



PS 163

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 03M163
ADDRESS: 163 WEST 97 STREET
TELEPHONE: 212-678-2854
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 163 SCHOOL NAME: Alfred E Smith

SCHOOL ADDRESS: 163 West 97 Street

SCHOOL TELEPHONE: 212-678-2854 FAX: 212-678-2856

SCHOOL CONTACT PERSON: Virginia Pepe EMAIL ADDRESS: vpepe@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carolyn Weinberg/Daria Campbell

PRINCIPAL: Virginia Pepe

UFT CHAPTER LEADER: Susan Knaster

PARENTS' ASSOCIATION PRESIDENT: Carrie Reynolds

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 3 SSO NAME: CFN 3

SSO NETWORK LEADER: Laurence Harvey

SUPERINTENDENT: Roser Salavert

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
VIRIGNIA PEPE	*Principal or Designee	
SUSAN KMASTER	*UFT Chapter Chairperson or Designee	
CARRIE REYNOLDS	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
DARIA CAMPBELL	Member/Parent Co-chair	
CAROLYN WEINBERG	Member/Faculty Co-chair	
JOSEPH WISNIEWSKI	Member/Faculty	
TRAVIS SLOANE	Member/Faculty	
SHANNON LYNCH	Member/Faculty	
JANET FIELD	Member/Parent	
CHRIS SANTOS	Member/Parent	
ANNA CRENOVICH	Member/Parent	
Cecelia Gluck	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.

P.S. 163 School Vision

To provide instruction to meet the needs of our diverse student population that will enable them to meet or exceed standards.

P.S. 163 School Mission

Through skillful teaching, our educators promote critical reasoning and problem-solving as they help students establish a firm foundation of literacy and mathematics skills they can apply to real world experiences. Our social studies and science instruction challenges the children to examine ideas that shape their world. Our enrichment programs offer students experience with art, music and technology.

The teachers and administration share a common bond with parents as we set our students off on a journey of self-discovery that will make them responsible citizens of an ever-changing world community. Our parent association helps families make PS 63 an integral part of their lives.

The PS 163 community is sensitive to the individual needs of children. We foster respect and promote a peaceful environment. We encourage students to be curious, creative and self-motivated. We help students establish work habits and a love of learning that will help them succeed throughout their lives.

P.S. 163 School Description

Unique to PS 163 is the variety of programs we offer. This program approach recognizes that students are not a uniform group of learners.

The General Education program promotes a sound academic foundation in a well-rounded literacy and math program.

Teachers in the Gifted and Talented classes emphasize enrichment over acceleration in addressing their students' learning characteristics.

Collaborative Team Teaching (CTT) is a special education inclusion model with two teachers providing instruction for both general and special education students. The special education member of the teaching team adapts and modifies grade work to individual student's needs.

PS 163 is committed to Dual Language instruction. Children learn to speak, read and write in both languages and apply those skills in math, science and social studies. In fall 2008, we begin a Dual Language immersion program where kindergarten students will spend the majority of the day learning in Spanish, with an emphasis on Science.

The Arts are an essential part of the instructional program for every child who attends PS 163. Teachers draw upon the arts to enhance the curriculum in various subject areas. Students participate

in a wide range of activities, including chess, music, movement, poetry and visual arts. In third through fifth grades, we offer school-wide enrichment clusters (Clubs); children choose selected areas of interest to explore in depth, culminating in a final project that they present to parents and to other students. The PTA supports PS 163's enrichment program through grants and fundraising. Our Empire State Grant, in collaboration with the National Dance Institute, supports coordination between the arts and social studies.

The school-wide Science curriculum provides students with explorations and experiments both in the classroom and in the Science Lab. Classroom teachers support scientific learning with read-alouds and journal-writing.

We think of Academic Intervention as a broad umbrella of services that support learners at every level: from those who struggle to those who demonstrate advanced abilities. Because of severe budget cuts during the 2009-2010 school year, our school curtailed Intervention services and will only offer 1.5 positions conducting intervention compared to 4.5 providers which our budget supported in the past.

Teachers take seriously their professional development and take on additional responsibilities in developing curriculum and sharing practices across the grade in support of differentiated learning.

Our grade 1 through 5 after-school program, LEAP, operates every school day until 6pm. Activities include homework help, enrichment activities, sports and outdoor play. The LEAP program is funded by contributions from families who use the program, PTA fundraising activities and grants.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 163 Alfred E. Smith								
District:	3	DBN:	03M163	School BEDS Code:	310300010163				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded		
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	18	18	18		93.2	93.3	94.8		
Kindergarten	111	95	90						
Grade 1	123	107	98	Student Stability - % of Enrollment:					
Grade 2	119	112	104	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	101	104	124		97.3	94.3	97.1		
Grade 4	87	104	124	Poverty Rate - % of Enrollment:					
Grade 5	82	82	93	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	0	0	0		62.3	49.9	45.6		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		4	5	35		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		1	2	1		
Ungraded	0	0	0	Special Education Enrollment:					
Total	641	639	633	(As of October 31)	2006-07	2007-08	2008-09		
					1	2	1		
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	0	0	0	Principal Suspensions	5	14	4		
# in Collaborative Team Teaching (CTT) Classes	64	60	65	Superintendent Suspensions	10	2	5		
Number all others	37	36	40	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:				
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	24						
# in Dual Lang. Programs	43	36	24	Number of Teachers	40	54	53		
# receiving ESL services only	32	33	44						

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	0	6	5	Number of Administrators and Other Professionals	8	12	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.1
				% more than 2 years teaching in this school	72.5	63.0	71.7
				% more than 5 years teaching anywhere	72.5	64.8	66.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	100.0	93.0	94.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	93.0	97.8
American Indian or Alaska Native	0.2	0.3	0.5				
Black or African American	27.0	25.5	25.6				
Hispanic or Latino	47.7	48.0	46.3				
Asian or Native Hawaiian/Other Pacific Isl.	2.6	3.1	2.7				
White	22.5	23.0	23.9				
Male	50.1	51.3	51.8				
Female	49.9	48.7	48.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√		√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	76.6			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	9.2			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:	19.9			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	42.2						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5.3						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				► = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = 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?
-

On statewide tests the percentage of students scoring at level I has decreased in both ELA and math over the last several years while the percentage of students scoring at levels 3 and 4 has increased. 80.2% of our students are performing at a level 3 or 4 in ELA. This was an increase of 7% from the 2007-2008 school year. In general, students tend to perform better in the area of mathematics than in English Language Arts. This pattern is noted in the data over the last four years.

ELA Performance by Percent of Students Scoring at Each Level
2006-2009

	Level I	Level II	Level III	Level IV
2006	9.7	31.7	50.6	8.1
2007	5.2	32.1	52.8	9.9
2008	4.0	22.0	57.	15.0
2009	2.3	17.4	65.8	14.4

Math Performance by Percent of Students Scoring at Each Level
2006-2008

	Level I	Level II	Level III	Level IV
2006	8.2	19.7	50.9	21.1

2007	5.1	18.5	47.2	29.1
2008	1.9	9.2	54.5	34.4
2009	1.7	2.0	47.8	48.5

On the 2008-2009 statewide tests, 96.3% of grade 3, 4 and 5 students scored at level 3 and 4 in math while 80.2% of grade 3, 4 and 5 students scored at levels 3 and 4 on ELA (See 2009 results above). We increased the number of students who achieved a level three or four on the exam by 5.3%. The percentage of students who were performing at a level one or two in mathematics for the 2007-2008 school year was 11.1% of our students in grades 3-5. For the 2008-2009 school year, we were able to decrease that percentage to 3.7%.

ELA Performance by Percent of Grade 3, 4 and 5 Students Scoring at Each Performance Level
2008-2009

	Level I	Level II	Level III	Level IV
Grade 3	3.0	19.8	63.4	13.9
Grade 4	3.6	16.2	70.3	9.9
Grade 5	0.0	16.3	62.8	20.9

Math Performance by Percent of Grade 3, 4 and 5 Students Scoring at Each Performance Level
2008-2009

	Level I	Level II	Level III	Level IV
Grade 3	0	0.0	57.8	42.2
Grade 4	2.7	4.5	43.6	49.1
Grade 5	2.4	1.2	41.2	55.3

The above two charts demonstrate the performance of students on the grade 3,4 and 5 statewide ELA and math tests for 2008-089. We had seven students who received a level 1 on the ELA and none of those students were in grade 5. This suggests that the intervention and work teachers engage in leads to better performance across the grades and the longer child attends our school their level of achievement increases. On the ELA, the percentage of students who scored at levels 3 and 4 are slightly lower in grade 3 than in grades 4 and 5. In the last four years, this is the first time when the fourth grade students have out performed the grade 3 students. We attribute this increase in performance to the intervention measures that were put into effect to counter act what has been noted as a historical trend in both this school and for students who took the test in schools across the state for grade four to under perform all other grades.

Grade three students performed well on the math test and all of our students performed at level three or level four. Unlike the pattern noted on the ELA, there is not as large a discrepancy in results across the grades. We again see the trajectory that as students move through our school across the grades their level of performance tends to increase over time as noted by the decrease in level 2 students in grade 5 and the increase in student performing at a level 4 within that same grade.

Cohort Analysis from 2007 through 2009
ELA

	Level I	Level II	Level III	Level IV	Level III + IV
2007	4.1	27.6	58.2	10.2	68.2
2008	6.0	25.0	62.8	7.0	69.8
2009	0.0	16.3	65.8	20.9	86.7

Cohort Analysis from 2007 through 2009
Math

	Level I	Level II	Level III	Level IV	Level III + IV
2007	1.0	11.3	52.6	35.1	87.7
2008	4.0	6.9	51.5	37.6	89.1
2009	2.4	1.2	41.2	55.3	96.5

Over a three-year period, we examined the scores of a cohort of students who were in third grade in 2007 until last year when they were tested in grade 5. In ELA, we note that the number of students scoring at level I decreased over the three year period suggesting the impact of AIS services, and teacher focus on assessment and intervention to address the needs of struggling students. The percentage of students earning level IV during each year increased but the percentage is far smaller than the percentage of students earning level IV in math. It is noteworthy that the combined percentage of students earning levels III and IV increased from 68.4% in 2007 to 69.0% in 2008 and 83.7% in 2009. These data show an increase of 15.3% of students performing at or above grade level in a group that is comprised of almost entirely the same students over a three year period. The percentage of students earning level I in grade 4 increased in 2008. Again, the degree of difficulty of the grade 4 test may result in students who performed well in grade 3 losing ground on the grade 4 test.

Some differences are noted in the performance of this cohort of students on the math test. Fewer students earned a level I in ELA than in math by the end of 2009. Again we note the impact of intervention and diagnostic teaching as the percentage of

students scoring at level I in ELA decreases over the three year period. It is noteworthy that overall the percentage of students scoring at levels III and IV in math exceeds the percentages on ELA.

The attached chart provides information about the performance of students in each grade by program in ELA and math.

A review of the grade 3, 4, and 5 ELA results highlight that very few student scored at level I irrespective of program. Of the ten students who did receive a level one, 9 of them were from CTT classes. Students in the gifted and talented programs achieved higher percentages of level III and IV scores then general education students. While there is some overlap in performance of grade 3, 4 and 5 students who receive instruction in general education and CTT classes on level III of the test, there were three students who achieved a level IV in general education and CTT. The percentage of level IV students is higher in gifted and talented classes with the Dual Language Gifted and Talented program outperforming all other programs across the grade levels.

A review of the grade 3, 4 and 5 math results, presents a different picture. Very few students scored at level I in any program. There is a greater over lap in the percentage of students scoring at level III and some over lap in the percentage of students scoring at level IV. In general, many more students in the gifted program scored at level IV.

