows, Boston Spa Comprehensive School Likewise, we have chosen a software programs that we feel will be helpful to students in our bi-lingual and ELL population. This represents a large group at PS 161 and it is a group that school data shows needs more support. We hope that the technology department at PS 161 can play a role in that support.*

*The goals set for the students are aligned with the State Technology Standards. We feel that the goals are age appropriate and coincide with the vast amounts of technology located in our school. Goal 4 also allows technology to be linked with Social Studies education to create cross-curricula education, an overall goal for our school.*

- 1.** In order to achieve the goal of having teachers using their Smart Interactive Whiteboard daily the technology coach will create professional development opportunities for teachers to gain hands on training. These opportunities will be offered at various times (after school, during prep periods, half day PD sessions) in order to get as many people trained as possible. The technology coach will also perform demonstration lessons for teachers so they can see the possibilities of the board's use in a classroom setting.
- 2.** To help 5<sup>th</sup> grade students achieve the goal of being proficient in word processing, the weekly time provided for technology with Mr. Meyer will partially be used on word processing skills. Mr. Meyer will provide instruction to students in the PC computer lab on Microsoft Word. Teachers will also provide time for and support the use of their classroom computers for typing papers. We believe the instruction time accompanied by the opportunity to type papers in the classroom will allow our 5<sup>th</sup> grade students to become word processing proficient. Both Mr. Meyer in the PC lab and Mr. Goldstein in the Mac lab will provide class time to use programs like Type To Learn 3. Starting students at an early age, first grade, will allow students to become comfortable with the keyboard and the programs will help them practice their typing skills. We believe this should help students progress to the goal of 20 words a minute by the fourth or fifth grade.

	<p>3. Professional Development opportunities like after school PDs, lunch time trainings and one to one tutorials will provide support staff like AIS, classroom teachers, and special education teachers the chance to learn and practice using the programs River deep, Star fall, Rosetta Stone and English in a Flash. These PD sessions will be run by Technology Coach Mr. Hopkins and Support Specialist Ms. Josephson.</p> <p>4. Mr. Meyer will utilize lab time with students during the election process to help students create posters, and research the candidates. This will enable the students to be prepared for a school wide mock election to be run online. Using his partnerships with Japanese schools, Mr. Goldstein will create an opportunity for students to interact with the students from Japan using the internet and video conferencing equipment.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The current school structure and staffing will allow us to achieve the goals set in this CEP. NYSTL hardware and software will also be important for completion of tasks associated with our goals. For example new hardware and software will be needed for Mr. Goldstein's project of connecting our student's students in Japan.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The responses from teacher surveys given after PD sessions will help our school to understand if progress is being made toward the set goals. The technology teachers will give interim assessments to the students (approximately once a month) to keep up with their keyboarding goals. An election committee of students will be created to ensure that progress is being made for the technology component our school's election process.</p>

#### **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?
- 

#### **PROFESSIONAL DEVELOPMENT FOR THE 2009-2010 CEP**

##### **ELA Professional Development for the 2009-2010 CEP:**

###### Grades K-3 and Grades 4-6:

- Intensive Professional Development including:
- School-based Professional Development Team, which includes the Principal, a full-time Literacy Coach, and other essential participants who will demonstrate outstanding classroom, practices to other teachers in the school.
- Ongoing PD for all teachers, coaches, and school administrators
- Planning and sharing ideas during grade level meeting/PD sessions
- Instructional hands-on support/modeling by the Teachers' College Staff Developer
- On-going professional development detailing the various components of a Balanced Literacy Program including: *Independent Reading*: Students reads a book related to their unit of study at their independent level. The teacher confers with students during this time (Approximately 30 minutes), *Independent Writing*: Students maintain work folders, Writers' Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies and craft units of study students follow the writing process in order to transform their raw materials into published pieces. *Shared Reading*: Short texts (poems, rhymes,

songs, chants, articles) are carefully chosen by the teacher and presented in large text, placed on smart board or provided for each student. The teacher selects specific chunks of the text, as a demonstration piece, to teach a reading/writing/word skill or strategy. *Interactive Writing*: In the earlier grades teachers invite students to take risks in recording their oral sentences, with their aid, into written text. (Approximately 10-15 minutes). *Read Aloud*: The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior, skills, strategies, and habits of a good reader. (Approximately 15-20 minutes). *Word Study*: Depending upon grade, maybe phonic or word study. It includes the teaching of words, word families, root words in the upper grades and learning about letters, sounds and words in the earlier grades. *Guided Reading*: This activity is led by the teacher and done with short-term, transient, ability-based groups. It is followed by a teaching point. (Approximately 20-30 minutes). *Classroom Libraries*: Consists of children's literature, including fiction, biographies, poetry and non-fiction books that appeal to a variety of different interests, to better engage students in reading and writing. The libraries are usually accompanied by professional books and mentor text

### **Math Professional Development for the 2009-2010 CEP:**

- By June 2010 teachers will be provided with on-going professional development opportunities related to the following mathematical topics:
  - planning and management for differentiating the student activity of workshop model lessons
  - planning and management for guided and differentiating math instruction in the math workshop
  - using math manipulatives to develop mastery of concepts through experiential learning
  - using virtual manipulatives in the math workshop
  - differentiating math games
  - developing students' problem solving skills so their writing is reflective of their knowledge of the math process strands
  - recording observations about students' mathematical learning
  - using goal setting program to help students develop realistic math goals
  - increase data resources
  - conferring with students about their mathematical learning
  - using computer programs such as RiverDeep to differentiate mathematical instruction
- The professional development sessions will take various forms. There will be math training days where each grade is allotted 90 minutes of professional development time. Some of these training days will be used for math lab sites. There will also be monthly half days which of which the second half of the day will be devoted to professional development. Some of these half days will be used for math professional development. We also have monthly after school professional development sessions, some of which will be devoted to mathematical topics. We will also be working with a math consultant from AUSSIE who will be providing math professional development on training days and leading lab site. Lastly, math coaches will meet individually and in small groups with teachers based upon their needs, to co-plan, model, co-teach, and coach math lessons.
- Math Coaches will plan and implement on-going math professional development related to the above-itemized topics.

- Math Coaches and teachers will work with AUSSIE math consultants about mathematical observations of students during the math workshop, differentiation, guided math instruction, and problem solving instruction related to the math process strands.
- Math Coaches will attend relevant professional development workshops outside of the school building.
- Professional development for teachers will be provided by P.S.161 math coaches and AUSSIE math consultants. P.S.161 math coaches will also receive math professional development from outside vendors.
- Teachers will incorporate strategies learned in professional development sessions into their math instruction.
- Math coaches will incorporate strategies learned in professional development sessions in their work with teachers and students.

**Social Studies Professional Development for the 2009-2010 CEP:**

Differentiation of Professional Development sessions will continually be planned for teachers at different stages of the teaching continuum to provide them with best support.

Some of the many professional development topics to be implemented this school year are:

- Continue the uses of the unit templates to assist in the design of curricula and assessments that focus on student understanding
- Reflect upon the year of planning and revise the current curriculum map
- Keeping a professional portfolio that includes lesson plans, reflections on teaching, and plans for future growth
- Propose an approach to curriculum and instruction designed to engage students in inquiry, promote transfer of learning, provide a conceptual framework for helping students make sense of discrete facts and skills, and uncover the big ideas of content
- A helpful way to think about what understanding is, how to design for it, and how to find evidence of it in student work

**Science Professional Development for the 2009-2010 CEP:**

Differentiation of Professional Development sessions will continually be planned for teachers at different stages of the teaching continuum to provide them with best support to cover the below topics:

- Expand the use of collaborative team teaching-classroom teacher and science specialist
- Use of enrichment programs to address the critical need for improved science learning and teaching methods, while helping students and teachers to connect with the natural environment that exists within city parks, rivers, and coastal land.
- Continued use of Macmillan and Glencoe curriculum
- Annual Math/Science Technology Fair with a literacy connection
- Integrate various forms of technology into science program
- Teaching Assistants provided by local universities working in collaboration with science specialist
- After School program with collaboration of TC and Liberty Science Center
- The Silk road Project
- Gather DNA samples to be sent to Genographic Project)
- Lessons on indigo, climate study of area indigo grows

- Study on the beginning of human history; migration; Earth Science component, including radiometric carbon dating vs. relative dating-the fossil record-evolution; different types of human ancestors; general timeline of Earth's history

**Special Education Professional Development for the 2009-2010 CEP:**

- At least five ongoing Professional Development sessions specific to Special Education over the course of the year for all special education staff including co-teachers, SETSS teachers, and speech therapists.
- Workshops on co-teaching including different models to suit students' needs and co-planning. Collaborative Team Teachers will receive on-going training and modeling on the various models of co-teaching they can implement within their classroom. These include supportive teaching, parallel teaching, complementary teaching, and team teaching.
- Workshops on using technology and manipulatives to differentiate instruction. Teachers will have an opportunity to attend workshops co-presented by the technology coach and special education coach which include differentiation theories and strategies that can be used in the classroom.
- Workshops on strategies to have effective differentiated lesson plans to reach all learners.
- Workshops on understanding different types of learners including Howard Gardner's multiple intelligences.
- Schools Attuned training on Mel Levine's Eight Neurodevelopment Constructs leading to understanding and analyzing the "whole" of a child including implementing appropriate interventions, modifications, and accommodations. Teachers new to All Kinds of Minds will attend weekly professional development sessions and also conduct a year long case-study observing and evaluating one particular student and then implementing Schools Attuned strategies. Teachers already certified in All Kinds of Minds/Schools Attuned will attend on-going in house professional development and will be continuing their interventions with their student from last year as well as choosing another student to assess and plan appropriate interventions and accommodations.
- Weekly collaborative planning sessions for co-teachers to allow for them to share their differentiation ideas and strategies as well as to use this additional time to co-plan together. Teachers are encouraged to plan collaboratively with their co-teacher as well as with their fellow special education teachers.
- Teachers will receive modeling from coaches and Teachers College staff developers.
- Instructional hands-on support and modeling from Teachers' College Staff Developer as well as Special Education Coach. Our literacy staff developers have also provided instructional support and modeling focusing specifically on special education students, differentiated literacy curriculum planning, and goal-setting. The Special Education Coach also works closely with each teacher both individually as well as on a team-basis. Some of the focus of this work includes, but is not limited to, effectively implementing different co-teaching models, identifying and addressing different modalities of learning, as well as differentiation planning, strategies, and techniques in order to reach all learners. In addition, the Special Education Coach does a rotating two-three week intensive study with each special education teacher/team based on topic of their choosing that they would like to explore further or develop deeper in professionally.
- New Special Education teachers will have a New Teacher Mentor and meet with their mentor at least 1-2 times one-on-one each week. During the first eight weeks of teaching, our new special education teacher will receive daily mentoring. Additionally, our new special education teacher will receive support in the form of training on developing an effective Individual Education Plan for each special education

student, inter-visitations, co-planning, observations and feedback on lessons, as well as on-going professional development to meet the teacher's individual professional learning goals.

**ELL Professional Development for the 2009-2010 CEP**

Understanding that professional development is the life of any school to increase the competence and practice of staff, we will designate a full time position for a bilingual Staff Developer/ELL Services Coordinator. This person will be responsible for attending weekly professional development, providing professional development workshops, providing direct instruction to beginner level ELL's, demonstration lessons, providing student assessment and work with parent coordinator in conducting meetings with parents of ELLs. We will also contract with Bank Street College to provide in-service workshops for our ESL and monolingual teachers. Teachers will be paid per session rate for their attendance.

We will also extend our ELL instructional practices by purchasing additional professional development sessions with Teacher's College. The focus of this development will be to improve instruction for ELLs; particularly the teaching of English through content areas such as social studies and science.

Our schedule for professional development is as follows:

(2009 – 2010 activities)

- Five 50 minute Professional Development sessions will be devoted specifically to ELL services.

October, 2009	Content & language learning strategies
November, 2009	Teacher's College Reading and Writing Project
January, 2010	Use of NYSESLAT data "Understanding Student Needs".
February, 2010	Teacher's College Reading and Writing Project
March, 2010	Teacher's College Reading and Writing

	Project
April, 2010	Strategies that develop literacy in ELLs (Preparing strategies for NYSESLAT)

- In addition to the above PD sessions, each session will include in-service workshops and demonstration lessons.
- All newly appointed teachers service ELLs will be provided with the assistance of the school based learning specialists to assist them in planning, delivery of instruction and assessment.
- All teachers serving ELLs will be encouraged to participate in the NYC Department of Education ELL Teacher Academy and regional professional development offerings.
- All new teachers, including special education teachers, will be provided with 7 hours of professional development in ESL strategies.
- Teachers' College Reading and Writing Workshop
- ESL, Bilingual, Special Education, General Education teachers and school administrators attend weekly and monthly professional development.
- These professional development sessions will introduce topics that will be long-term and on-going in our school. Teachers will use common planning periods to collaboratively incorporate what they learned into their teaching practices.

### **Technology Professional Development for the 2009-2010 CEP:**

*The first major component for achieving the short-term goals set for our staff will be professional development. We have decided to give our training greater depth rather than focusing on breadth. While there are many types of technology equipment available in our school, we feel focusing on the Smart Interactive Whiteboards will give a positive and instant impact on instruction at PS 161. In the past two years we have seen a significant increase in the use of the boards and for the teachers that use the Notebook software students are more engaged and excited about the learning. These observations support the research that has already been done on Interactive Whiteboard use. Interactive Whiteboard Evaluation (2000) Anna Smith with Miranda Net Fellows, Boston Spa Comprehensive School Likewise, we have chosen a software programs that we feel will be helpful to students in our bi-lingual and ELL population. This represents a large group at PS 161 and it is a group that school data shows needs more support. We hope that the technology department at PS 161 can play a role in that support.*

*The goals set for the students are aligned with the State Technology Standards. We feel that the goals are age appropriate and coincide with the vast amounts of technology located in our school. Goal 4 also allows technology to be linked with Social Studies education to create cross-curricula education, an overall goal for our school.*

- In order to achieve the goal of having staff using their Smart Interactive Whiteboard daily the technology coach will create professional development opportunities for teachers to gain hands on training. These opportunities will be offered at various times (after school, during prep periods, half day PD sessions) in order to get as many people trained as possible. The technology coach will also perform demonstration lessons for teachers so they can see the possibilities of the board's use in a classroom setting.
- Professional Development opportunities like after school PDs, lunch time trainings and one to one tutorials will provide support staff like AIS, classroom teachers, and special education teachers the chance to learn and practice using the programs River deep, Star fall, Rosetta Stone and English in a Flash. These PD sessions will be run by Technology Coach Mr. Hopkins and Support Specialist Ms. Josephson. ESL and Special Education teachers are being asked to research what support devices they feel that they need to enhance teaching with their student population.
- At the beginning of the year all teachers will have their email accounts verified. Distribution lists will be created for administration so that they can begin distributing information through staff email. One to one and group professional development dealing with use of DOE email and the ARIS system. Shaun Hopkins will be in charge of the transition of the school toward becoming paperless.

**Green Professional Development for the 2009-2010 CEP:**

- Staff development during regularly scheduled PD sessions, in informal "Lunch and Learns," and as requested by Assistant Principals and/or classroom teachers
- Integrating "Reduce, Reuse, Recycle" into classroom activities and curriculum with NYC Waste\$, Department of Environmental Quality
- Energy Education from New York State Energy Research & Development Authority (NYSERDA), the Alliance to Save Energy
- Ecology with Project WILD of the NY Environmental Protection Agency
- Nutrition & Health Education from NYC DOE, the Alliance for a Healthier Generation
- Food Justice and School Food from WE ACT, Just Food, Food Change
- Sustainability Education with the Cloud Institute, UNESCO

## SECTION V: ANNUAL SCHOOL GOALS

- **Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
  - **Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.
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Goal #1: Each month, we will provide at least three sessions each of professional development for math and literacy based on the current curriculum being used within the classroom.

Goal #2: Each month, we will provide at least two professional development opportunities for the entire staff. The topics of these professional developments will be based on the needs from feedback and data analysis performed by the Professional Development team, staff, and administration.

Goal #3: Teachers will have an opportunity three times a year to select a professional development to suit their specific and individual needs as well as professional and instructional goals.

Goal #4: Instructional Coaches will respond to the needs and requests from teachers and administrators within a 48-hour period in order to provide individual professional development, modeling, and coaching as needed. Each of these sessions will be followed up with a “debrief” with the teacher, coach, and administrator.

**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):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Each month, we will provide at least three sessions each of professional development for math and literacy based on the current curriculum being used within the classroom.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In regards to literacy, there will be literacy training days where each grade is allotted at least 90 minutes of professional development time. Some of these training days will be used for literacy lab sites. We will also be working with a literacy staff developer from Teacher’s College who will be providing literacy professional development on training days and during lab sites. Literacy coaches will also be available in house to work with teachers on an individual basis.</p> <p>In regards to mathematics, there will be math training days where each grade is allotted at least 90 minutes of professional development time. Some of these training days will be used for math lab sites. There will also be monthly half days of which the second half of the day will be devoted to professional development. Some of these half days will be used for math professional development. We also have monthly after school professional development sessions, some of which will be devoted to mathematical topics. We will also be working with a math consultant from AUSSIE who will be providing math professional development on training days and during lab site. Math coaches will also be available in house to work with teachers on an individual basis.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The professional development for literacy and mathematics encompassing instructional strategies, techniques, modeling, and current research on best practices will be provided by the instructional coaches as well as staff developers from Teacher’s College and AUSSIE. A training day schedule has also been created by the Professional Development team to provide specific allotted time for each of these training sessions.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By the end of October 2009, we will have a finalized professional development schedule provided by staff developers from Teacher’s College and AUSSIE. Additionally, by the end of January 2010, teachers will have had the opportunity to attend at least twelve professional development sessions in the field of both literacy and mathematics.</p>

**Subject/Area (where relevant):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Each month, we will provide at least two professional development opportunities for the entire staff. The topics of these professional developments will be based on the needs from feedback and data analysis performed by the Professional Development team, staff, and administration.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The Professional Development team will meet weekly to plan out the necessary professional development sessions to ensure they are based on the needs of the school community. A half-day of professional development as well as a 40 minute after-school session of professional development will be scheduled once a month to conduct necessary, relevant, and on-going professional development. Teachers will also complete surveys after every professional development session to give feedback on the usefulness of each particular professional development session as well as give suggestions on future professional development topics.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The Professional Development Team consisting of administration, coaches, and representatives from other support services staff has been designated. This team has set up a training day schedule to provide specific allotted time for each designated training session. Money has also been set aside to bring in staff developers such as math consultants from AUSSIE as well as staff developers from Teacher’s College to focus on literacy training as well as effective literacy practices for our ELL students.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>By the end of October 2009, we will have a finalized professional development schedule for the entire 2009-2010 school year. Additionally, by the end of January 2010, all staff will have had the opportunity to attend at least eight professional development sessions related to topics specific to their needs as assessed by feedback and data analysis.</p>