Class	PS 163 ELA 2009 Performance By Grade										
	# at Level 1	% at Level 1	# at Level 2	% at Level 2	# at Level 3	% at Level 3	# at Level 4	% at Level 4	# at Level 3 & 4	% at Level 3 & 4	Total students
GE	0	0.00%	10	47.62%	11	52.38%		0.00%	11	52.38%	21
GT	0	0.00%	1	4.35%	14	60.87%	8	34.78%	22	95.65%	23
DL	0	0.00%	4	25.00%	12	75.00%		0.00%	12	75.00%	16
CTT	3	13.64%	7	31.82%	12	54.55%		0.00%	12	54.55%	22
DLGT	0	0.00%	0	0.00%	18	75.00%	6	25.00%	24	100.00%	24
Total by grade	3		22		67		14		81	76.42%	106
GE	1	3.33%	11	36.67%	18	60.00%		0.00%	18	60.00%	30
GT	0	0.00%	1	5.26%	16	84.21%	2	10.53%	18	94.74%	19
GT	0	0.00%	2	11.11%	13	72.22%	3	16.67%	16	88.89%	18
CTT	6	18.18%	10	30.30%	17	51.52%		0.00%	17	51.52%	33

DLGT	0	0.00%	0	0.00%	16	72.73%	6	27.27%	22	100.00%	22
Total by grade	7		24		80		11		91	74.59%	122
GE	0	0.00%	8	26.67%	20	66.67%	2	6.67%	22	73.33%	30
GT	0	0.00%	0	0.00%	12	66.67%	6	33.33%	18	100.00%	18
CTT	0	0.00%	11	36.67%	18	60.00%	1	3.33%	19	63.33%	30
DLGT	0	0.00%	0	0.00%	6	40.00%	9	60.00%	15	100.00%	15
Total by grade	0		19		56		18		74	79.57%	93
Total all grades	10	3.12%	65	20.25%	203	63.24%	43	13.40%			321

The students of PS 163 have enjoyed increasing levels of academic success over the last several years. We attribute that growing success to a number of factors:

- ❖ Implementation of a systematic phonemic awareness and phonics program in the early grades that supports the development of decoding skills in ELA
- ❖ Coaches provide professional development on critical topics to promote student achievement
- ❖ Coaches provide coaching cycles to teachers to support and develop pedagogical skills
- ❖ A team of intervention specialist worked with small groups of students to provide remedial intervention and support achievement for both high risk and high performing students who might find it difficult to maintain their academic standing.
- ❖ Teachers and intervention specialists focused on assessment data to identify areas in which students needed support and then provided that support
- ❖ Grade leaders and coaches wrote ELA curriculum and developed a comprehension curriculum, developed monitoring systems and goal setting procedures to support students' achievement
- ❖ Grade leaders reviewed the Every Day Math (EDM) program and aligned each EDM lesson to the standards
- ❖ After school test preparation program

During the 2009-2010 school year, there are a number of barriers to our students' continued success:

- ❖ A significantly reduced budget will interfere with our students' opportunities for success in the following way
 - Elimination of all of our intervention specialists
 - Elimination of our math enrichment specialist
 - Reducing coaching from full time to half time
 - Elimination of our dedicated librarian position
 - Using half time of our math and literacy coaches to provide limited intervention services
 - Reduction in after school intervention and test preparation courses
- ❖ Elimination of our Fordham University tutoring program for first grade 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 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.

Annual Goal # 1

To ensure all students make significant and measurable progress.

Objective: 85% of all students will meet their personal goals set to coincide with report cards in reading, writing and math in 2009/2010. Progress will be measured by collecting (prior to student profile meetings) a summary of the name of each student in each class who have met or have not met their goal.

Annual Goal #2:

Careful selection and scheduling of assessments which provide data that will effectively inform instruction

Objective: By June 2010, all teachers will have and maintain systems of monitoring and tracking progress for each student in reading, writing and math that will be used to inform instruction.

Annual Goal #3

Using data collection to set individual and school-wide goals

Objective: By June 2010, there will be an end of year review of student progress in meeting personal goals to determine effectiveness of the student profile, assessment week and goal setting process

Annual Goal #4

To implement the standard-bearing comprehensive curriculum and to develop a systematic word study program throughout the grades. Develop oral communication and presentation skills.

Objective: At least 60% of the students in grades 3, 4 and 5 will make a one level gain between the first and final administration of the Words Their Way diagnostic test.

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.

Planning into Action

Action Steps towards Realization

Annual Goal # 1 To ensure all students make significant and measurable progress. Objective: 85% of all students will meet their personal goals set to coincide with report cards in reading, writing and math in 2009/2010. Progress will be measured by collecting (prior to student profile meetings) a summary of the name of each student in each class who have met or have not met their goal.						
Action Plan	Staffing/Training/Responsible staff member	Success Criteria	Implications for Budget	Interval for Periodic Review/Timeline	Instrument of Measure	Status
1. Oct 5 Whole faculty conference to discuss implementation and usage of the forms for goal setting and comprehension continuum.	Whole faculty	<ul style="list-style-type: none"> All staff are proficient in use of goal setting materials 	NFN	Evaluation at end of first marking period (November 6).	<ul style="list-style-type: none"> Review with coaches 	

2. WB Dec. 8 Training for ECO	Sloane Ling	<ul style="list-style-type: none">• Distribution of leadership skills in observing learning• Informed judgments on quality of learning• Develop strategies to develop teaching that impacts positively on child learning	NFN	October 30	After ECO observations of specialty teachers	
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Action Plan	Staffing/training/ Responsible staff member	Success Criteria	Implications for budget	Interval for Periodic Review/Timeline	Instrument of Measure	Status
3. December Student Profile Meetings	Administration Aherne Coaches All teachers	<ul style="list-style-type: none"> • More detailed monitoring of progress made by lower achieving students (non-Sp Ed) and all students performing in the top 3rd. Setting student goals 	NFN	After formal assessments	<ul style="list-style-type: none"> • Student profile meeting to be held in February/March. 	
4. Week of October 19th Discussion re differentiation through comprehension continuum	Lydia and classroom teachers	<ul style="list-style-type: none"> • Evidence in oral and written responses. • Elaboration with more content specific vocabulary. 	NFN	ECO observations during literacy	<ul style="list-style-type: none"> • Monitoring/observations • Teachers Compare student work: pre and post • Portfolio pieces 	
5. Week of November 9th Evaluation point for Great Leaps and Wilson	TBD	<ul style="list-style-type: none"> • Students have made progress • Program is effective 	NFN	Every 6 weeks	<ul style="list-style-type: none"> • Periodic assessment throughout the year • Students in the Great Leaps and Wilson programs demonstrate improvement in Running Records and or ELA 	
6. October 5th Meetings with cluster teachers to discuss use of rubrics and vocabulary assessments	Spence, Sloane and cluster teachers	<ul style="list-style-type: none"> • Participation level of clusters 	NFN	November 9th	<ul style="list-style-type: none"> • Each marking term 	

Action Plan	Staffing/training/responsible staff members	Success Criteria	Implications for budget	Interval for Periodic Review/Timeline	Instrument of Measure	Status
7. January ECO for math lessons – how math talk and writing are improving student learning	Knaster Selected teachers grades 3-5	<ul style="list-style-type: none"> • Is learning effective for all targeted groups? • Feedback to teachers 		Last Week of February	<ul style="list-style-type: none"> • Classroom visitation • Student profile meetings 	
8. October-November 3 rd , 4 th and 5 th grade will achieve consensus on report card checklist regarding alignment with standards. K-2 teachers will begin discussions on how to align report cards to standards.	Administration, coaches and teachers	<ul style="list-style-type: none"> • Consensus on revising the report card 	N/A	November 9th	Review by SLT	
9. First faculty meeting in January and June 10th Evaluation in relation to all actions	All staff	<ul style="list-style-type: none"> • Improved progress for priority student groups 	NFN	First faculty meeting in January and June 10th	<ul style="list-style-type: none"> • Eco observations • Bulletin board walkthroughs • Student watching/student listening • Student profile meetings • Portfolio review 	

Action Plan #2:

Careful selection and scheduling of assessments which provide data that will effectively inform instruction

Objective: By June 2010, all teachers will have and maintain systems of monitoring and tracking progress for each student in reading, writing and math that will be used to inform instruction.

Action Plan	Staffing/Training/re sponsible staff member	Success Criteria	Implications for Budget	Interval for Periodic Review/Timeline	Instrument of Measure	Status
1. September Administration of math baseline assessment for grades K-5	K-5 teachers Students	<ul style="list-style-type: none"> Use of data to form small groups and inform math instruction 	NFN	WB Oct 1	<ul style="list-style-type: none"> Monitoring small groups Student profile meetings 	
2. 4 times yearly Progress monitoring of student achievement in math	Knaster and K-5 teachers	<ul style="list-style-type: none"> Completion of administration and analysis of baseline, mid-year and end of year assessments 	NFN	With in two weeks of assessment administration	Administrators, coaches, data specialist and teachers	
3. November 16 Grade teachers finalize Social Studies vocabulary list	All classroom teachers Sloane	<ul style="list-style-type: none"> Participation of all classroom teachers in the finalized list 	NFN	December 18th		
4. October 5th Finalize and distribute content vocab for all content areas including Art, Music, Science, Phys. Ed. and Computers	Mason, Cognian, Spallina, Sloane, Vega, Leonard	<ul style="list-style-type: none"> All teachers supporting the development of vocabulary through all content areas Student progress improves Students make good use of vocab 	NFN	In binders and distributed to all faculty by October 12 th	<ul style="list-style-type: none"> Cluster and Classroom teachers have appropriate content vocab lists displayed in classroom Performance or written assessments will occur at the end of each unit of study in the various content areas 	

Action Plan	Staffing/Training/ Responsible staff	Success Criteria	Implications for Budget	Interval for Periodic Review/Timeline	Instrument of Measure	Status
<p>5. End of each Marking Period Assessment will be created for each content area vocabulary list and the appropriate class checklist is handed in to the administration</p>	Cluster teachers	<ul style="list-style-type: none"> • Assessments are created • Students are evaluated for mastery • Checklists are handed in 	NA	First marking period	Second and Third marking Periods	
<p>6. October Evaluation point for Great Leaps and Wilson</p>	TBD	<ul style="list-style-type: none"> • Students have made progress • Program is effective 	NFN	Every 6 weeks	<ul style="list-style-type: none"> • Periodic assessment throughout the year • All Great Leapers and Wilsonites show improvement in Running Records and or ELA 	
<p>7. Ongoing Predictive and ITA Assessments: Administration of ELA and Math assessments</p> <p>ELA/Math Predictive Jan 21-Feb 5 Math ITA – Nov 9-20, Mar 8-19</p>	Teachers Students	<ul style="list-style-type: none"> • Interpretation of data to inform instruction 	NFN	When results are available	<ul style="list-style-type: none"> • Item skill analysis • Student profile meetings 	

<p>8. Ongoing Using Running Record and E CLAS data teachers form need specific guided reading groups</p>	<p>Classroom Teachers</p>	<ul style="list-style-type: none"> • Students are grouped in their instructional level • Students progress at least one level for each running record 	<p>NFN</p>	<p>4 times a year for all</p>	<ul style="list-style-type: none"> • Administration of running records • School wide analysis of student progress to be discussed at class profile meetings 	
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Action Plan	Staffing /Training/responsible staff members	Success Criteria	Implications for Budget	Interval for Periodic Review/Timeline	Instrument of Measure	Status
9. Ongoing Using Spanish Running Record - teachers form need specific guided reading groups	Dual Language Classroom Teachers	<ul style="list-style-type: none"> • Students are grouped in their instructional level • Students progress at least one level for each running record 	NFN	October 30 and May 28	<ul style="list-style-type: none"> • Administration of running records • School wide analysis of student progress to be discussed at class profile meetings 	
10. Ongoing State Tests Administration of state tests in: Dates: ELA April 26-28 Math May 5-7 SS Nov 16-17 Science May 24 June 33	Teachers Students	<ul style="list-style-type: none"> • Use of data to inform instruction for end of year and SY 10-11 	NFN	When results are available	<ul style="list-style-type: none"> • Examination of results at grade level meetings • Data analysis at school-wide PD • Student profile meetings • Impact of Intervention pending funding 	
11. Ongoing Portfolios: Accumulation of portfolio pieces in math and literacy	Teachers Students	<ul style="list-style-type: none"> • Demonstrates development and/or mastery of math and literacy goals as set forth in rubrics 	NFN	Ongoing	<ul style="list-style-type: none"> • Student profile meetings • Use of rubrics 	
12. October Use of monitoring notes systems for literacy	Grade leaders All classroom teachers	<ul style="list-style-type: none"> • Evidence of use of monitoring notes system in classrooms 	NFN	Monthly (by unit and or reading level)	<ul style="list-style-type: none"> • Running records • Student profile meetings 	

Annual Goal #3

Using data collection to set individual and school-wide goals

Objective: By June 2010, there will be an end of year review of student progress in meeting personal goals to determine effectiveness of the student profile, assessment week and goal setting process.