**Subject/Area (where relevant):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will have an opportunity three times a year to select a professional development to suit their specific and individual needs as well as professional and instructional goals.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The Professional Development planning team will ensure that teachers have an opportunity to explore a diversity of professional development topics throughout the school year during full or half-day professional developments as well as during on-going “Lunch and Learn” sessions.</p> <p>Additionally, based on attendance at outside professional development or areas of interest and expertise, various staff members will be asked to volunteer to turn-key, present, and give a professional development session to the staff. On these days, staff will have an opportunity to choose, select, and attend the professional development session that best aligns with their personal and professional instructional goals.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The Professional Development Team consisting of administration, coaches, and representatives from other support services staff has been designated. This team has set up a schedule allowing for designated time as well as diverse professional development topics in order for teachers to choose one that best fits their professional and instructional goals.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>By January, 2010 teachers will have had at least one opportunity to choose and select a professional development that best suits their specific and individual needs as well as professional and instructional goals. Additionally, we hope to see an increase in teachers volunteering to turn-key and offer professional development topics from their own areas of interest.</p>

**Subject/Area (where relevant):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Instructional Coaches will respond to the needs and requests from teachers and administrators within a 48-hour period in order to provide individual professional development, modeling, and coaching as needed. Each of these sessions will be followed up with a “debrief” with the teacher, coach, and administrator.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Based on observational feedback and individual needs instructional coaches will respond and meet with teachers and administrators in order to devise a plan to improve best instructional practices. Based on this plan, coaches will assist through the following means: demonstration lessons, one-on-one professional development sessions, informal observations, lesson planning and curriculum development, as well as locating helpful resources. These professional development sessions will be designed around achieving and reaching each teacher’s specific professional goals and aimed at improving overall instructional and management strategies. Each of these sessions will be followed up with a “debrief” including strengths and next steps with the teacher, coach, and administrator.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding will be provided for Instructional Coaches in the areas of literacy, mathematics, ESL, Special Education, and Technology. Coaches will need to structure their day in order for time to be set aside to meet with, consult, provide professional development, as well as be available to help each teacher achieve and reach their specific professional goals as needed.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Records will be kept documenting pre and post meetings and one-on-one professional development sessions between coaches, teachers, and administrators. Dialog Journals will also be implemented to be used as an on-going channel of communication between the teacher, coach, and administrator. Periodic surveys will also be distributed, collected, and analyzed in order to collectively reflect upon the individual professional goals set.</p>

#### **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?
- 

#### **Health and Physical Education**

Our school will continue to foster a more health conscious atmosphere throughout the school community in regards to nutrition, and physical fitness. We need to ensure that our students are making healthier food choices, healthier life choices, and are in the mind set of being more physically fit through appropriate physical activities.

After reviewing our data, which was gathered by the results of the Fitness Gram, and teacher observations of organized team sports, games, and a various physical activities, we have come to the conclusion that our students are reaching our goal towards the NYS Health and Physical Education Standards.

Our most significant improvements are:

- We have a Health & Wellness Committee, School Nutritionist, Physical Education teacher, and a Health teacher.
- We are moving in a more cohesive manner in our approach to health and physical fitness.

This should allow our students to be mentally and physically prepared to meet their academic challenges and lifestyle demands.

The most significant barrier to our improvement is that our students might revert back to learned habits that do not empower them to be healthy, and make smart life decisions. These habits are maintained outside of the school community and do not take in regard their own health risk factors.

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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### Health/Physical Fitness

- Sustain a comprehensive program that is aligned with the New York State Standards
- Maintain Health & Wellness Committee
- Maintain Parent Workshops
- Develop student's competency in a variety of fitness activities
- Develop student's sense of awareness for healthy life choices

**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):** Health and physical education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• To develop and sustain a comprehensive health/physical fitness program that ensures all students attending PS/MS161 meet the New York State standards.</li> <li>• To develop, and improve our school Health Index in order to improve health related physical fitness, promote community physical activity, and to avoid practices that result in student inactivity.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Students will demonstrate competency in a variety of physical fitness activity through team sports, collaborative games, and physical exercise. Students in grades (K-7) will participate in a Fitness Gram Assessment that evaluates their physical endurance, muscle strength, and flexibility. The fitness Gram will also keep parents informed on their children’s progress and their Body Mass Index (BMI).</li> <li>• All students will have access to organized and supervised P.E. during their lunch recess. Some of these activities will include but not limited to single jump ropes, double-dutch jumping, kickball, basketball, playground rubber balls, waffle ball, and bases.</li> <li>• The Health and Wellness Committee will convene monthly to present resources available to maintain nutritional and physical activity in our school.</li> <li>• Students will participate in at least two 50 minute periods of Physical Education each week. Students will also have the option to come to school early and engage in P.E. activities from 7:00am. to 8:00am. The P.E. class will instruct and facilitate student participation in baseball, football, soccer, relay races, parachute techniques, and general fitness activities.</li> <li>• Students will have the option to learn yoga, fencing, wrestling, volley ball, skateboarding, and joining the school track, or soccer teams. These teams will hold practice sessions twice a week and participate in City-wide team competitions.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• The school nutritionist will conduct Parent Workshops to address the recommended nutritional guidelines that will encourage a healthy life-style in the home.</li> <li>• Members of the Health &amp; Wellness Committee will develop and/or recommend a series of lessons that can be incorporated in the classroom that will emphasize the importance of healthy choices for physical fitness and diet.</li> <li>• Members of the Health &amp; Wellness Committee will obtain grants and/or resources from outside agencies for the purchase of adequate teaching materials, indoor, and outdoor equipment.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Student results from Fitness Gram</li> <li>• Student Monthly Workout Checklist</li> <li>• Through the use of basic fitness equipment such as a stopwatch, jump ropes, balls, hoops, rubber cords, mats, and resistant bands to assist in measuring the strength, endurance, resistance, and growth over time.</li> </ul>

## **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.) 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 highlights 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?
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### **GREEN/Environmental Responsibility**

#### **Section IV: Needs Assessment**

##### *1) Summary of Needs Assessment Findings*

Our school needs to operate more efficiently, sustainably, and healthfully with regards to water, energy, food, materials, policies, and practices. These needs stem from assessment of, for example, paper usage, waste generation, utility prices, and student asthma and obesity. We have made only relatively modest gains in New York State Science test scores over the past few years, we have significant populations of students who qualify for ELL and/or special education services, and there is an increasing need for multidisciplinary learning. As a result of these factors, our school needs to develop a thorough strategy for green initiatives and sustainability education, especially in light of additional pressure for achievement in the new middle school science curriculum.

##### *2) Process for Reporting Needs Assessment Findings*

The findings of the needs assessment have been reported to staff, students, and parents through paper and digital communication, professional development sessions, classroom instruction, and direct addresses in meetings.

### *3) Implications for the Instructional Program*

Based on our analysis of the abovementioned issues, our school needs to further bolster educational programming in ecology, social sciences, civics, and the practical arts. Continuation of our current strategy to augment content instruction with targeted professional development and residency programs will be essential. Program modification will supplement instruction by specialists and classroom teachers through model teaching, cooperative teaching, project development, and incorporation of external resources and locations. Augmentations will need to be made to the instructional program to address new initiatives in sustainability education, environmental education, waste reduction, resource use, and health & nutrition.

## **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.

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### **GREEN**

#### **Section V: Annual School Goals**

##### *1) Wellness Council*

- Assess state of school health and wellness
- Develop 2009-2010 action plan, based on updated needs assessment and School Wellness Policy created in 2009
- Integrate instruction, programming, parental involvement, periodic check-ups, and collaboration with external experts and agencies

##### *2) Green Team*

- Create a student organization, modeled on the Penny Harvest Roundtable, that will facilitate and promote the Green School Policy
- Possible actions could be to:
  - o Identify school needs
  - o Brainstorm solutions
  - o Execute projects
  - o Advocate among student body and school community at large through class visits, bulletin boards, assemblies, and more
  - o Act as liaisons with incoming partners, funders, etc.

##### *3) Sustainability Education curricula*

- Integrate supplemental instruction that is standards-based, grade-specific and experiential throughout the content areas that are aligned with standards and the Green School Policy

- Target populations include all students in grades K – 7, especially those receiving ELL and/or special education services. For ELLs, by connecting instruction across content areas in thematic units, teachers and other staff can create conceptual frameworks within which students can meaningfully use both oral and written language for learning content. Furthermore, theme-based, experiential projects facilitate the advancement of English language proficiencies through collaboration, real-world applications, and problem solving. For students with special education needs, as studies have shown exposure to and investigations in nature improve concentration, resistance to stress and adversity, and knowledge of biodiversity for children and teenagers, especially those diagnosed with Attention Deficit Disorder. Practical, hands-on activities and projects can engage multiple learning styles and attention deficits.
- Students will be able to:
  - o Meet and exceed learning standards in literacy, math, science, social studies, et al
  - o Be empowered as agents of change
  - o Increase critical thinking skills
  - o Engage multiple learning styles, English language proficiencies, and attention deficits through practical, hands-on work

<b>Subject/Area (where relevant):</b>	Green Programs
<b>Annual Goal</b>	Create a Wellness Council
<b>Action Plan</b>	Assess state of school health and wellness. Develop 2009-2010 action plan. Integrate instruction, programming, parental involvement, periodic check-ups, and collaboration with external experts and agencies.
<b>Indicators of Interim Progress and/or Accomplishment</b>	<p>Target population is entire school community.  Decrease rates of obesity and asthma.  Responsible staff will be Council Members, with support of:  Increase student attendance rates.</p> <ul style="list-style-type: none"> <li>• Parent-Teacher Association</li> <li>• Health and Guidance offices</li> <li>• Food services leadership and staff</li> <li>• Department of Public Health and other external partners</li> </ul> <p>Improve behavior as measured by Lunch Detention attendance and other indicators.  Presentation of healthy food workshops to parents.  Development of structured recess activity program.</p>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	Implications for budget are minimal as no additional staffing is required; materials already exist in the school or can be created with little overhead; and additional funding, consulting, and professional development will be available through contacts at the Department of Public Health and other partner organizations.

<b>Subject/Area (where relevant):</b>	Green Programs
<b>Annual Goal</b>	Update Green School Policy and continue its implementation
<b>Action Plan</b>	Identify and prioritize school needs through self-assessments and resource usage audits. Revise components based on target areas of school practices and systems. Design and execute projects. Responsible staff will be primarily the Green Programs Coordinator, facilitating a select group of students. Possible external partnerships will be identified and established.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	Resources for this objective will be facilitated by the Green Programs Coordinator and will be derived as much as possible from existing materials, expertise, and interest within the school. As needed, additional funding will be acquired through grant applications and in-kind donations.
<b>Indicators of Interim Progress and/or Accomplishment</b>	Completion of resource usage assessments (e.g. water, energy, paper) Waste reduction Addition of components to recycling program Completion of service learning projects within school and surrounding community

<b>Subject/Area (where relevant):</b>	Green Programs
<b>Annual Goal</b>	Integrate sustainability education throughout the content areas and grade levels
<b>Action Plan</b>	<p>Coordinate supplemental instruction with grade teams and specialists.          Provide professional development on project-based learning and sustainability.          Outline sustainability education goals and action plans through the Green School Policy.</p> <p>Target populations include all students in grades K – 7, especially those receiving ELL and/or special education services.</p> <p>Responsible staff will primarily be Green Programs Coordinator, facilitating collaboration of Green Team comprised of students and staff with support of:</p> <ul style="list-style-type: none"> <li>• Assistant Principals</li> <li>• Grade Leaders</li> <li>• The Cloud Institute for Sustainability Education and other external partners</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	The Green Programs Coordinator, in collaboration with administrators and classroom teachers, will facilitate the integration of sustainability into the curriculum through use of pre-existing materials, free and low cost supplemental materials, and Internet resources. Training will be provided by this Coordinator and through partnerships with outside organizations like NYSERDA and Project WILD. To the extent possible, sustainability education initiatives will be present throughout the content areas by aligning lessons and units with New York State standards, obviating the need to take away instructional time in other areas.
<b>Indicators of Interim Progress and/or Accomplishment</b>	<p>Recruitment of student leaders</p> <p>Completion of individual, class, and school projects</p> <p>Improved performance on related formal and informal assessments</p>

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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	22	22	N/A	N/A	3	0	0	2
1	15	20	N/A	N/A	5	0	0	0
2	19	19	N/A	N/A	4	0	0	0
3	26	26	N/A	N/A	4	0	0	0
4	25	20	25	25	10	0	0	0
5	15	10	15	15	4	0	0	0
6	6	4	6	6	4	0	0	0
7	5	6			4	0	0	0
8								
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>	Services are provided to all level 1 and 2 students as well as the ELL population. The literacy program for grades 1 and 2 is Early Success, and Soar to Success for grades 3-5. The program provides services for a 3 to 4 days a week in a small group setting for reading instruction, that is designed to prevent further reading failure and to promote a more rounded enriched reading experience. In grade 6, the use of literature in smalls that follow the guided reading model to enhance higher order thinking skills. These services are provided during the school day using the push in model
<b>Mathematics:</b>	Level 1 and level 2 students along with ELL students are serviced. Math Options is s math program that builds a strong foundation in math skills, word problems and math strategies. The program is taught in small groups during the school day
<b>Science:</b>	Utilizing test preparation that presents lessons that meet the NYS Science Standards covering: science vocabulary, math analysis and science inquire. The lessons are done 3-4 days a week, follow the small group push in model.
<b>Social Studies:</b>	Utilizing previous NYS DBQ Social Studies materials to teach and/ or reinforce the following reading and writing skills. A – comprehension strands such as main idea; finding details, drawing inferences; and meaning in context . B – analyzing documents texts pictures, charts, and maps. C – structuring written responses. D – following directions.
<b>At-risk Services Provided by the Guidance Counselor:</b>	The guidance department provides support services to AIS students who demonstrate a need for counseling intervention. The guidance department’s services consist of IEP Team, SAPIS. These services are designed to help students with difficulty functioning at home and in the classroom, in areas of attendance, conflict resolution, initial referrals to special education evaluation, and to outside preventive agencies.
<b>At-risk Services Provided by the School Psychologist:</b>	The psychologist will complete evaluative process for students that have been referred due to academic delays and/or speech impairments. The evaluation information is compiled using various tests, teacher (s) input and parent (s ) interviews.
<b>At-risk Services Provided by the Social Worker:</b>	The social worker will assist in the evaluation of students that have been referred to the ISC team. These students have demonstrated academic delay, behavioral/emotions problems in their present setting or at home. This is done through observation of the student, interview of the teacher (s) and parent (s)

<b>At-risk Health-related Services:</b>	N/A
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## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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We are constantly aware of the necessity to improve student achievement as measure by standardized test scores. We continually evaluate, analyze, and assessed our progress as a whole and as a grade, a class, and as individuals. Whatever indicators expose as weakness we will seek solutions.

We acknowledge our progress and success but realize we have still along journey ahead to bring all our learners to levels 3 and 4.

We also acknowledge our mandate to enrich the lives of our students and to create socially viable and active contributors. We will continue with our initiatives. We will continue in our creation of partnerships that create opportunities for our children and their families.

### **School –wide Priorities for Improvement for 2009-2010**

1. Increased student achievement as measured by State Standardized Test.
2. Increased school attendance and participation enrichment opportunities
3. Increase the dynamic interaction and participation of an involved parent/guardian presence in the education of our children.
4. Instruction driven by the assessment, utilization, and analysis of student data.
5. Creation of the Empowerment mindset and opportunities that will allow us to be population specific in our curriculum and expenditures.
6. Greater significance and appropriate professional development to further the pedagogical expertise of our staff.
7. The school wide development of greater parent participation.

### **Overview of Instructional Programs and Special Initiatives**

We are just completing our fifth year as Reading and Writing Workshop School, and we are proud of the huge interest and gains that we have achieved. The past few years have shown an incredible interest by the students in their choices of reading material as well as a quantum leap in the development of authentic writing. As our experience continues to grow with the refinement of the teaching skills and the consistency that the children have come to acknowledge we expect to sure continued progress.

With Everyday Math, a true sense of mathematic application in the real world has developed. The results are reflected in the increase scores and the process of improvement will continue. We integrate the mindset of math in a cross curriculum sensibility. We reinforce basic math concepts with remedial teaching and drills.

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*“The act of working together with people in order to achieve something”*

This definition of the word “collaboration” is a key element to the educational success of Don Pedro Albizu Campos School, P.S. 161 in New York City. It is imperative to seek and create collaborative partnerships with non-traditional members of the education system. Through the last five years, years of continuous improvement, P.S. 161 has shown dedication in securing such relationships.

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**Language Allocation Policy**

**LAP Team**

**I. Language Allocation Policy Team Composition:**

<i>Principal:</i>	Barbara Freeman	<i>ESL Teacher:</i>	Yvette Thomas
<i>Assistant Principal:</i>	Jose L. Soto, Jr.	<i>Assistant Principal:</i>	Pamela Price
<i>Guidance Counselor:</i>	Nelson Fernandez	<i>Literacy Coach:</i>	Maria Roman
<i>Content Area Teacher:</i>	Jeanette Toro	<i>Math Coach:</i>	Lorena Garces
<i>Content Area Teacher:</i>	Carla España	<i>Parent Coordinator:</i>	Karriem Williams

**II. Teacher Qualifications**

Please indicate the following:

- Number of certified ESL Teachers- **3**
- Number of certified bilingual Teachers- **11**
- Number of certified Foreign Language Teachers teaching NLA- **0**
- Number of Content Area Teacher with Bilingual Extension- **0**
- Number of Special Education Teachers with Bilingual Extension- **0**
- Number of Teachers of ELLS without ESL/bilingual Certification with Bilingual Extension- **0**

**III. School Description / Demographics** (Be sure to include the number of students in school and number of ELLs in the school.)

Total number of school in school: **896**      LEP: **328**      Non-LEP: **575**

PS/MS 161M, a PK-7<sup>th</sup> grade school, provides Dual Language and ESL instruction for students who speak Spanish, Arabic, and several dialects from countries in Mexico and Africa.

IV. ELL Identification Process & Parent Choice      Include a brief paragraph to describe in detail:

- Initial identification process for ELLS( include HLIS and LAB-R)
- Staff responsible (include qualifications-license) for implementing HLIS and administration of LAB-R
- Step to ensure yearly NYSESLAT implementation (include staff responsibilities in process)
- Parent information/ Parent Orientation Process and parent Program Choice Procedures
  - Include process, outreach plan and timelines for parent choice options
- Yearly distribution and collection of parent choice letters
- Procedures to place ELLs in Bilingual and/or ESL programs including communication with parents
- Trends in parent program choice as evidenced by past years
- Align school programs to parent choices
- Future plans to align school programs to parent choices for educational program models

V. ELL Programs      Please include the following:

**Number of ELLs in Dual Language Education Programs-**

**Number of ELLs in ESL Push –In / Pull-Out by grade Education Programs-**

VI. Years of Services / Programs / ELLS by Sub-groups      (Please refer to worksheet.) Include:

- Number of ALL ELLs- **328**
- Number of SIFE- **15**
- Number of Newcomers
- Number of ELLs in grades 4-7- **172**
- Number of ELLs in special education- **18**
- Number of Long – term ELLs- **26**
- Number of ALL ELLs by subgroup and years of service

VII. Home Language Breakdown and ELL Programs

1. ESL Program - Break down by grade and language
2. Transitional Bilingual Education –Break down by grade and language
3. Dual Language – Include
  - Break down by grade and language- K-7 Spanish
  - Number of ELLs participating-

- Number of bilingual students fluent in both languages
- Number of third language speakers- **NONE**
- Ethnic breakdown of English Proficient Students in DL Program- **English & Spanish**

### **Language Instruction Program**

#### **Dual Language Program:**

Beginning September 2009, P.S.161M will expand its Dual Language that began in 2004-05. This year there will be six (6) Dual Language Kg.-6th grade classes implementing the self-contained model. Each year an additional grade will be added.