Action Plan	Staffing/Training/ Responsible staff members	Success Criteria	Implications for Budget	Interval for Periodic Review/Timeline	Instrument of Measure	Status
1. Mid October Student Profile Meetings: Meetings to discuss class progress and set specific student goals	Dr. Pepe Classroom teachers	<ul style="list-style-type: none"> Students needs are identified earlier and targeted for intervention Students are aware of their academic goals 	NFN	Follow up to student profile meetings where 85% of students are expected to meet their targets	<ul style="list-style-type: none"> ECO observations to determine if students are aware of their goals Ongoing progress checked at second profile meeting 	
2. November 2 Assessment Week 1-4: Collect and analyze data to inform instruction for the winter semester. (Vocabulary, Word Study, Monitoring Notes, Interim Assessments, Running Records, Standards based Checklist)	Administration Grade leaders	<ul style="list-style-type: none"> Dissemination of information to all teachers Use of data analysis to revise/create instruction and interventions in specific areas 	NFN	November January March May	<ul style="list-style-type: none"> Student profile meetings Review and revision of small groups to match changing needs across subject areas 	
3. November 20 Include DL report card insert on progress in Spanish for all marking periods	Morales and DL Teachers	<ul style="list-style-type: none"> Improved student oral communication in native and non native language Parents and students are better informed of child's progress and are aware of 	NFN	November, March and June report card reviews	<ul style="list-style-type: none"> Better alignment of language goals to meet the needs of students 	

		benchmarks for oral language				
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Action plan	Staffing/Training/re sponsible staff member	Success Criteria	Implications for Budget	Interval for Periodic review/Timeline	Instrument of Measure	Status
4. September Create a letter that reports Running Record level to parents and provides them with ways to promote reading.	Lydia	<ul style="list-style-type: none"> Parents are better informed of their child's specific strengths and weaknesses in reading 	NFN	PTC	<ul style="list-style-type: none"> Presentation to SLT 	

Annual Goal #4 To implement the standard-bearing comprehensive curriculum and to develop a systematic word study program throughout the grades. Develop oral communication and presentation skills. Objective: At least 60% of the students in grades 3, 4 and 5 will make a one level gain between the first and final administration of the <u>Words Their Way</u> diagnostic test.						
Action Plan	Staffing/Training/ Responsible staff members	Success Criteria	Implications for Budget	Interval for Periodic Review /Timeline	Instrument of Measure	Status
1. November Grade level meetings to discuss better incorporation of word study skills into Readers and Writers Workshop	Suliveres Classroom teachers	<ul style="list-style-type: none"> Evidence of word study skills used in daily reading and writing workshops 	NFN	Every other monthly Literacy Grade meeting	<ul style="list-style-type: none"> Student Work 	
2. November Develop grade specific rubrics for oral communication and presentations for monolingual and dual language classes	Sloane Clusters	<ul style="list-style-type: none"> Grade Specific Rubrics 	NFN	January	<ul style="list-style-type: none"> Student Presentations 	

<p>3. September Use of benchmarks for DL classes in oral communication</p>	<p>Morales All DL teachers</p>	<ul style="list-style-type: none"> • Improved student oral communication in native and non native language • Parents informed of child's progress 	<p>NFN</p>	<p>November, March and June report card reviews</p>	<ul style="list-style-type: none"> • Better alignment of language goals to meet the needs of students 	
<p>4. November Evaluate the use of various word study programs such as <u>Words Their Way</u> and <u>Bringing Words to Life</u></p>	<p>Grade Leaders</p>	<ul style="list-style-type: none"> • Final Decision on use 	<p>NFN</p>	<p>January</p>		

Action Plan	Staffing/Training/ Responsible staff member	Success Criteria	Implications for Budget	Interval for Periodic Review/Timeline	Instrument of Measure	Status
5. January Develop a one page guide for teaching content area vocabulary	Coaches Grade Leaders	<ul style="list-style-type: none"> Completion and use by teachers 	NFN	Ongoing	Grade meetings and ECO	
6. December Using Bloom's Taxonomy questions to develop and strengthen student oral communication and presentation skills	Teachers Students	<ul style="list-style-type: none"> Evidence of Bloom's Taxonomy questions used in daily lessons 	NFN	January	<ul style="list-style-type: none"> ECO 	
7. End of September Classroom teachers determine by program and grade, a list of high frequency words that should be mastered by Grading periods. Word Lists are given to administration	Classroom Teachers	<ul style="list-style-type: none"> Lists per grade are developed Students 	NFN	First Report Card	<ul style="list-style-type: none"> Lists are updated and evaluated for appropriateness based on student need 	
8. September A pretest of the high frequency words for the upcoming marking period (Sept-Nov) and Post Test in April-May. Results for Pre and Post Tests are given to administration	Classroom Teachers	<ul style="list-style-type: none"> 85% of class will correctly spell 90% of the words taught 	NFN	Pre Test – September Post Test – April-May	<ul style="list-style-type: none"> Improved spelling in all written work (math, science, social studies, writers workshop) Admin and coach review of pre and post test results 	

Subject/Area (where relevant): Please see school Improvement Plan below

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</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>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	15 extended day 4 AIS 120 Foundations 139 Total	15 extended day 15 Total	N/A	N/A				
1	32 extended day 13 AIS 29 Fordham tutoring 74 total	32 extended day 32 Total	N/A	N/A		1		
2	30 extended day 14 Foundations 15 JCC tutors 10 AIS 69 Total	30 extended day 30 Total	N/A	N/A	3			
3	35 extended day 7 Spanish 13 AIS 4 Great Leaps 59 Total	35 extended day 10 AIS 34 after school AIS 12 AIS 81 Total	N/A	N/A		1	5	

4	41 extended day 44 after school AIS 3 Great Leaps 17 AIS enrichment 13 AIS 118 Total	41 extended day 10 AIS 54 after school AIS 17 Enrichment AIS 122 Total	50 extended day		3		3	
5	35 extended day 11 AIS 28 after school AIS 10 Great Leaps 2 Wilson 7 AIS enrichment 91 total	35 extended day 7 AIS 53 After school 102 Total			3		1	
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>ELA Tier 1 intervention of Foundations for all students in grade K and all general education students in grades 1,2 and 3 during the school day. Tier II intervention of Foundations with small group instruction during the school day for those students not meeting benchmark in ECLAS (gen ed and GT). Great Leaps used in grades 2-5 for one-to-one instruction in fluency. Great Leaps was implemented during the day and after school. Additional guided reading was provided to students targeted to move from one level to another. This was provided during school hours, in small groups and within the classroom during reading period. JCC and Fordham provided one-to-one tutoring in first and second grade for students not meeting ECLAS benchmarks and/or running record benchmarks. This service was provided after school. Students performing below standard, but not mandated to attend extended day, were recommended for services and received test prep and additional guided reading during the extended day period. Students were identified to attend the Saturday Academy from the fifth grade.</p>
Mathematics:	<p>All students are instructed using the Everyday Math program. Teachers used the games to reinforce concepts that were not yet automatic for some students. Teachers were able to support the students who had difficulty understanding the math concepts taught during the week by conducting small groups. Students who performed below standard on the previous year's test were instructed in a small group, during school hours using a combination of Strategies to Achieve Math Success and Math Steps. Students from each class were targeted to move from one level to another and supported by a push in teacher three days a week during math lessons. Teachers identified students performing below standard and offered small group instruction before or after school. Teachers use a number of methods—Marilyn Burns, Math in the City, and Math Steps—to support and teach the students. Students who missed performing at a level 4 in math by one question and students who received a level 4 were targeted to receive math enrichment during the school day.</p>
Science:	<p>Upper and lower grade science teachers support the science curriculum. Students receive instruction both in the science lab and within the classroom. Students in grade four received a practice assessment which was analyzed to determine areas of strength and weaknesses. Based on the results of the assessment, the students in the fourth grade received additional support to prepare for the state science test. During the extended day period students were instructed in small groups. They worked on a hands-on experiment one day, and then worked in the classroom analyzing the data and learning correct vocabulary. All third and fourth grade students received specialized instruction in the area of measurement since this was an area of weakened.</p>

Social Studies:	
At-risk Services Provided by the Guidance Counselor:	The counselor provides at risk counseling for students individually and in small groups. Students are referred for service to the PPT and are recommended for service either for a brief time period of for more extended intervention pending the nature of the referring issue.
At-risk Services Provided by the School Psychologist:	The ISC school psychologists provides at risk counseling for students individually and in small groups. Students are referred for service to the PPT and are recommended for service either for a brief time period of for more extended intervention pending the nature of the referring issue. Students with more severe problems tend to be referred to the school psychologist for more in depth intervention.
At-risk Services Provided by the Social Worker:	The ISC school social worker provides at risk counseling for students individually and in small groups. Students are referred for service to the PPT and are recommended for service either for a brief time period of for more extended intervention pending the nature of the referring issue. Students with more severe problems and with family issues tend to be referred to the school social worker for more in depth intervention.
At-risk Health-related Services:	

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.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District CFN/03	School PS 163
Principal Dr. Pepe	Assistant Principal Ms. Ling
Coach Ms. Suliveres	Coach Ms. Morales
Teacher/Subject Area type here	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	SAF type here
Network Leader type here	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	8	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	640	Total Number of ELLs	70	ELLs as Share of Total Student Population (%)	10.94%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

Dual Language	15			1			0			16
ESL	22			26		2	6			54
Total	37	0	0	27	0	2	6	0	0	70

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP										
Spanish	9	23	6	15	0	7	0	2	0	4	0	4							15	55
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French							1	1				1							1	2
Other		21		16		12		13		20		15							0	97
TOTAL	9	44	6	31	0	19	1	16	0	24	0	20	0	0	0	0	0	0	16	154

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>145</u>	Number of third language speakers: <u>9</u>
Ethnic breakdown of EPs (Number)	
African-American: <u>43</u>	Asian: <u>3</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>8</u>
	Hispanic/Latino: <u>98</u>
	Other: <u>2</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

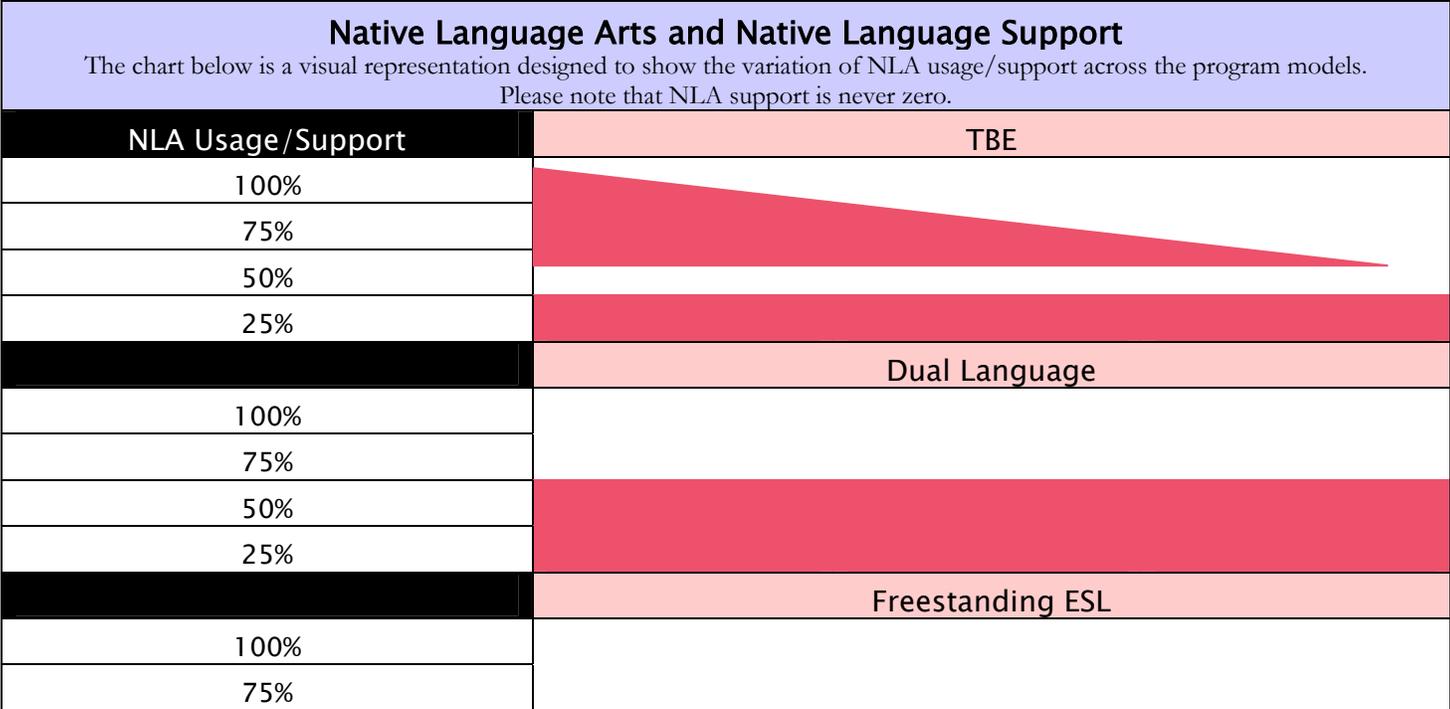
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	2	5	8	14	7	10				46
Chinese			1							1
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole	1			1	1					3
French						1				1
Korean										0
Punjabi										0
Polish										0
Albanian			1	1						2
Other					1					1

Programming and Scheduling Information

TOTAL	3	5	10	16	9	11	0	0	0	54
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	3	7	2	2	1	1				16
Intermediate(I)	0	4	1	8	3	3				19

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

B. After reviewing and analyzing the assessment data, answer the following

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

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

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

Signatures

School Principal

Date

Community Superintendent

Date

Reviewed by ELL Compliance and Performance Specialist

Date

Filename: 03M163 LAP Worksheet 2009-2010_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_M163
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 10/29/2009 6:12:00 PM
Change Number: 6
Last Saved On: 10/29/2009 11:50:00 PM
Last Saved By: Brien Ling
Total Editing Time: 35 Minutes
Last Printed On: 3/9/2010 1:22:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,801 (approx.)
Number of Characters: 33,072 (approx.)

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

Form TIII – A (1)(a)

Grade Level(s) K through 5 **Number of Students to be Served:** 70 **LEP** 560 **Non-LEP**

Number of Teachers 8 **Other Staff (Specify)** 1 ESL teacher and 1 part time dual language coach

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Instructional program

PS 163 offers two forms of instruction for English Language Learners. For parents who would like their children to maintain their Spanish language skill, students may attend our dual language program. The program allows students to learn in both languages. Fifty percent of the school week students receive instruction in Spanish and 50% of the time they study in English. The dual language program is composed of eight classes in our K through 1 general education dual language program and in our grades 2 through 5 gifted dual language program. For parents who choose to have their children instructed in English only or for parents whose children are English language learners in languages other than Spanish, parents may select to have their child receive English as a Second Language (ESL) services. ESL services are offered both as a push in and pullout service. Currently, PS 163 serves 70 ELL students through either our ESL program or in our dual language classes.

After-school support for ELL students to supplement the day time instructional program

PS 163 will continue to support ELL students and help them to meet the Standards by providing additional support in our after school program. Our ELL population requires extra support in developing vocabulary as suggested by the results of ECLAS and our math assessment results. In grade one, ELL students will meet with teachers twice weekly for 75 minutes per session for 15 weeks. The teachers will work for 30 minutes each session on academic content with one group working on mathematical number sense and math vocabulary, and one group working on literacy concepts including phonemic awareness, phonics, sight vocabulary and shared reading. The group will then come together for 45 minutes where the students will work on vocabulary development, shared reading, and applied math concepts through cooking and working with food. There will be a hands-on cooking experience for the students. In addition to the vocabulary students will develop through thematic study of food and cooking, the teachers will also use the Boehm basic concepts word list. This list of key concepts is essential for developing and supporting mathematical reasoning skills.

Cost: 15 weeks x 2 = 30 x 2.5 hours per week = 75 x \$49.89 = \$3,741.75

Planning time 5 hours (2.5 per teacher) x 49.89 = \$ 249.45

In grades three through five, students will participate in math and English Language Arts groups. These groups will support academic learning using ESL strategies. This after school program will help students deepen their reading comprehension and problem solving skills in preparation for the state ELA and math tests. Teachers will begin with a diagnostic assessment and based on the outcomes develop lessons and activities to promote remediation of areas in which students require support.

Cost: 20 weeks x 2 sessions per week = 40 x 49.89 per hour = 1,995.60 x 4 teachers = 7,982.40

Teacher workshops for Teachers supporting ELL students

The teachers in our dual language program must support the development of students' literacy skills in both languages. We understand that learning in one-language transfers to the second language. Our teachers have noticed that our students require extra help in understanding language and grammatical structures in Spanish. Towards that end, we will offer a four session series of workshops for three teachers and our dual language coach to develop guidelines for teaching grammar and vocabulary and to develop games and activities.

Cost: 4 teachers x 4 sessions = 16 x 2 hour sessions = 32 x 49.89 = 1,596.48

Family Math Program

Parents are our children's first teachers and the school must support them in that role. Parents require opportunities to learn more about the curriculum and ways they can assist their children at home to learn. Students who are supported by their parents in the development of their first language make the transition to the second language with greater ease and better fluency. The family math program is a series of workshops offered to parents and children to help parents learn how to support the mathematical learning and reasoning of their children. The dual language staff developer and the mathematics coach will hold workshops for parents to demonstrate simple games and activities that parents might use to enhance mathematical understanding and reasoning. The team will conduct a series of six workshops organized by grade level. Parents and children will be invited to participate in these two-hour

sessions where the leaders will discuss basic math concepts and demonstrate math games. Parents and children will then play the games under the direction of the leaders. Parents will then be allowed to borrow the math games for home use.

Cost: Six sessions 2 hour sessions for two teachers at \$49.89 per hour. $6 \times 2 = 12 \times 49.89 = \$598.68 \times 2 = \$1,197.36$
 Two hours of professional development planning for the dual language coach and math coach who will conduct the sessions. $2 \text{ teachers} \times 2 \text{ hours} = 4 \times \$49.89 = 199.56$
 Refreshments for workshop \$33.00

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

Teachers will meet prior to the initiation of each program to plan the instruction: For the upper grade program, the lead dual language teacher, who will teach the ELL program will meet with the after-school team who work with the ELL students to provide professional development. The Students were assessed using a practice ELA to identify areas of need and that information will be used to inform instruction. In addition, the teacher will receive NYSESLAT test results. The upper grade after school program will use the Focus On materials which is a reading comprehension approach, for ELA instruction. Student will also take a practice math test and the teachers will use this information to plan instruction using the Work Out program. The dual language coach will periodically meet during the school day with the dual language teacher who teacher the ELL students in after school program to review plans for adapting instruction for the ELL students. Teachers who will teach the lower grade ELL program will meet with the dual language coach periodically to discuss plans for the program and discuss methods and materials.

Form TIII – A (1)(b)

School: 03M163_ BEDS Code: 310300010163 Title III LEP Program
 School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$1,197.36	Family Math cost: Six sessions 2 hour sessions for two teachers at \$48.74 per hour. $6 \times 2 = 12 \times 49.89 = \$598.68 \times 2 = \$1,197.36$
- Per session	\$1,596.48	Professional Development Cost: 4 teachers x 4 sessions= $16 \times 2 \text{ hour sessions} = 32 \times 49.89 = \$1,596.48$
- Per diem	\$7,982.40	After School Upper Grades Cost: 20 weeks x 2 sessions per week = $40 \times 49.89 \text{ per hour} = 1,995.60 \times 4 \text{ teachers} = \$ 7,982.40$
	\$ 199.59	After School Lower Grades Cost: 15 weeks x2 = $30 \times 2.5 = 75 \text{ hrs.} \times 49.89 = 3,741.75$
	<u>\$3,741.75</u>	
	\$14,767.44	

		Five hours of preparation time (2.5 hours per teacher) x 49.89 = 249.45
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$33	Refreshments for parent workshops
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$ 15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
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.

Our school's written translation and oral interpretation efforts seek to ensure that all parents are provided with appropriate and timely information in a language they can understand. These include:

During Parent Teacher conference week, teachers are advised in writing that the Parent Coordinator is available to translate during conferences. Teachers are told about the DOE Translation Unit and encouraged to use its staff as a resource in communicating with parents.

Teachers are asked by the Parent Coordinator in what languages DOE prepared materials and announcements should be made available to their students.

All workshops, PTA meetings and other meetings are conducted in both Spanish and English.

The Home Language survey, taken by families who are new to PS 163, identifies students who would benefit from ESL services, and identifies families that may need translation and interpretation. The Parent Coordinator reviews the emergency cards to determine family preferences for written and oral communication.

Spanish speaking families are informed of the choice of ESL or dual language instructional during our choice meetings.

A school wide circulated parent's needs assessment was answered and returned by 226 parents in 2007-08. The survey produced by the SLT, was sent home in English and Spanish. Ten per cent of those who responded did so in Spanish. Spanish speakers are by far our largest language after English. The number of Spanish speaking families has increased this year with the addition of a second dual language kindergarten class.

In these ways, individual needs are identified. We continue to have families for whom Cantonese or Mandarin, Croatian, Haitian Creole, Twi (Ghana) and Mixteco (an indigenous Mexican dialect) are the only language. We assist families by identifying members of our community who can act as translators.

Some of these findings appeared in School Leadership Team minutes and were mentioned in SLT reports to the Parent Teacher Association. These findings are reported here in the Comprehensive Educational Plan which is available in the school office, and posted to the school list serve.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation services will continue to be provided in Spanish. Documents include monthly calendars, event specific notices, and the bi-monthly newsletter. The PC will continue to remind teachers of DOE Translation resource. The Parent Coordinator who is the most likely to be aware of specific needs oversees timely provision of translated documents. Written translation services will be provided by the Parent Coordinator. The PTA has identified a cadre of parent volunteers who can be called upon to translate documents or to provide oral translation at meetings in the Parent Coordinator's absence.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will continue to be provided as needed. The Parent Coordinator, and to a smaller extent other staff members as well as parents, provide translation in Spanish every day. The school purchased translating equipment so that programs can be conducted simultaneously in Spanish and English. However, there are challenges to communication that can only be met with outside assistance particularly for families who speak low incidence languages where we have difficulty identifying a bilingual member of the community to translate. For these instances we rely on the assistance of the translation unit.

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>.

The responsibility of the school to address language assistance needs is one that we take seriously. We seek to improve our efforts. . Here are a few examples:

The school provides oral translation into Spanish at meetings where Spanish speakers are present. We are fortunate to have staff members who speak Spanish and English fluently. They do so as part of facilitating a meeting or are paid from PTA and school funds, for example. Dual Language committee meetings have been held in Spanish with English translation provided by the meeting facilitator or the PC. The school also has a kit that allows for simultaneous translation during large meetings. We have the capacity of translating in three languages and providing the service to up to 25 people (3 microphones and 25 receivers). There are staff members who speak Arabic, Haitian Creole and Spanish in the building who can be made available to translate during the school day if necessary. We also offer a weekly ESL class for parents on Fridays from 9 AM – 10:30 AM through our PreK Social Worker, Shelly Jones. Signs in the school lobby indicate that translated materials are available through the Parent Coordinator. Information about translation and interpretation services that can be provided by the DOE is available at www.nycenet.edu/offices/translation and at (718) 752 7353.

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:		\$415,147	\$415,147
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$4,151	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$20,758	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$41,512	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 94.4%

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.

There were three teachers who did not meet the criteria for highly qualified status and our school addressed the issue in the following way. One teacher obtained her certification in a state outside of New York and was in the process of applying for New York State certification which subsequently has been granted. Thus, she in fact was highly qualified but in the process of obtaining the requisite papers. The second teacher was assigned to the library and attended regular city sponsored professional development librarians. The third teacher teaches physical education. Since there is no license for elementary physical education, we have provided our teacher who works as the physical education teacher with professional development. He has regularly attended workshops provided by the Department of Education and has completed Fitnessgram training.

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.

- How parents are included in the development of school level parent involvement activities

Parents are active participants in the development of school level activities. To identify topics for school-wide parent workshops, the school administration and parent coordinator review the results of the Learning Environment Survey, consult with class parents, and members of the PTA to identify relevant topics for workshops and parent meetings that are funded under School wide projects. Each month, our parent coordinator meets with representative parents to identify the parent workshops which will take place at our weekly Café 163. A calendar of events is then posted to our website, list-serve and is distributed to all parents in the school. A week prior to a workshop, an individual notice is sent out to parents reminding them of upcoming workshops and events

- How will parents be involved in timely and ongoing manner in planning, implementation, evaluation, and continuous improvement of school level programs funded through Title I?