- Each class will have 20-28 children.
- Classes will be comprised of 50% EP and 50% ELL students.
- Academic instruction takes place through both languages on a 50/50 basis.
- The Dual Language will use cooperative learning, thematic units, hands-on materials and visual and graphic displays to teach content area material. The classroom will have language rich environments and use strategies such as having the students use language (vocabulary and language structure) to explain their thinking in project based experiences. The teachers use modeling and scaffolding in their instruction and provide daily objectives that will enhance reading, writing, listening and speaking skills in both languages.
- Parents have been advised that continuous student enrollment is critical to student success.
- The instructional model uses the core curriculum which focuses on balanced literacy and balanced mathematics and is in alignment with the NYC and NYS NLA and ESL standards and the National Council of Teachers of Mathematics standards.
- The English proficiency level of each student is measured each year by the NYSESLAT and then the level of instruction is determined, appropriated and reflected in classroom instruction.
- The ELL program will be monitored by a certified assistant principal
- 

#### **ESL Program**

Students whose parents opted for ESL receive the following services:

- Pull-out ESL services for beginning level students. Out of classroom/small group.
- Push-in services for intermediate and advanced level students. Students are organized in classes by levels determined by the LAB-R and/or NYSESLAT results. Beginning and intermediate level students receive 2 units or 360 minutes of ESL weekly and advanced level receive 1 unit or 180 minutes of ESL weekly (consistent with CR part 154 units of ESL requirements).
- 
- ESL instruction is aligned to the NYS Learning Standards for English as a Second Language; the teaching of language arts to limited English proficient/English Language Learners.

- The classroom teachers use ESL strategies to deliver academic content area instruction and provide additional support for our students.
- ESL instruction is provided by six fully certified ESL teachers.
- The English proficiency level of each student is measured each year by the NYSESLAT and then the level of instruction is determined, appropriated and reflected in classroom instruction.
- The ELL program will be monitored by a certified assistant principal.

Plan for SIFE- Students will receive small group instruction in accordance with state mandates. Students will also benefit from programs such as: Rosetta Stone; AM School; PM School; Saturday School.

Plan for ELLs in school less than 3 years/ Newcomers- Students will receive daily ESL services, as well as benefiting from programs such as: Rosetta Stone; AM School; PM School; Saturday School.

Plan for ELLs in school 4-6 years- Students will receive AIS and ESL services on a daily basis. Students will also benefit from programs such as: Rosetta Stone; AM School; PM School; Saturday School.

Plan for ELLs in school 6 years completed or more / Long Term ELLs- Students will receive AIS and ESL services on a daily basis. . Students will also benefit from programs such as: Rosetta Stone; AM School; PM School; Saturday School.

Plan for ELL Special Needs Students- - Students will receive small group instruction in accordance with IEP mandates. Students will also benefit from programs such as: Rosetta Stone; AM School; PM School; Saturday School.

Intervention Programs for ELLs (AIS) - Students will receive AIS and ESL services on a daily basis.

Transitional Student Support Plan (ELLs that pass NYSESLAT are Transitional students for 2 years) - Students will receive extra support from a certified ESL teacher.

After school programs for ELLS – Students will participate in the Hot Shots After School program as well as Harlem Dowling After school program.

Instructional materials including technology- Students will participate daily in our Rosetta Stone language program.

Instructional materials in Content Areas- Students participate in Teacher’s College Reading and Writing Project.

Native Language Support- Students will have native language support in small groups and in dual language class.

Support Services

Support Services in our school are aimed at helping our General Education, ELL's and Special Education students in grades Pre-Kg through seventh. Towards this end, we will provide and maintain a comprehensive Pupil Services Support System that enables students to fully benefit from the instructional programs as measured by the NYC Department of Education Standards by providing academic intervention support. Morning, After-School, and Saturday school programs will be used as interventions to meet the needs of all students who have been identified through data driven assessments. Counseling services will also be provided to help develop social and emotional awareness in such a way that their academic achievement improves. Our school will provide and maintain a Pupil Personnel Team (PPT) to meet the needs of our students. The team will ensure that identified students receive proper interventions. Our school will provide and maintain School Based Health Services for all students, which will ensure that referrals from school personnel and parents be forwarded to the appropriate agencies. Finally, the school community and parents will work collaboratively to ensure overall students' academic, social and emotional well being.

**I. Extra Curricular Activities**

- AM and PM school program
- Saturday School
- Harlem Dowling After school program
- December and February school program
- VH1 Music Program
- Ballroom Dancing
- Track and Field

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**Professional Development** (2009 - 2010 activities)

- Five 50 minute Professional Development sessions will be devoted to ELL services.

October, 2009	Content & language learning strategies
November, 2009	Teacher's College Reading and Writing Project
January, 2010	Use of NYSESLAT data "Understanding Student Needs".
February, 2010	Teacher's College Reading and Writing Project
March, 2010	Teacher's College Reading and Writing Project
April, 2010	Strategies that develop literacy in ELLs (Preparing strategies for NYSESLAT)

- In addition to the above PD sessions, each session will include in-service workshops and demonstration lessons.
- All newly appointed teachers service ELLs will be provided with the assistance of the school based learning specialists to assist them in planning, delivery of instruction and assessment.
- All teachers serving ELLs will be encouraged to participate in the NYC Department of Education ELL Teacher Academy and regional professional development offerings.
- All new teachers, including special education teachers, will be provided with 7 hours of professional development in ESL strategies.
- Teachers' College Reading and Writing Workshop
- ESL, Bilingual, Special Education, General Education teachers and school administrators attend weekly and monthly professional development.

Assessment Analysis (Refer to LAP worksheet to complete this section on assessment)

➤ Implications for Instruction

An analysis of the NYSESLAT (The New York State English Language Achievement Test) data obtained from the spring 2009 report reveals that across all grades the lowest scoring modality is writing. Across all grades, listening is the highest. This information suggests that a rigorous writing program is critical. The school's Professional Development Team is conducting systematic workshops on writing processes incorporated into contact

learning. Each of the 4 modalities: listening, speaking, reading and writing are incorporated throughout the day (in all subject areas) particularly during Balanced Literacy.

ELLs that are in the Bilingual classes have the lowest number of A's and I's throughout the grades. The ELLs in the Bilingual classes have the greatest number of B's.

This is particularly the case for new ELLs since their parents initial choice of instruction is the bilingual class placement. There is a trend for parents to opt for ESL instruction after 2 – 3 years of bilingual classes.

➤ *Implications for LAP in English Language Arts Area*

A. ELLs in Monolingual Classrooms receiving ESL services.

1) Grades K – 3<sup>rd</sup>

a) Balanced Literacy in English

- Balanced Literacy Classroom libraries
- Month by month phonics
- 120 minute literacy block (balanced literacy including daily writing activities)

2) Grades 4<sup>th</sup> - 7<sup>th</sup>

- Balanced Literacy classroom libraries
- 120 minute literacy block (balanced literacy including daily writing activities)

B. Grades K – 3<sup>rd</sup> Bilingual Ed classes

a) Balanced literacy in Spanish

- Balanced literacy classroom libraries
- Concionero (phonics program)
- 120 minutes literacy block (balanced literacy including daily writing activities)
- NYC English Language Arts Performance Standards Mathematics

➤ *Implications for LAP in Mathematics Content Area*

Grades PreK – 7<sup>th</sup> Bilingual Education Classrooms

- Everyday Math and Impact Math across the grades, including bilingual and dual language program classes
- Integration of writing within the math program

➤ *Implications for LAP in Science Content Area*

## Science

- MacMillan Science Program K – 7<sup>th</sup> grade
- Literature links throughout learning experiences
- Macmillan Science Program K – 7<sup>th</sup> grade in Spanish for Dual Language and Bilingual Education classes
- Classroom libraries with 30% non-fiction expository text
- Integration to Science Lab

### ➤ *Implications for LAP in Social Studies Content Area*

#### Social Studies

- Standards based scope and sequence for core curriculum for grades K – 7
- Classroom libraries with 30% nonfiction, expository text
- Literature links throughout learning experiences

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### **III. Parent Involvement**

- Parent orientations are conducted twice a year for parents of newly enrolled ELL’s to provide them with information about program offerings. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available for parent orientations. Informational materials are also available in the parents’ home language.
- Parent conferences are conducted each fall and spring to orient ELL parents regarding program requirements, instructional standards, assessments and school expectations. Translators are also available for these meetings as well as translated materials.

- ELL parents are invited to meet with teachers to discuss their child's performance a minimum of three times per year and translators are provided when needed.
- Parent Choice letters are sent out twice a year.