.The School Leadership team is actively involved in the development of our School Improvement Plan and programs funded through Title I. Each year, the SLT reviews the school data, school progress report, school report card, and Learning Environment Survey to gauge the progress our school is making in improving student achievement. A subgroup of the SLT works together in identifying areas for improvement and develops the School Improvement Plan which is presented to the entire SLT. Where there is a need to consider instructional and curriculum concerns in greater detail, the Curriculum subcommittee of the SLT will meet to discuss the issue and make suggestions. Throughout the year, administration will present data to the SLT to assist in evaluating the effectiveness of programs. The SLT is composed of equal numbers of staff and parents. The SLT actively solicits the participation of Title I parents on the committee. Information regarding

changes in the program or services being offered at our school is communicated to parents through our PTA meetings, various subcommittees such as our dual language committee, and through Café 163. In addition we offer a regular newsletter in which programmatic issues can and are discussed.

- How parents and school will share responsibility for high student performance:

Instructional staff and administration conduct regular assessments of student performance. This information is communicated to parents in a variety of ways including ARIS, letters informing parents of their child's test results, parent teacher conferences, and individual meetings with parents as needed to inform parents of their child's performance. At these meetings, teachers will offer parents suggestions on how they might assist in encouraging their child's achievement. The school offers an extended day program and will initiate after school activities in January to accelerate student achievement.

- Capacity Building for Parents

The school sponsors a weekly series of workshops for parents called Café 163. These workshops offer parents an opportunity to learn more about our curriculum, be exposed to methods which will help support their children's learning at home and learn about related services and programs to accelerate student achievement. In addition to Café 163, parents have the benefit of our PS 163 website, our monthly newsletters, ARIS and meetings with teachers on an as needed basis in addition to parent teacher conferences.

- Annual Meeting with parents on Title I funding and programs

The parent coordinator will convene a meeting of parents to discuss our Title I programs, funds and resources that are available.

- A flexible network of meetings with parents to make suggestions and provide input into the decisions relating to their children.

Parents have the opportunity to schedule parent teacher conferences either in the afternoon or evening. However, parents can schedule meetings with teacher as needed. Each teacher provides parents with a preferred method(s) for communication. This might include email, note, and phone communication options. Parents may make appointments with teachers should they have specific questions or concerns. Administration is also available to support students, and parents can set up an appointment with any member of the administrative if they require assistance.

- School contact for Title I

The school contact person regarding Title I matters is the principal who can be reached by phone, email or in writing.

- Ways parents will be informed of instructional programs, curriculum, performance standards, assessment instruments, individual progress, proficiency levels, after school and SES services.

Informing parents regarding instructional programs

- SLT meetings and minutes which are posted to the website and are kept in the general office and posted to the parent bulletin board
- CEP which is kept on file in the general office and is posted to our website
- Pamphlets and brochures describing our school program
- PS 163 website

Informing parents regarding curriculum and performance standards

- Café 163 curriculum workshops

- CEP
- SLT curriculum committee meetings which are publicized to the entire school
- SLT curriculum committee minutes
- Meet the teacher meetings in the fall of each year to discuss the curriculum for the year
- Parent teacher conferences
- Periodic columns in the school newsletter
- Report card inserts which grade students on the progress they have made towards meeting the Standards

Informing parents about assessment instruments, individual progress and proficiency levels

- Parent teacher conferences
- ARIS
- Café 163 workshops describing our assessment procedures, methods and tests
- Report cards which include a checklist of what students have learned during the semester and how students have progressed towards meeting those standards.
- Letters that accompanies running record test results home describing the assessment

Informing parents of after school activities such as tutoring programs, LEAP after school programs

- Annual parent information session at the start of each year where providers are invited to provide information
- Letters describing our after school intervention program and other activities

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.

See Attached Compact for School Success

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.

PS 163 considers the following needs assessment information in planning our instructional program.

- ❖ The State Report Card
- ❖ The Learning Environment Survey
- ❖ The school's Progress Report
- ❖ The Quality Review

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

The National Reading Panel Report identified many of the scientifically based practices in literacy that are associated with increased levels of achievement in reading. Among those practices are: providing students with systematic phonemic awareness and phonics instruction, improving reading fluency, and vocabulary and comprehension instruction. These practices are known to influence the achievement of the full range of learners from low achievers to advanced students

Our school encourages teachers to begin phonemic awareness instruction in pre-kindergarten and at the beginning of kindergarten. We also use the Foundation program, which is a systematic phonics program throughout kindergarten and in general and dual language classes through the second grade and as needed in the third grade. This program provides students with the support they need in mastering decoding skills. For students who need work in developing fluency our school both whole class, small group and work with individual students. Whole class instruction entails shared reading, small group work that impacts fluency is guided reading and for correcting individual student's fluency issues we use Great Leaps. Great Leaps is used during extended day and where possible by student teachers. In the area of comprehension, we have developed our own comprehension curriculum where students in all programs receive systematic instruction in using a variety of

comprehension strategies throughout the grades. These techniques apply to both narrative and non-narrative text. Our school is currently working on guidelines for teaching vocabulary more effectively. Practices are being developed for both classroom and cluster subjects

In the area of mathematics we currently use the Every Day Math program. During the last school year, our teachers aligned each of the EDM lessons with the Standards to ensure our instruction was aligned with those guidelines.

Our curriculum provides a wide variety of enrichment opportunities for students. Beginning in kindergarten through the fifth grade students receive chess instruction which is known to assist students in developing logical and strategic thinking and is often associated with mathematical reasoning. In addition our students are exposed to a wide variety of the arts including music, visual arts and dance throughout the grades. These opportunities are available for all learners in our school.

In addition, our school provides varied extended day opportunities which include, small group remedial and test preparation instruction, extended day for at risk learners, and after school enrichment opportunities through our LEAP after school program

3. Instruction by highly qualified staff.

Our teacher selection process is geared towards selecting teachers who meet the highest standards in their field of expertise. To the extent that we are unable to identify a candidate we provide on site professional development through our coaches during coaching cycles and through regular grade meeting

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.

PS 163 offers weekly professional development for all teachers in our school. Each week teachers meet by grade or discipline with our literacy or math coach or with our upper or lower grade science teachers to discuss curriculum in that area. In addition, our grade leaders meet weekly to develop curriculum. We have just completed writing our reading, reading comprehension and writing curriculum and are now working on refining our word study and vocabulary guidelines (see action plans). We have also aligned the Every Day Math program with NYS Standards. In addition, lead math teachers are participating in Marilyn Burns training which then will be shared with the community. Administration participates in the professional development activities and will embark on a five day professional development program with lead teachers on building professional learning communities, teacher leadership, and enhancing the school home connection.

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

Our school is a regular training site for both Fordham University and New York University. When we know we are seeking a teacher candidate, we will work with those Universities to identify a good candidate and observe those candidates while they engage in their student teaching experience. We interview widely to obtain the best candidates for our school. Our interviews include an in person interview by a team of our staff and a demonstration lesson which is observed by administration and coaching staff.

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

We offer a variety of opportunities to increase parental involvement. Each week, our school offers a parent workshop addressing a topic of interest to parents. Topics have included: helping your child with homework, understanding the school curriculum in each of the instructional areas (literacy, math, science, etc) , addressing the needs of special education students, etc. We also provide parents with a monthly curriculum calendar that informs parents of the topics which will be taught during the month. This year we will again offer a family math program in Spanish and English. In these workshops, parents will learn various techniques to improve their children's math skills using simple household tasks.

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. We inform parents in various pre-school programs of the resources available in our school. Our parent coordinator distributes flyers inviting parents of pre-school students to attend tours which take place each Thursday.

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.

Teachers are actively involved in the collection of student assessment data. Teachers receive data binders at the beginning of the school year and receive copies of all available assessment data to start the year including the end of the prior year's running record for each student in their class. Recently our school engaged in a schoolwide initiative to determine how to set, collect, measure, progress towards and report individual student goals. This project went through at least three revisions over the last year before we all agreed on the best way to collect this information. Our grade leaders and teaching staff were instrumental in structuring the format for goal setting. In addition, teachers are required to maintain a system to record student progress. While we provide samples of various monitoring systems for recording progress, teachers may select a system of their choice.

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.

At the beginning of each year, our school conducts various assessments for each student including a baseline math assessment and a running record to identify the student's level of performance, running records, and ECLAS for students in K through 3. Based on this information teachers identify students who require small group work and functionally group students for targeted instruction. This initial assessment information is also used to identify students who would benefit from working with AIS providers and extended day services. To monitor and track student progress, the teachers in our school use a monitoring system to collect information in reading, writing and math. A review of the monitoring system allows teachers to set goals, form small groups and individualize instruction. In addition, our teachers set individual student goals and monitor student progress towards achieving those goals. Where we notice that a student's progress is lagging, teachers can refer the student to the PPT to help in identifying resources or strategies that might promote achievement. When we exhaust all resources and a student continues to experience academic difficult the student may be referred to determine if special education services are warranted.

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.

Our LEAP after school program provides over 150 students in our school with after school services. The program provides a light dinner, homework help, 30 minutes of exercise and arts enrichment activities. This year the program will expand its offerings to include after school performance based clubs. The LEAP after school program is an essential resource for working parents who want high quality after school programming.

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: _____ **SURR¹ 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.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

**APPENDIX 7: 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.

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)² 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

² 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.

During cabinet and coach meeting and in conjunction with grade leaders our school considered the above issues and we provide the following response.

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?

Methods to Ensure Written Curriculum is without Gaps

PS 163's literacy instruction is guided by the principles of balanced literacy. Teachers structure their daily literacy instruction using components of balanced literacy. In reading they include read aloud, shared reading, guided reading and independent reading. In writing they include modeled writing, shared writing, interactive writing, guided writing, independent writing and word study. Our reading and writing literacy block is based on the Teachers College Reading and Writing workshop approach and augmented to ensure we meet New York State Standards.

Using the Teachers College Curricular Calendar our teachers in grade level meeting strengthen our literacy program by discussing the scope and sequence for the units of study and identifying the specific new lessons that will be taught in both reading and writing. In writing, our curriculum is genre based, students work on a variety of writing- including personal narratives, essays or feature articles, literary

essays, memoirs, picture books, short fiction, poems, and procedural writing. Publication dates are selected, and units are aligned with NYS Standards.

We will continue with professional development in the implementation of the Foundation program, and supplement instruction in word-work, especially as children master their letter sounds and recognition. We also provide instruction to assist students in using their phonics skills as effectively as one of several methods for decoding unfamiliar words.

Curriculum Maps

Grade level leaders meet across grades to evaluate, revise and align curriculum units throughout the grades so that skills are taught sequentially, with increased complexity at each grade level and adjusted to meet the needs of all students across programs. Curriculum maps in reading, writing and comprehension are being developed as we go through the units of study and teachers continually reflect on these units of study as a grade team to adapt them to the specific needs of the students. Teachers meet weekly at grade level meetings to review student work and guide instruction. Goals are selected for each reading, writing and comprehension unit of study. At grade level meetings, teachers develop mini-lessons which meet specific goals and teachers select the mini-lessons which address their student's class and individual needs

Taught Curriculum Meets Standards and Address Multiple Modalities

Every kindergarten through fifth grade student has an English Language Arts portfolio. Within writing workshop, teachers guide students in analyzing, revising and reflecting upon their writing within the units of study. Portfolios demonstrate the progress students have made throughout the year.

Using genre specific rubrics, which assess both content and mechanics, the student and teacher select both academic (published writing samples with attached pieces of work demonstrating the writing process) and exemplar pieces for inclusion in the ELA portfolio. Attached to each student's submitted piece is an entry slip which outlines the standard(s) met, and a student reflection is included with each entry.

In Read Aloud with accountable book talk teachers read aloud material, which improve students listening skills, reading comprehension, building vocabulary, language use and conventions. Teachers pause as they read to suggest students respond to the text in partnership conversations, small group or in a class conversation to grow some ideas in response to the reading. Book clubs are also done in the 3rd, 4th and 5th grades across a variety of genres. Prompts have been categorized into low, moderate and high levels of questioning, encouraging students to use more verbal language and scaffolding using Bloom's Revised Taxonomy.

Continuous Evaluation and Methods for Refining Our Curriculum

Last spring several committees were established to create goals for the 08-09 school year which are essential to promoting the achievement of our students. The committee work consists of vocabulary development, monitoring systems and comprehension.

The Vocabulary committee is developing techniques that are differentiated based on student needs, aligned to content area curriculum, integrated into cluster subjects and regularly monitored to check for student understanding and collect information that is for whole school planning.

The Monitoring Committee has developed a monitoring system which is efficient, easy to manage and leads directly to student goal setting.

The Comprehension Committee selected six major comprehension skills to focus on. A comprehension continuum was created and has been aligned with each reading unit of study. It is differentiated for varied learner needs and student progress is monitored through running records and information is collected for school wide planning.

In collaboration with Jo Cheadle from Cambridge Education, administrators, coaches and grade leaders have begun developing priorities for school development and improvement. The focus of this inquiry work/structured professional collaboration is to strengthen classroom practice and raise student achievement. The following goals have been established for this year:

- To ensure all students make significant and measurable progress
- Using data collection to set individual and school-wide goals
- Continue to develop standard-bearing comprehensive curriculum

English Language Learners

PS 163 provides English as a Second Language (ESL) services to ELL students whose parents choose to have them educated in an English language program. The ESL program is a pull out program where students receive instruction to support their acquisition of English. The other option available for parents of ELL students is to place their children in the dual language program if they wish their child to learn Spanish. Our dual language program offers students whose first language is Spanish the opportunity to receive instruction in both English and Spanish thus continuing to learn and grow in their primary language with parallel English Language instruction.

ELL students participate in all elements of balance literacy instruction. Teachers modify instructional strategies to meet the needs of ELLs learning to read. Teachers adapt reading instruction to provide extra supports by developing, using partnered and shared reading, providing rich and varied opportunities for accountable talk, introducing and clarification of vocabulary and word work, engaging students in critical reasoning and higher ordered thinking skills, including a language goal for each lesson. Teachers provide extensive use of visual supports including: word walls that use picture icons, gesture, illustrations, graphic organizers and chart supports. Teachers use the other modalities of listening, writing and speaking to support reading. Students also receive support through read aloud and accountable talk, partnerships and small group discussion.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

During cabinet and coach meeting and in conjunction with grade leaders our school considered the above issues and we provide the following response.

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

Applicable xxx 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?

With respect to the alignment to the New York State process strands for mathematics, we have been told that the findings of the state auditors came out before the third edition of EDM. The third EDM edition addresses explicit process strands and provides opportunities for students to demonstrate these skills on a regular basis.

EDM is only one tool we use to address the state grade standards. Our teachers are asked to be critical consumers when planning their lessons. They are provided with a pacing guide, the k-6 state math standards and opportunities to address any alignment questions or content concern through several venues including our grade level meetings, mentoring sessions, the math committee, and math team distribution lists. Our school has ordered supplementary materials, aligned to the state standards. Classroom teachers are provided with additional month-to-month projects that come from NCTM publications. All of these activities provide opportunities for students to address the process strands at their grade level.

Teacher study groups, common planning periods provide time for teachers to develop standard based work and differentiate materials to address the needs of their students. Materials are reviewed to make sure that they meet the standards as well as provide opportunities to deepen the student's mathematical understanding. All grade levels including our dual language classes have math/literacy books, activity boxes, and EDM games. Incorporating these tools into lessons, provide opportunities to acquire, process, and express mathematical concepts in concrete, pictorial, and symbolic ways.

Despite the improvement in the third edition of EDM, our school is committed to make sure that there is alignment between the state and EDM work. A team of grade level leaders will work with the math coach to align EDM vocabulary with the state standards. In terms of our ELL population, the third edition of EDM has recommended support for ELL students. Our ELL teacher also participated in a study group for Math Talk. Research shows that using "Talk Moves" in the classroom is highly effective with the ELL population. By participating in "Talk" students' will be able to participate in the process strands. They will be able to communicate by sharing their ideas and explaining their understanding. Students who are engaged in discussion will gain a better mathematical understanding. Talk helps them develop a language for expressing mathematical ideas and help develop a child's ability to demonstrate the process strands.

The relevance of this to our school is that there are specific areas where EDM's vocabulary is not only misaligned to the state but students using "EDM" words are penalized on state exams. The child's ability to demonstrate the communication strand and explain their rationale/strategy can work against them when not "EDM" terms replace real math language. This problem is isolated to the test but can cause unnecessary confusion for the students. We are aware of this and the grade level leaders are addressing it.

EDM is aligned to the process strands, making the question not applicable. As a school we are always looking to improve our craft and find ways to ensure that all students make significant and measurable progress. In response to this, our student portfolio work demonstrates knowledge and opportunity to focus on both content and process strands. We are also aligning the state vocabulary including the grade appropriate vocabulary as it applies to the process strands with our EDM work.

In terms of our ELL students, we will meet with our dual language coordinator to discuss strategies for specific students. We are also purchasing two recently published books for our reference library. These books are a result of a research study- working with ELL students. The books are Supporting English Language Learners in Math Class Grades K-2 and Supporting English Language Learners in Math Class Grades 3-5. Our school has also planned a series of family math workshops that will be co taught by our dual language coordinator and math coach.

Three years ago, we began a study group to use the book Classroom Discussions Using Math Talk to Help Students Learn, as an instrument for change. Over the course of that year and following years, teachers learned specific talk moves and strategies, which they implement into their classrooms. We established a learning community of teachers that help implement new communication strategies for math. We established classroom environments that encourage this discourse. This has begun to change the culture in our school into one that encourages every student to participate. Our goal was to establish classrooms where children become critical thinkers, listeners, talkers, and writers. The majority of our classroom teachers, out of classroom support personnel including ELL and our IEP teacher all participated and are familiar with the moves. Our school will continue with this protocol and exposing any untrained staff to “Math Talk”. Our teacher evaluation showed a positive impact; students became better listeners as well as active participants.

To continue our work to strengthen communication, we are now focusing on the school goal of writing in the math classroom. With the support of The NYS MSB Title II Math and Science Grant, the book Writing in Math Class, by Marilyn Burns was purchased for teachers in grades 2-5. Pending approval for a Teacher Center grant, a select group of teachers will begin to study the components of math and writing. Each addresses organizing, gathering information, and clarifying ideas-all components of the process strands. Our inquiry team’s focus last year was math improvement for 2nd and 3rd grade students in need of remediation. The design was implemented as an instrument to change strategies, specifically changes in the way we do classroom routines. Many of these changes had a direct impact on the way children demonstrate the process strands. Another response to the findings is our decision to include the topic of process strands in both mentoring sessions and common planning periods.

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.

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.

During cabinet and coach meeting and in conjunction with grade leaders our school considered the above issues and we provide the following response.

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

Applicable xxx 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?

Pedagogical Practices Supporting Literacy Learning

Within the Teachers College Reading and Writing workshop approach, the architecture or structure of the reading and writing workshop is similar, however the content changes from day to day. Our workshop model consists of a 10-15 minute mini-lesson where the teacher directly and explicitly demonstrates a reading or writing strategy through one of several possible methods. Teachers usually begin their mini-lesson by recalling previous teaching, naming the teaching point, and put the teaching point into the context of the students' ongoing work. Teachers actively demonstrate or model the work the students will be doing. Students then have an opportunity to apply the strategy with teacher support and rehearse for when they'll try it on their own.

While students are working independently, teachers work with individual students conferring or administering assessments. With small groups of students teachers may do a guided reading lesson or strategy lessons. Teachers are continually assessing the students during this time in order to determine future conferences, mid-workshop interruptions, share sessions or mini-lessons.

During independent reading student read books of their own choosing within a genre. Teachers guide children to choose books which they can read with 95% accuracy, fluency and with comprehension. Differentiated instruction is provided to students through well planned individual student conferences, small group instruction through guided reading or strategy lessons, targeted intervention, and refinement of word work including daily practice with high frequency word wall words.

After the work time teachers then gather the students and reinforce and/or clarify the teaching point from the mini-lesson by recapping their work and showing an example of students work while putting the teaching into context.

We will continue with professional development in the implementation of the Foundation program, and supplement instruction in word-work. Within word study classes study “star names” will support the students to learn the difference between letter and word. Concept sorts will help students learn the basic understanding of sorts as well as new vocabulary. Rhyming games and sorts will help students develop awareness of similar sounds in words. Letter and sound sorts will help students learn and master new letters and sounds.

Teachers understand that the ultimate goal of their reading program is to help students develop and refine critical thinking and comprehension skills. The foundation skills they teach will help students to reason, analyze and synthesize information. Such instruction is infused into all subject areas, including guided reading, strategy sessions, small group discussions, shared reading, read aloud with accountable talk and content area instruction. We teach these critical thinking skills and expect that our students will use them as they become independent readers and as a foundation for the more advanced reading and content area learning they will be expected to engage in throughout the grades.

Teachers conduct and report running record levels three times yearly to assist in developing intervention plans and assessing whether students are below, on or above grade level. Listening for accuracy, fluency and comprehension teachers make a running record of the students reading and analyzes the student’s miscues to understand the sources of information the student draws upon while reading. Teachers also ask students to retell the text and will use the retelling as a window to the student’s comprehension.

ELA Materials Classroom Libraries

Each classroom has libraries which students can easily access. Using running records teachers assess students, based on their independent reading levels students can select books to read independently both at home and at school.

At least 30% of the books are leveled using the Fountas and Pinell Guided Reading levels, which uses alphabet as their code. These books are placed in leveled book bins whereas the rest remain in the regular classroom libraries.

Classroom libraries are the centerpiece of our balanced literacy approach. They allow teachers to organize instruction around authentic literature. Students learn how to read and write best by practicing these skills every day in a workshop format with a wide range of engaging books. Use of classroom libraries encourages students to read and write about a variety of topics they know and like. Leveled books allow students to read and comprehend various types of texts, exposing them to information and vocabulary they can understand,

allowing students to gain background that will help them move onto higher level texts. The range of genres also, allows students to have access to authentic literature that interests them during the reading and writing workshop, as well as when working independently and on projects. It also promotes success in all students, particularly those on the lower spectrum.

We are continuing to build our book room, which house multiple copies of books at varied levels to facilitate guided reading, strategy lessons and book clubs. Individual conferring and monitoring notes are additional methods for individualizing instruction for assessment.

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.

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* (SOM³) 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.

During cabinet and coach meeting and in conjunction with grade leaders our school considered the above issues and we provide the following response.

³ 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.

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

Applicable xxx 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?

In response to how we will assess whether the findings are relevant to our school, we have put in place an additional system for looking at student engagement in the classrooms. This past August, our administrative team, coaches, and data specialist began working with Jo Cheddle, consultant from the Cambridge Group to look at a new way of thinking about classroom observations. ECO, effective, classroom, and observations will give us an opportunity to look at student engagement through a new lens. Frequent informal visits will help establish what happens on a daily basis in the area of math instruction. It will give us an opportunity to look and listen for signs of what is most effective work and what modifications we need to make to ensure that all students are engaged and building a strong math foundation. We are listening for math talk and looking for evidence of students applying different strategies to represent and communicate this new knowledge. As we see evidence of student engagement now in our math classrooms, we will also focus on specific students, identified by the assessments we have in place. We believe that this new initiative will have a positive impact on understanding how to provide the most meaningful mathematical experiences for our students.

Our teachers use the workshop model for mathematics .They plan and adjust their use of time to accommodate both the essential goals of the lesson as well as the needs of their students. Teachers are expected to provide hands-on learning and projects that guide and challenge their students to make connections and apply prior knowledge.

The finding is not applicable for our school because our staff incorporates games and projects in their lesson planning. As educators, we are always refining our practice to better provide for our students. In the area of measurement, we are in the process of establishing centers to have students explore capacity, volume, and the area of length. This is another example of how we are providing for individual and group needs. This initiative is supported by three grants.

We see students engaged in differentiated tasks, small groups working on projects, and the sharing of individual and small group strategies. This would not be possible if the instruction was teacher driven.

Even though we already address the issue of student engagement, our school has a clear focus on our next steps. We are beginning to differentiate to accommodate staff as well as student need. New teachers and teachers new to the grade have a mentoring cycle where teachers get support to help address their needs and their students. Through coaching, visitation, demo lessons, and professional development, staff members have an opportunity to try different ways to accommodate the mathematical needs of their students.

Our school has a strong commitment to the professional development in the area of mathematics. We are in year two of the NYS MMMSB TITLE II Math and Science Grant for districts 3, 5, &6. This grant provides content rich professional development in algebra. Last year the focus was numeration and next year the focus will be geometry. When teachers have a better understanding of the math they teach, they are more capable of providing opportunities for their students to develop an understanding of concepts.