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**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**

**Form TIII – A (1)(a)**

<b>CSD 05</b>	<b>Don Pedro Albizu Campos School – PS 161M</b>
<b>Grade Level(s) <u>PreK-7th</u></b>	<b>Number of Students to be served: <u>321</u> LEP <u>575</u> Non-LEP</b>
<b>Number of Teachers- <u>85</u></b>	<b>Other Staff (Specify) Administrators- <u>5</u> Paraprofessionals- <u>12</u></b>

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

**Title III, Part A LEP Program**

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An alliance with the *NYC Police Department* created a conflict resolution plan and curriculum for at-risk youth.

Another grant obtained a fulltime social worker for individual therapeutic counseling with the *Counseling in Schools* program.

Currently our crown jewel is the *Say Yes to Education* grant that guarantees 114 Kindergarten students the funding for a college education at the institution of their choice, upon high school graduation. *Say Yes* involves the entire family by offering additional tuition assistance to all siblings of these Kindergarten students and two-year Associate degrees for their parents. *Say Yes* provides our school with an additional full time social worker for these families as well as a full time reading specialist. Also included are fifteen years of medical and legal assistance, IBM technology support, books, clothing, summer camps and schools to further assist these *Say Yes* learners.

## **Language Instruction Program**

P.S. 161M, a PK-7<sup>th</sup> grade school, provides Dual Language and ESL instruction for students who speak Spanish, Arabic, and several dialects from countries in Mexico and Africa.

### **Dual Language Program:**

Beginning September 2009, P.S.161M will expand its Dual Language that began in 2004-05. This year there will be seven (7) Dual Language classes Kg.-6<sup>th</sup> grade implementing the self-contained model. Each year an additional grade will be added.

- Each class will have 20-28 children.
- Classes are comprised of 50% EP and 50% ELL students.
- Academic instruction takes place in both languages on a 50/50 basis.
- The Dual Language classes use cooperative learning, thematic units, hands-on materials and visual and graphic displays to teach content area material. The classrooms have language rich environments and use strategies such as having the students use language (vocabulary and language structure) to explain their thinking in project based experiences. The teachers use modeling and scaffolding in their instruction and provide daily objectives that will enhance reading, writing, listening and speaking skills in both languages.
- Parents have been advised that continuous student enrollment is critical to student success.
- The instructional model uses the core curriculum which focuses on balanced literacy and balanced mathematics and is in alignment with the NYC and NYS NLA and ESL standards and the National Council of Teachers of Mathematics standards.

### **ESL Program**

Students whose parents opted for ESL receive the following services:

- Pull-out ESL services for beginning level students. Out of classroom/small group.
- Push-in services for intermediate and advanced level students. Students are organized in classes by levels determined by the LAB-R and/or NYSESLAT results. Beginning and intermediate level students receive 2 units or 360 minutes of ESL weekly and advanced level receive 1 unit or 180 minutes of ESL weekly (consistent with CR part 154 units of ESL requirements).
- ESL instruction is aligned to the NYS Learning Standards for English as a Second Language; the teaching of language arts to limited English proficient/English Language Learners.
- The classroom teachers use ESL strategies to deliver academic content area instruction and provide additional support for our students.
- ESL instruction is provided by six fully certified ESL teachers.

**The Title III Grant will be used as follows:**

In order to have a successful ELL program, we will use the allocated money as follows: Teachers will be paid per session for working during AM School (1 hour per day 3 days x 12 weeks x 3 teachers), Power Saturday (3 hours per week x 12 weeks x 6 teachers) and for attending Professional Development (1 hour per week x 25 weeks x 7 teachers). Our Bilingual Coordinator will conduct parent workshops for the ELL population throughout the school year (1 hour x 10 months x 1 teacher). Curriculum and staff development services will be contracted to Teachers College (8 sessions will be purchased). Materials will be purchased through Department of Education approved vendors.

Our Bilingual and ESL teachers are all state certified to provide whole class and push-in services.

### **Direct Instruction:**

- Early Morning Program (3 days/ 1 hour each/ 12 weeks/ 3 teachers): Include the rationale, the focus of the program, the targeted group, the qualifications of the service providers. The cost for this activity should be aligned with info in the budget, \$5,388
- Power Saturday Program (12 weeks/ 3 hour each/ 6 teachers): Include the qualifications of the service providers. Indicate that one supervisor will be overseeing the Saturday program as it is the only operational program in the building on such day. The cost for this activity should be aligned with info in the budget to \$10,776 for teacher per-session and \$1,880 for the supervisor.
- Instructional Materials List the different instructional materials that will be used to support the program as well as the cost that should be \$9,126. For papers, pencils and the likes, list it as general supplies.

### **Power Saturday**

We will offer Power Saturday sessions for our “intermediate” and “advanced” level students in order to increase their English proficiency. We will begin these sessions mid-October, 2009 for 3 hours until the mid-April, 2010 testing season. Research based instructional strategies such as:

1. Language Experience Approach
2. CALLA-Content Area Language Learning Approach; Language Learning through Content Area.
3. Bloom’s Taxonomy based on cognitive process and language skills of ELL’s.
4. SIOP – Making content comprehensible for English Learners are the scientifically researched instructional strategies that will be implemented.

Again, in order to increase the time for students, we will provide a staff coverage for certified personnel to work with our SIFE and low level beginners. Students that will participate will be selected based on NYSESLAT’s low scoring modalities in listening, reading, writing and speaking. In order to address the specific areas in need of improvement, teachers will use the NYSESLAT scores and implement the research based strategies cited above to tailor instruction to student need.

Basic skills in math will be covered for academic enhancement. Chess learning activities (Chess-in-the-Schools) will take place via a language experience approach.

From the Title III LEP Program, Power Saturday Program will be taught by certified ESL teachers and offered to ELL students for 12 weeks x 3 hours from October, 2009 – April, 2010.

**Before School English Literacy Program- AM School**

Our student benefit from the extended time school status (ETS) lengthening their school day. In order to supplement the instructional core program we will provide a.m. “0” period for all students designated beginner level as per the NYSESLAT exam. Per session monies will be set aside for this purpose. The sessions will begin January, 2010 and will take place three days a week until May, 2010. Students will participate in activities designed for increasing their English Literacy skills, such as guided reading with English Language scaffolding techniques.

**Professional Development Program**

Understanding that professional development is the life of any school to increase the competence and practice of staff, we will designate a part-time position for a bilingual Staff Developer/ELL Services Coordinator. This person will be responsible for attending professional development sessions, providing professional development workshops, providing direct instruction to beginner level ELL’s, demonstration lessons, providing student assessment and work with parent coordinator in conducting meetings with parents of ELLs. We will also contract Teachers College to provide in-service workshops for our ESL and monolingual teachers. Seven teachers will participate in this after-school extended Professional development activities conducted by Teacher’s College. The cost of this activity for 25 weeks/ 1 hour each/ 7 teachers will be \$8,731 plus \$9,600 for the cost of the service to Teacher’s College.

These professional development sessions will introduce topics that will be long-term and on-going in our school. Teachers will use common planning periods to collaboratively incorporate what they learned into their teaching practices.

**Staff Development (2009 - 2010 activities)**

- Five 50 minute Professional Development sessions will be devoted to ELL services.

October, 2009	Content & language learning strategies
November, 2009	Teacher’s College Reading and Writing

	Project
January, 2010	Use of NYSESLAT data “Understanding Student Needs”.
February, 2010	Teacher’s College Reading and Writing Project
March, 2010	Teacher’s College Reading and Writing Project
April, 2010	Strategies that develop literacy in ELLs (Preparing strategies for NYSESLAT)

- In addition to the above PD sessions, each session will include in-service workshops and demonstration lessons.
- All newly appointed teachers service ELLs will be provided with the assistance of the school based learning specialists to assist them in planning, delivery of instruction and assessment.
- All teachers serving ELLs will be encouraged to participate in the NYC Department of Education ELL Teacher Academy and regional professional development offerings.
- All new teachers, including special education teachers, will be provided with 7 hours of professional development in ESL strategies.
- Teacher’s College will provide Professional Development & Literacy coaches.

From the Title III LEP Program, \$9,600.00 will be on Professional Development. ELL teachers will service student from grades K-7.

### **Parental Involvement**

#### **Title of Program: Parent Workshop Series for Title III parents**

To provide consistency within our Parent Academy in conjunction with our City College Adult Education grant, we will offer a course in understanding the ELL core curriculum and balanced literacy.

Parent Coordinator along with the Bilingual Coordinator will host several orientation sessions in the fall and spring for the parents of newly arrived ELLs. Parents will have the opportunity to learn about the various programs offered at P.S. 161 and to make the best choice for their child. Parents will also learn about the state standards, school expectation and the general requirements that our ELL students are responsible for.

To continue to cultivate an active parent body, parents will be invited to visit with the teachers of their English Language Learner children on an ongoing and continuous basis. We will make a concerted effort to plan time for our teachers to meet with parents.

From the Title III LEP Program, a once a month meeting will be conducted September-June by the Bilingual Coordinator. The total amount of \$ 498.90 will be used for this activity. Materials and supplies will also be purchased from this grant. The breakdown is as follows for Parent Workshop: 1 teacher x 10 months x 1 hour x \$49.89. Also, \$500 will be allocated for refreshments for parent activities.