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.

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.

Our school met with the cabinet and payroll secretary to discuss this issue.

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

Applicable xxx 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?

Over the last five years ending in September of 2007, there has been very little turn over in staff except for a periodic retirement, or maternity leave. Last year, we experienced a higher turn over in staff than usual. Several staff members left the school to meet family obligations (e.g. spouse transfer to new work location, spouse education, etc.

The issue of teacher turn over is not a problem in and of itself. Turn over becomes an issue if there is not an appropriate pool from which to recruit and if no method exists to incorporate new staff members into the community. To promote the induction of new teachers into our school, our school provides mentoring, with an experienced teacher, coaching with one of our coaches and grade meetings where new teachers participate in on going professional development and grade planning. Our curriculum in reading and writing is written out so teachers know the units of study, specific goals for each unit and suggested mini lessons to meet those goals. A pacing calendar is available for the EveryDay math curriculum. Science and social studies are coordinated through grade level meetings. New teachers

and teachers new to the school receive additional professional development support up to a full year depending on their needs and experience level.

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.

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.

Our coaches including our dual language coach and administrators met to discuss this issue and provide the following response.

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

Applicable xxx 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?

Beginning in school year 2007-08 our school hired a coach for our dual language program and services for ELL students. The coach has been very active in providing professional development for teachers in the dual language program. They have developed a new kindergarten Spanish immersion program, identified language goals for each grade and created a new report card insert for second language oral proficiency.

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.

Our next steps will be to provide more intensive training to our general education teachers on how best to support ELL students in general education classes.

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.

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.

This finding was reviewed by administrators, our coaches, dual language coach, AIS coordinator, and data manager. We offer the following response to this question.

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

Applicable xxx 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?

Our data manager provides teachers with copies of all testing results which include standardized test results, ECLAS data, running records, Acuity results, etc. The charts include information on the status of each student as an ELL or special education student. The charts also indicate what additional supports and interventions those students are receiving. The data charts are part of the schools on-

going assessment and instructional planning process. We do not however, consistently include NYSESLAT scores or student's time in the United States. We will include this information in the future.

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.

We will update our data charts to consistently include NYSESLAT scores and students' time in the United States

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.

The findings were reviewed by our coaches, AIS coordinator who is a special education teacher and administration. We offer the following response to this question.

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

Applicable xxx 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 consulted with our teachers to determine if teachers felt secure in their understanding of students' needs. Based on the assessment, it was determined that cluster teachers were not secure. The special education teacher in each of the CTT classes met with the cluster teachers at grade meetings over a series of weeks. The special education teacher described each student in the class who had an IEP and offered a variety of suggestions to address the academic and behavior needs of the students. The CTT teacher in each grade acts as a consultant to the teachers on that grade to discuss methods for adapting the curriculum and behavior intervention strategies. In addition, teachers are aware that they may make a request of the student's primary service provider to discuss adaptations of the curriculum.

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 will continue to provide on-going support to cluster teachers by arranging for primary providers to meet with them and discuss IEPs.

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

The findings were reviewed by our coaches, AIS coordinator who is a special education teacher and administration. We offer the following response to this question.

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

Applicable xxx 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?

Special education teachers were instructed to use the PLOP chart to help them match the present level of performance with the appropriate goals and objectives. To assist our school in training our AIS coordinator who is a special education teacher met with the

special education teachers to discuss the planning chart. Special education teachers are available to meet with classroom teachers to review IEP and accommodations. We also invited Annie Jennings to run a workshop for special education teachers to discuss IEP development. Special education teachers do construct behavior intervention plans for students who need them.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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.)

There are three students would live in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
3. We currently have three students in temporary housing.
4. We provide the following services for our students in temporary housing:
 1. Coordinate with the Department of Education shelter liaison for all issues and concerns including but not limited to: attendance, academic concerns, social-emotional needs of the student and family
 2. Make referrals to the Committee on Special Education regarding placement, transfers or transportation
 3. Conduct home visits with support staff, SAPIS worker, attendance teacher and guidance counselor
 4. Inclusion of students in the after-school tutoring program
 5. Grants for students to attend summer camp and scholarships for after school clubs, including LEAP, chorus and chess.
 6. Provide transportation, including metro cards and/or bussing
 7. Use of Parent Coordinator to ensure that parents receive and are informed of all rights and privileges under the McKinney-Vento Act
 8. Parent Coordinator, SAPIS worker and Literacy, Mathematics and Bilingual subject area coaches provide workshops for parents
 9. Social worker provides English as a Second Language workshops for parents
 10. All workshops, meetings and letters are translated

11. Follow all Student in Temporary Housing policies and procedures as outlined in the Chancellor's Regulations
12. Provide students with necessary school supplies and goods
13. Students in Temporary Housing are recipients of coat, toy and food drive proceeds

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.

Language Allocation Policy 2009-2010

Description of the steps our school uses in identify ELL students, structures to inform parents of their choices and distribution of entitlement letters (Questions 1 through 3)

During the registration process, parents are administered the Home Language Identification Survey (HLS) by a Spanish/English bilingual staff member, including our Spanish/English speaking Parent coordinator or the ESL teacher. If the home language is Haitian, the HLIS survey interview is conducted by our Haitian speaking ESL teacher. After the initial screening and interview, our certified ESL teacher reviews the HLS that each parent completed to determine eligibility. In this way, the ESL teacher is in a position to administer the LAB-R quickly. The Spanish LAB-R is administered by a bilingual teacher.

Parents receive the required notification of services available for their children and are invited to attend an orientation session where they view a video explaining the choices and are encouraged to ask additional questions. During the meeting, parents are informed of the range of programs we have in the school and the advantages of each option for their child. They are requested to sign a choice letter to determine their interest in our program options (Freestanding ESL or Dual Language). Parents who do not take advantage of the notice to attend an orientation session are invited to schedule an appointment to meet with our ESL teacher and a translator who is a Spanish-speaking staff member familiar with our program offerings. Those who do not schedule a meeting are again contacted during Parent Teacher Conferences. The Parent Coordinator also makes telephone calls to parents to assist them with program choices. We actively encourage participation in the Spanish dual language program. We host tours to inform parents about the dual language program and have a part time dual language coach who meets with parents to provide additional information about the program. We inform parents about the ESL and the Dual Language program during registration.

PS 163 follows the guidelines provided by DOE to administer the NYSESLAT. The Assistant Principal in charge of testing schedules the administration of the NYSESLAT.

A review of the parent survey and program selection forms suggests that parents of Spanish speaking students who are ELLs tend to select placement in the dual language program. During the 2009-10 school year 16 families of ELL students attended the dual language program compared to 54 families that selected ESL services. The 15 students who attended the dual language program were students who were newcomers (0 to 3) years suggesting an increased awareness of the services we offer. We believe that the preference for placement in the dual language program is the result of direct outreach to the community, tours where parents may observe the high quality of instruction we provide and opportunities for parents to discuss the program with our dual language coordinator. The high interest in the program may be the result of the 90/10 model we are using for instructing students in our kindergarten dual language program. This model was introduced in the fall of 2008 and has been continued during the 2009-2010 school year.

Are programs aligned with parent requests?

In the lower grades, our programs are aligned with parent request as evidenced by the parent surveys. However, in grades two through five we were required to close our dual language classes because of sharply declining enrollment in the dual language program. To ensure that our school can offer a comprehensive program throughout the grades, our school redesigned our program beginning with the dual language immersion program starting in kindergarten by opening two dual language classes on each grade. If in the future we are faced with declining enrollment, we can merge two classes into one class and maintain the program.

ELL Demographics

PS 163 serves a total of 70 ELL students across the grades in our school. There are a total of 37 newcomers with zero to three years of service, eight special education students, 27 students who have received service from four to six years, and six long term ELLs. The majority of our Newcomers are served in the dual language program while the ELLs who have received four to six years of service are served in our ESL program. All special education ELL students are served through ESL services. Thirty-five of our ELL students come from Spanish speaking households while two come from Haitian Creole language backgrounds and one comes from Chinese background.

ELL Program breakdown

	K	1	2	3	4	5	Total
Dual Lang	2	2	1	1	1	1	8
ESL P/In &P/out	2	2	2	2	2	2	12
	12	9	9	14	6	5	20

PS 163 offers two dual language programs. The general education program is currently serving students in grades kindergarten and one while the dual language gifted and talented program serves students in grades two through five. The above chart shows the number of classes in each grade in both the dual language and ESL program. Students who receive ESL tend to be clustered in one class on each grade so that our service provider can easily serve those students.

How Instruction is Delivered

PS 163 offers a freestanding ESL program for non-Spanish speaking second language learners, and for Spanish speaking students whose parents select not to enter the Dual Language program.

ELL students are grouped together in general education classes. It is our goal to encourage push-in instruction for students wherever possible. Where it is not possible to provide push-in instruction, students will be grouped by grade level, with students who achieve beginner or intermediate status on the NYSELAT or LAB-R receiving 360 minutes of instruction, and more advanced students receiving 180 minutes of instruction.

The ESL program where pull out instruction is the mode, the teacher uses the workshop model as a basis for instruction. The teacher addresses the four modalities. During the mini-lesson, the teacher presents a teaching point that relates to prior instruction. In teaching ELL students, the teacher assures that there is appropriate scaffolding of vocabulary, with appropriate visual supports including graphic organizers. The teacher models the concepts under consideration and assures there is guided practice. We encourage students to work in cooperative groups to provide ample opportunity for students to converse and write about their ideas. The classroom is filled with visual supports for learning, including charts and a word wall.

For push in ESL services, the ESL teacher coordinates the activities with the classroom teacher. The classroom teacher teaches the mini lesson and the ESL teacher follows up by reinforcing the concepts and providing clarification, providing work with the concepts using the four modalities, developing content specific vocabulary, using vocabulary and concepts in their writing, and reading. The ESL teacher differentiates instruction to meet the linguistic and academic needs of the individual students.

With the advent of the Chancellor's 2006 program of 37.5 minutes of additional small group instruction, we are able to incorporate all **new arrivals** in small groups for extra language support. The focus of instruction for these students is to develop academic English language vocabulary, concepts, and communication skills. ELL students who are part of either the receiving service 4 to 6 years or Long Term ELLs subgroups are also provided with additional services during the 37.5

In addition to the 37.5 minutes of small group instruction, we address the particular needs of ELL students in grades 3 and 4 during our after school program. ELL students receive small group instruction both from our ESL teacher and from a bilingual teacher. Students work on either literacy concepts or intense work on math skills.

Delivery of mandated number of minutes of services

For students receiving ESL services, students are grouped by grade level and placed into one of the classes on the grade. The ESL provider pushes in and pulls out for the mandated number of minutes. Students may receive up to 360 minutes of service per week in this manner.

Language Allocation for the Dual Language Program

PS 163 provides a Dual Language program in Spanish and English. There are currently eight self-contained classes in grades kindergarten through fifth grade. There are four Gifted and Talented classes in grades two through five. These classes follow the self-contained fifty/fifty model. Students in those grades receive 2 and half days of instruction in each language. Tuesdays and Thursdays are Spanish days. On Fridays, the teachers have the option to divide the day by language or alternate Fridays. Mondays and Wednesdays are English language instruction days.

The two Kindergarten classes follow the eighty/twenty model. The daily language of instruction is Spanish with one period designated for ELA instruction. Specials are conducted mostly in English. During the 37.5 period, the students receive additional English language literacy instruction.

The two first grade classes follow the sixty/forty model. On Mondays and Wednesdays all subject area instruction is in English. On Tuesday, Thursday, and Friday instruction is in Spanish. During the 37.5 period, the students receive additional English language literacy instruction.

The two kindergarten and two first grade classes include 50% of students who are English dominant and 50% who are Spanish dominant or bilingual. Students in those classes were interviewed to determine language dominance. Selection was based on the DOE admission policies; parent interest and commitment; as well as the student's language dominance.

The increased amount of Spanish instruction in the kindergarten benefits both linguistic groups of students, as they move through the grades. All but one student in the two kindergarten classes of 2008-2009 met the literacy benchmarks in both Spanish and English.