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$8,731.00	Teachers per session for attending professional development 7 teachers x 25 weeks x 1 hour x \$49.89 hour = \$8,731.00
	\$499.00	Parent workshops – 1 teachers x 10 month x 1 hour for teacher x \$49.89 = \$499.00
	\$10,776.00	Power Saturdays – 3 hours a week x 12 weeks x 6 teachers @ \$49.89/hr = \$1,796.04 per teacher or \$10,776.00
	\$1,880.00	Power Saturdays – 3 hours a week x 12 weeks x one administrator/supervisor @ \$52.21/hr
	\$5,388.00	A.M. School – 1 hour daily x 3 days per week x 12 weeks @ \$49.89/hr = \$1,796.04 per teacher x 3 teachers
Purchased services such as curriculum and staff development contracts	\$9,600.00	Teacher’s College – 8 sessions
Supplies and materials	\$9,126.00	Books and materials (Rigby company books, chart paper, notebooks, school supplies) \$ 9,126.00
Travel		
Other	\$500.00	Refreshments for parent activities

<b>TOTAL</b>	<b>\$46,500.00</b>	
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**This entire section must be completed for each budget submitted.**

**SECTION XVII**  
**BUDGET NARRATIVE**

School District 05M161

for Title **III-Instruction**

BEDS Code \_\_\_\_\_

**\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

**If Transferability is used for 2009 - 2010, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.**

**Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.**

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</b>
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CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
<b>Code 15</b> <b>Professional Salaries</b>  <b>\$27, 273.65</b>	Teachers per session for attending professional development 7 teachers x 25 weeks x 1 hour x \$49.89 hour = \$8,731.00  Parent workshops – 1 teachers x 10 month x 1 hour for teacher x \$49.89 = \$499.00  Power Saturdays – 3 hours a week x 12 weeks x 6 teachers x \$49.89 = \$10,776.00 Power Saturdays – 3 hours a week x 12 weeks x 1 supervisor x \$52.21 = \$1,880.00 A.M. School – 1 hr/day x 3 days/week x 12 weeks x \$49.89 x 3 teachers = \$5,388.00
<b>Code 16</b> <b>Support Staff Salaries</b> <b>\$9,600.00</b>	Teacher’s College – 8 sessions
<b>Code 40</b> <b>Purchased Services</b>	
<b>Code 45</b> <b>Supplies and Materials</b> <b>\$ 9,126.00</b>	Books and materials (Rigby company books, chart paper, notebooks, school supplies) \$ 9,126.00

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### **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.

Our school currently serves 54% English language learners. The partners of these student usually cannot speak English. We have a diverse staff that is bilingual and able to interpret for our parent population. For parents who are speaking other languages (4) we have attempted to use the students to translate for their parents. Our secretarial staff ensures that all correspondences are translated into Spanish for parents. PTA meetings are translated by ESL teachers and other bilingual staff. We have experienced dealing with students dealing with students who have deaf parents and communicating with these families has been challenging.

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.

Major findings included:

- Securing a vendor to translator documents into Arabic, Haitian Creole
- Purchasing additional translator receivers for large meetings
- Providing PTA meetings in English and Spanish.
- Enlist the services of parent volunteers for translation services

#### **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.

Major correspondences to our families will be sent to the general office for translation. Several staff members (10) have been identified for translation services. All documents will be translated and sent home to students via backpacks. Teachers will be encouraged to utilize this service for classrooms correspondences as well. Major documents such as the school CEP will be

translated by an outside vendor. Documents must be received by translators 1 week prior to their distributions. Staff will be encouraged to create “tickler files” for annual events to limit repetition of services.

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.

Most the staff of PS/MS 161 speaks Spanish. We have several (3) teachers who speak Haitian Creole so we have access to numerous translators on site. We have utilized this method for years. Our deaf parents unfortunately have to rely on an outside vendor to provide service. This limits us in providing immediate feedback. We have also been trained in TTY relay systems in order to communicate via phone.

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>.

Our school will provide each parent whose primary language is a covered language and who require a language assistance services with written notification of theirs regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services (2) will post in a conspicuous location at or near the primary entrance to our school in each of the covered languages.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	900,275	36220	936495
2. Enter the anticipated 1% set-aside for Parent Involvement:	9,005		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		3,622	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	4,502		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		1,811	
6. Enter the anticipated 10% set-aside for Professional Development:	90,028		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		3,622	

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 & SCHOOL-PARENT COMPACT**

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

***Explanation:*** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.



Don Pedro Albizu Campos School

Public School 161

499 West 133rd Street

New York, NY 10027

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Barbara Freeman, Principal

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One Team, One Voice, One Goal

### **PARENT INVOLEMENT POLICY**

PS/MS 161 will provide opportunities for parents and families of students to participate in programs and activities that welcome all parents in a collaborative partnership with administrators, supervisor, teacher, community and business partners on the school, and district level. These partnerships include school-based planning teams, Parent Teacher Associations, School Leadership Teams and other activities and programs that invite parents to be involved within their children's education, healthy development and growth, and build capacity for parents in accessing community resources, promoting family literacy, providing parent training and helping to create strong home/school partnerships.

PS/MS 161 will:

- Provide a school based Parent Coordinator who will coordinate school parent activities and programs, and activities and programs, and act as facilitator for the exchange of information between schools and community.
- Collaborate with parents in the planning and revising of the parent engagement policy each year.
- Work closely with the community school district superintendents and community district counsel to ensure that a positive relationship as maintained between the home and the geographic district, preserving parents' voice within the communities.

PS/MS 161 supports and encourages the schools' continual efforts to increase parent involvement by having schools:

- Create a comfortable space for parents where they can network with others, promote volunteerism and hold workshops and meetings
- Make equipment and facilities (including technology) available to parents at designated times for the purpose of disseminating information, creating flyers, newsletters and other documents
- Have resources available (journals, books, instructional materials and general supplies) that parents can use/borrow for the purposes of the parent involvement program.
- Foster good working relationships and maintain open communication among teachers, parents and administrators

- Offer a variety of types of activities which promote and support meaningful parent involvement (evening and weekend activities, celebrations, awards ceremonies, intergenerational activities)
- Inform parents regularly about district/school policies regarding such concerns as uniform policy, student attendance, lateness, discipline, homework policy and other concerns such as Academic Intervention Services (AIS)
- Promote community/business partnerships that support schools and families
- Guarantee that parents have balanced participation and voice in school leadership teams in planning and implementation of school based budgeting and school based planning

PS/MS 161 provides equal access and equal treatment for all parents. PS 161 adheres to a strict policy of non-discrimination practices for all students and family members in regular school day programs and all extracurricular programs.

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

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### School Compact Policy/Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Teach classes through interesting and challenging lessons that promote student achievement
- Endeavor to motivate our students to learn
- Have high expectations and help every child develop a love of learning
- Communicate regularly with families about student progress
- Provide a warm, safe, and caring learning environment
- Provide meaningful daily homework assignments to reinforce and extend learning (30 min for grades 1-3, 45 minutes for grades 4-7)
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community
- Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make accessible and welcoming places for families, which help each student achieve the schools high academic standards

### Student Pledge

- Come to school ready to learn and work hard
- Bring necessary materials, completed assignments and homework
- Know and follow school and class rules
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school

- Limit my TV watching and instead study or read every day after school
- Respect the school, classmates, staff and families

I agree to carry out the following responsibilities to the best of my ability

- Provide a quiet time and place for homework and monitor TV viewing
- Read to my child or encourage my child to read for at least 20 minutes every day
- Ensure that my child attends school every day on time, gets adequate sleep, regular medical attention and proper nutrition
- Regularly monitor my child's progress in school
- Participate at school activities such as school decision making, volunteering and/or attending parent-teacher conferences
- Communicate the importance of education and learning to my child
- Respect the school, staff, students, and families

Parents Signature\_\_\_\_\_ Students Signature\_\_\_\_\_ Teacher's Signature\_\_\_\_\_

## 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.

A needs assessment will be designed by members of the School Leadership Team and distributed to all staff members. The quantifiable data will be analyzed by the SLT and the results will be shared with the Administrative Cabinet, the Professional Development Team and with the staff at a faculty conference and/or grade conferences.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Based on the collected data, lists of students will be compiled who qualify for academic intervention services. The AIS Coordinator, in conjunction with administrative staff and special education faculty members, will devise strategies and collect materials that will address and support the needs of individual students. The following are included among the effective methods and instructional strategies that will be used during the 2009-2010: PS 161 after school program, Power Saturday Academy and PS 161 Summer School.

- 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.

The amount and quality of learning time will be increased. An after school program will be in effect three days a week from early fall through early spring for students in grades 3-7. In addition, the Power Saturday program will provide learning opportunities for our students. The program is in effect from early fall through early spring, for students in grades 2-7. There will be an emphasis on testing sophistication. The educational needs of historically underserved populations are being met. There is continued regional support for teachers of English language learners. Say Yes offers support for students who are currently in grade 5 as well as their families. The needs of low academic achieving children and those who are at risk of not meeting state academic content standards

will be addressed by our school. Reading reform is a word study program that will be implemented in grades 1 and 2. Academic services include the use of materials/programs from Kaplan and The Wilson program, based on the Orton-Gillingham philosophy and methodology, is used with students who have individualized educational plans (IEP's) PS collaborates with the community. We collaborate with the City College of New York. We have received many student teachers; several of them are currently faculty members. Our annual Career Day, organized by our school counselors, introduces our students to a myriad of occupations; we have found altruism in community leaders. These affiliations often continue throughout the school.

3. Instruction by highly qualified staff.

100% of the teaching staff is fully licensed and assigned to our school. Seventy-five percent has two years of experience, and fifty two percent have five years teaching experience. In addition, seventy eight percent hold post-graduate degrees.

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.

In order to effectively enable students to meet state academic standards, school staff must increase their knowledge base. Professional development on instructional strategies for English language learners has been provided for teachers by regional staff. The Language Allocation Policy (LAP) is in place in our school. Teacher's college provides English language arts training for the monolingual and bilingual classrooms. In addition, literacy coaches participate in weekly study groups.

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

Being a School Wide Project School, there is a personnel Committee in place. Teachers take a personal interest in the mentoring of new teachers that they have been instrumental in hiring. School Leadership Team members participate in citywide job fairs. In addition, we have collaborations with teacher education programs at local colleges and universities.

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

PS 161 has a parent coordinator and an active Parent Teacher's Association. Lead teachers and coaches often lead parent workshops. Adult education courses are offered, specifically ESL and GED classes. Family workers are on staff, and school counselors are instrumental in educating our parents. The Say Yes program also has a parent component. Many services (education, jobs, housing and legal) are offered to families.

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.

PS 161 has two full-time pre-kindergarten classes. Each class has a teacher and a paraprofessional. A family worker is involved with both classes. Classes use the Creative Curriculum, a well-balanced pre-school program. Mathematics, science and technology are integrated into the curriculum.

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.

Teacher members of the School Leadership Team are instrumental in purchasing decisions. The results of the citywide interim assessments provide teachers with valuable information. Standardized test scores are analyzed and shared with the previous year's teacher. The data is used as an instructional tool in the student's current classroom.

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.

Systems have been put into place that will ensure that students receive the services that they need. Periodic assessments (six to eight weeks) will be administered to monitor reading and math progress. E-Clas and informal assessments (such as running records) will be used as well. Citywide interim assessments in October, December and February will provide data on student. Leap Frog, used by AIS staff, monitors student progress.

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.

A violence prevention program is provided by the New York City Police Department. Adult education programs, such as ESL classes, GED classes and technology classes are provided to the community. A nutrition program for parents is offered by Harlem Hospital. Say Yes refers parents for job training, legal housing services.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

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

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<sup>1</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

#### **ELA Alignment Issues:**

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

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

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

– **English Language Learners**

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

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

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

Our school has been involved in a 5 year evaluation of programs in each content domain in order to ensure that the curriculum addresses the NYS standards as well as the needs of our students. The project is organized as a monthly series of professional learning meetings with cross-grade representation for each of the highlighted content areas, (ELA, Math, science and social studies). Teachers volunteered for the program and all administrators ensured that there was representation from each grade level as well as special needs (ELL's and special education). Specialties such as music, Health, physical education and art were also included to explore the possible integration opportunities that could be infused in the student's program. Each group of 15 teachers is facilitated by a member of the professional development team which consists of administrators, coaches and liaisons to special needs groups. These groups are supported by external vendors from Aussie and Teachers College's Reading and Writing Project.

At the end of the first year, each group made a public presentation of their group's progress and recommendations for curriculum development at a May faculty conference. During the summer recommended resources were secured by Administration. A retreat was held to discuss the implementation of recommendations for the following year.

At the end of the second year, each group made a second presentation at the May faculty conference of their groups progress, accomplishments and recommendations for the school's grades in their content areas.

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?

In the first year, the committee developed a Framing of Expectations to differentiate narrative writing expectations from K-7. In the second year, the group worked to compile samples of student's writing that illustrated student performance expectations at each grade level. They created a resource binder with writing exemplars across grades for the school as a whole, which they shared at the May faculty conference.

The process of selecting, discussing and evaluating student writing samples to illustrate and differentiate grade level expectations was a significant professional learning experience for the committee members, enabling them to clarify and agree upon expectations at each grade level and learn more about students' writing development across grades.

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.

The school will continue to operate in these professional learning teams and will use the support from our external vendors to monitor student and staff learning and growth. Currently, we do use the services of the Office of Teaching and Learning and the Office of Special Education to support our ELA initiatives through the Internal DOE vendors for professional development.

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## **1B. Mathematics**

### **Background**

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

**Specific Math Alignment Issues:**

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

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

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

In the first year, the committee concluded that the school's mathematics program did not fully align with the NYS math standards (MST3), and that students across all grades had difficulty communicating and representing their math thinking, reasoning, and problem solving. As a first step, the math group created a Curriculum Alignment Matrix for grades PK – 7.

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?

Based on their recommendations, the group focused on their professional development to improve students written skills in communication and representation. Throughout the second year, an external vendor provided support in content knowledge for the staff as well as the mathematics coaches.

Throughout the second year, they read and discussed *Classroom Discussions*, tried out at least one discussion strategy in their classes, and reported on the results to each other.

For the May faculty meeting, they prepared and presented a video demonstrating the importance of supporting (and not rushing) student math discussions and explained and demonstrated each classroom discussion strategy, using their own classroom discussions as illustration.

For the coming year, the group proposes to focus on math portfolios and their assessment functions.

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.

Our school has begun to address the issue of differentiation of instruction in all content areas. While by the sheer design of our literacy program, students are engaged in text at their interest and instructional levels. The same methodology is applied in our math classes giving students the opportunity for whole, small, paired and individual instruction. The difference in performance of our special needs populations is being addressed through our school inquiry team and teacher portfolios in order to develop strategies to address these 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?

We believe that it is the task of all of the adults in the learning community to monitor student progress daily. As administrators the use of informal and formal observing serves as a support for teacher's daily instruction as well as monitoring the implementation of professional development initiatives. We have also worked on teaming teachers in order to come up with one plan in order to support our new and substandard teachers. The development of management techniques of the additional paperwork has been discussed and teachers are responsible for devising a system in which they will manage the groupings, informal and formal assessments. Moreover, all teachers have been given pass codes for the ARIS system so they have the ability to monitor the more formal and system wide data sources.

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.

The school will continue to participate in centrally sponsored professional development sessions and then turn-key the information to the larger community.

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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.

Historically, the mathematical performance of our students has well exceeded their performance in ELA. We have determined through inquiry our focus must be in teaching vocabulary. Since we also noted a poor alignment between the standards and the curriculum we have focused on the process communication with our students. We have also worked on incorporating the use of technology within math instruction.

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?

Teachers have been receptive in using vast opportunities to incorporate technology in the classroom during math instruction. Teachers have SMART boards, ELMO document projectors, and computer banks within the classrooms. They have the services of two coaches for math, 1 technology coach and a wealth of technology staff in the building. Teachers are conscience of the math vocabulary that must be taught and have content area word walls.

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

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<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.

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

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

Please respond to the following questions for Key Finding 3:

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

While we do have a number of young staff, we have also been able to maintain a veteran staff that provides insight and experience. We have worked with our corporate partners to explore the "millennium generation" which has now entered the workforce demanding feedback about how well they are doing and are more mobile in transitioning from one career to another.

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?

We have created a new teacher institute to support our new staff. They meet weekly to discuss issues relevant to them. We also provide differentiated professional development in order to support them pedagogically. They are also assigned an in-house mentor who serves as an additional level of support. We have a personnel committee whose function is to interview, hire and discuss hiring trends at our school. They also have worked with several of our corporate partners to find out how they address the issues of retention in the corporate world.

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.

We will continue our conversations with corporate partners as well as work with our Human Resources Liaison.

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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 have struggles with providing exemplary professional development for our ELL teachers. While we provide the mandated support it is difficult to find a model/professional development to support the vast levels of service providers.

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 created a bilingual coach position in order to provide onsite support for our teachers. The coach works with the external providers as well as other in house coaches to adapt curriculum for our ELL students. Teachers are also apprised of professional development opportunities in order to support their own learning. As we move towards a dual language approach, teachers have been afforded the opportunity to plan together in order to have some consistency grade to grade. All ESL teachers are pushed into the classroom in order to support identified students in their classroom work. These teachers are responsible for planning with the general education teachers to provide a cohesive level of instruction.

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.

We will continue to use the centrally sponsored professional development opportunities.

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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.

The NYSESLAT scores are not received by the schools in a timely fashion in order to begin planning as early as other scores are received. We do provide the scores to the teachers and do aggregate by performance level.

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?

Through the bilingual coach and the testing team, students are highlighted by performance level and the number of years they have been entitled to services. ESL teachers as well as classroom teachers are provided this information and the ESL teacher plans with the classroom teachers around language acquisition and development in the classroom. The assistant principal for bilingual services monitors the level of instruction by the dual language, bilingual, and ESL teachers and makes recommendations for improvement and additional resources.

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.

Our issue is the pedagogy of our ESL teachers and increasing their knowledge of best practices and monitoring their instruction continually.

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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.

With our assistant principal for special education services, IEP teacher, school based ISC and guidance counselors we have provided an exemplary program that disseminated IEP student information including testing accommodations. General education teachers are knowledgeable about the student's disabilities and articulate with the supporting teacher.

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?

We have created a special education coach position in order to support our special education staff onsite. They are responsible for coordinating all professional development and providing in classroom support to teachers. We have had numerous discussions about collaborative team teaching and its methodology and method of delivery. The increased population has been detrimental to us and had us identified with the state (SINI-2). In order to address this urgency we have provided support for our classroom teaching in identifying specific deficits and areas of strengths of these students. We have also contracted with external vendors to support our teachers and administrators in order to provide one cohesive program.

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.

We are currently working extensively with the Office of Special Education centrally.

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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.

With our assistant principal for special education services, IEP teacher, school based ISC and guidance counselors we have provided an exemplary program that disseminated IEP student information including testing accommodations. General education teachers are knowledgeable about the student's disabilities and articulate with the supporting teacher.

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?

Teachers are more involved in what is place in student's IEP's. The administration is aware of the budgetary impact on specific recommendations and is involved in such conversations. The school has also involved the ISC in the writing of specific student goals and ensuring that information is available to impacted personnel.

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 are currently working extensively with the Office of Special Education centrally.

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

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

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

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

Currently, there are 16 students in temporary housing.

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

Support Services  
Morning and After School Programs  
Saturday Program

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.