Reading in the Dual Language Classroom

As part of the literacy program, students receive reading and writing instruction in both languages (simultaneous). In reading, we use the Teachers College Readers workshop. We augment the workshop with other aspects of balanced literacy. The literacy program provides instruction in all aspects of balanced literacy in both languages including guided reading, shared reading and interactive read aloud. Phonemic awareness and early phonological processing skills are taught in both languages. Foundations is the program PS 163 has adopted for English language instruction and Estrellitas for Spanish language instruction. Estrellitas is currently used in K and first grade. Each classroom has two libraries, which includes various leveled text in both languages. Guided reading is essential for building capacity for reading and guided reading sets are available in both languages. Literacy assessment (running records) are conducted in both English and Spanish (EDL2). Teachers monitor students growing capacity to read and comprehend in both languages. The levels obtained in conducting running records will assist us in providing rigorous guided reading instruction.

The PS 163 Dual Language program received a grant from a private organization to purchase multiple copies of Spanish language books to supplement our Spanish book closet. These books are used by teachers for guided reading and other small group instruction.

Writing in the Dual Language Classroom

We use the Teachers College Writers workshop model as the basis for writing instruction in both languages. In addition to using the writing units, teachers will teach content area writing skills in both languages. Teachers' plans also included language goals. They expect to teach for each unit of study and work on those goals should be visible during each lesson.

Dual Language Classroom Environmental Supports

All charts are color coded for ease of recognition of each language. Word walls and specialized content area word walls are available in both languages. Word study is conducted in both languages. Environmental supports including charts will be designed as references for students. ESL teaching practices and strategies are used during instruction. Rigorous homework will be available in both English and Spanish to reinforce classroom instruction.

Math in the Dual Language Classroom

Everyday Math is taught in both languages in grades first through fifth. In kindergarten, it is taught exclusively in Spanish. Manipulatives and games support math instruction as they acquire mathematical concepts. Parents receive the home letter to support their child's work in their native language. Math workshops for parents are conducted in both languages.

Science and Social Studies in the Dual Language Classroom

Instruction in science and social studies using a variety of materials, techniques and field trips takes place in both languages, Lab science is taught in English but classroom teachers support that work in Spanish. In kindergarten, the science (FOSS) and social studies themes are integrated into all areas of the curriculum. For example, teachers select books for the read aloud that are related to the science and social studies themes. Center activities provide the students with additional opportunities to learn science and social studies concepts as well as develop oral academic language.

Cluster subjects

To whatever extent possible cluster subjects are scheduled in the language of the day. Our technology, gym, and library teachers can teach in Spanish. Our music teacher who does not speak Spanish teaches songs in Spanish.

Supporting Oral Language Development in the Dual Language Classroom

Teachers will support the development of second language acquisition in a number of ways. They will carefully adhere to the language of the day and avoid code switching. Teachers will use small group work and partner activities to support the acquisition of the second language (L2) be in Spanish or English. Encouraging students to make oral presentations to classmates in L2 will foster skills and confidence in using L2. The use of song, poetry, and Readers Theater can help to strengthen skills in the second language. To help students become truly bilingual and biliterate, teachers from two classes may partner students for selected activities that will encourage the use of one language or the other. Activities might include buddy class partner reading, field trips in Spanish, and other activities that will promote the sustained use of Spanish. Students who

are learning English as a second language have more role models both in the school and in the community at large than those learning Spanish. It is, therefore, crucial then that the school create more opportunities for the students to practice Spanish.

Differentiated Instruction for ELL subgroups

SIFE

SIFE students who are Spanish speaking are encouraged to participate in the dual language program. Students also receive academic support through AIS and participate in the after school, in addition to the extended day program.

Differentiating Instruction

Students receive instruction based on need. Students are assessed to determine their level of skill. Our school will take running records for students four times yearly in English and twice yearly in Spanish. Based on those outcomes the students are placed in guided reading or strategy reading groups where they receive necessary small group reading support using ESL strategies to ensure that students understand vocabulary and are making adequate progress in comprehending text. These services are also available in our dual language program. As students become increasingly proficient the extra scaffolds and supports are withdrawn. Extra academic support is available in the form of extended day, and as the year progresses in the form of after school groups. For students in the first grade our school will provide two hours of weekly after school support for twenty weeks to help students understand the decoding aspects of reading and promote vocabulary development and reading comprehension.

Programming and Scheduling Information

PS 163 provides targeted intervention for ELL students in ELA, math and content areas during our extended day program, within small groups in classrooms and will be offered in after school. Teachers conduct assessments of students in reading and in math throughout the year. Based on these outcomes, teachers provide targeted small group work to help students learn concepts and develop skills. The results of assessments are shared with the ESL teacher so he too may work on specific skills during ESL instruction. ELL students participate in extended day where they work on ELA two days per week and math two days per week. Teachers engage in guided reading and in depth work on reading comprehension. During math instruction, students work using the EDM math games and in learning skills that were identified as areas of need on the baseline and unit math assessments. In addition, ELL students will be eligible to participate in our after school remedial programs and in language development groups for younger students.

ELL Students are provided with the same instructional and enrichment opportunities offered all other students. We use push in instruction wherever possible so students can participate in the mini lesson conducted by the teacher and then receive additional support by the ESL teacher. Of course, in the dual language program, the dual language teacher will provide the

small group support that the ELL students require using ESL methods to improve their understanding of content. ELL students participate in all enrichment clusters in grades 3 through 5 and arts enrichment activities throughout the grades.

When teaching social studies and science content, teachers in general education classes with ELL students and Dual language teachers are aware of the need to focus on clarifying vocabulary, repeating instructions and using visual supports to promote learning for all students but particularly for ELL students. We offer intensive science and/or social studies instruction prior to the social studies or science test for all students including ELL students during extended day and during the school day as well.

Schools with Dual Language Programs

Please see section on dual language instruction.

STAFF DEVELOPMENT

PS 163 will continue to support ELL students to meet the city and state standards by having the bilingual professional development specialist provide professional development services to teachers in the dual language program, provide coaching for new and experienced bilingual teachers, model lessons for new teachers, and help develop and adapt curriculum specifically to meet the needs of second language learners. For the 2009-2010 academic year, the ELL specialist will meet on a regular basis with the dual language staff to continue the development of a comprehensive Spanish language word study, grammar, and vocabulary development curriculum, which will be aligned to the one, used for English language instruction. In addition, the ELL specialist will work with the dual language staff to incorporate language goals into all the content areas.

The dual language program designed and distributed a comprehensive second language progress report which will provide parents with information about their children's development in their second language, specifically in the areas of listening comprehension, speaking, vocabulary, grammar, and spelling.

Teachers in third, fourth and five grades will meet for four two-hour sessions, after school, to plan a word study curriculum. The focus will be planning lessons that will develop vocabulary, grammar and spelling in Spanish that is aligned with the new word study curriculum which is being developed in English.

PARENT/COMMUNITY

Structures in Place to Assist Parents in Understanding Program Choices

Parents of ELL students are provided with numerous opportunities to participate in a multitude of school activities and organizations. The parent coordinator, who is bilingual (Spanish/English), translates at PTA meetings. He also conducts the weekly Café 163 where parents concerns are addressed.

At dual language parent meetings, second language acquisition stages are discussed. They are encouraged to use their first language to support the oral language and literacy development of their children.

PS 163 offers a weekly parent program called Café 163. During these sessions, parents meet to discuss topics of interest to the entire community as well as specific topics effecting second language learners. Topics include helping your child with homework, using ARIS, curriculum in English Language Arts, math, and the content areas. Parents also can participate in workshops specifically designed for immigrant parents.

PS 163 will offer an after school Family Math series of workshops for parents and their children, conducted in Spanish and English, will begin in December 2009. Students and their parents will engage in math games and activities from the Every Day Math curriculum. The math coach and dual language program facilitator will discuss practical ways in which parents can support the mathematical understandings of their children using everyday home experiences.

Assessment Data

PS 163 conducts a variety of assessments to help our teachers plan effective instruction for students. Teachers conduct running records four times each year in English using the TCRWP assessments. We also conduct running records in Spanish twice a year. These assessments in addition to the NYSESLAT, ELA and State math tests provide information to help us plan more effectively for our students.

The results of the NYSESLAT demonstrate the following:

	K	1	2	3	4	5	Total
Beginner	3	7	2	2	1	1	16
Intermediate	0	4	1	8	3	3	19
Advanced	9	5	6	6	4	5	35
	12	16	9	16	8	9	70

Of the seventy ELL students our school serves, we find a large number of students score at the advanced level. As students move through the grades students improve in their abilities on the NYSESLAT suggesting that achievement improves over time. When we observe our students' test scores according to modality, we see the following pattern

	Prof. Level	K	1	2	3	4
List. Speaking	B	1	1	0	0	0
	I	3	1	0	1	1
	A	2	6	10	3	1
	P	3	1	5	3	7
Reading	B	5	1	1	1	1

Writing	I	4	1	8	2	3
	A	0	2	5	4	5
	P	0	4	1	0	0

On the listening and Speaking sections of the NYSESLAT, our students perform increasingly better throughout the grades with fewer students scoring at level 1 and more students scoring at the proficient levels. In the areas of reading and writing students do perform increasingly better on the reading and writing subtests as they proceed through the grades. However, the numbers of students achieving proficiency in grades two through four are lower than those achieving proficiency in listening and speaking suggesting the need to increase the amount of guided reading and strategy group work in reading and the need to increase for small group work in writing.

On the state tests, ELL students tend to perform better on the math test than on the ELA.
ELA

Grade	L1	L2	L3	L4	Total
3	0	0	0	0	0
4	0	6	4	0	10
5	2	5	2	0	9
	2	11	6	0	19

Math

Grade	L1	L2	L3	L4	Total
3	0	0	0	0	0
4	1	0	9	0	10
5	1	2	6	0	9
	2	2	15	0	

No ELL students took the standardized tests in ELA or math during 2008-09.

Students in our school tended to perform better on the state math examinations than on the ELA. In ELA 11 students scored a level 2 while only 6 scored a level 3. The reverse was true in math. Only two students scored a level 2 in Math while 15 scored a level 3. Such results suggest the need for continued work in developing our student reading and reading comprehension skills.

Parent School Compact

January, 2010

Dear Parents and Guardians:

PS 163 has recently been certified as a Title I school, and under the regulations, schools must develop an agreement describing the responsibilities of the staff, students and parents/guardians for supporting our students' education. The School Leadership Team has identified the following list of issues important to educational success. Please review the agreement known as the Compact for School Success, discuss it with your child, and return it to your child's teacher. Both you and your child should sign this Compact to indicate your agreement with these points.

COMPACT FOR SCHOOL SUCCESS

Parents agree to:

- Require daily school attendance and make sure your child is on time for school each day
- Review completed homework assignments each day and make sure your child applies his/her best effort
- Read to or make sure your child reads each night according to your child's grade requirement
- Develop open communication with teachers regarding your child's education
- Review graded assignments and other communications from your child's teacher
- Reduce TV viewing and electronic game use, replacing it with family activities
- Set an appropriate bedtime so your child can come to school rested and ready to learn
- Become involved in school community activities
- Attend parent teacher conferences
- Respect individual differences
- Dress students appropriately for weather and school activities
- Keep your child home when he/she is sick
- Be considerate of others by setting a positive example for your child

Students agree to:

- Do your personal best everyday and respect each other's right to learn
- Come to school every day on time and prepared
- Be an active and courteous participant in all school activities
- Ask your teacher any questions about homework or assignments
- Respect yourself and the personal rights and property of others
- Follow school rules in the cafeteria, classroom, playground and hallways
- Complete homework in a thorough and legible way and make sure your parent reviews your homework
- Make sure your parent receives all school notices
- Be responsible for completing your work in class
- Cooperate with others in the classroom and school community
- Respect individual differences

Teachers agree to:

- Promote open communication with parents regarding discipline, academic instruction and progress
- Provide for individual student needs through on-going assessment, flexible leveled assignments and attention to individual learning styles
- Coordinate literacy activities with all aspects of the curriculum
- Assign homework in accordance with the school homework policy, which reinforces daily classroom work
- Have a procedure for reviewing homework
- Design activities which encourage use of higher level thinking skills and promote students' growth to meet their potential
- Follow up with parents and other staff members when a student is not fulfilling his/her responsibilities
- Respect individual differences
- Encourage and support cooperation and respect in the classrooms and the school community

Name of Child and Class (Please print) _____

Parent's/Guardian's Signature _____

Teacher's Signature _____

Child's Signature _____

Enero del 2010

Estimados Padres y Guardianes:

La E.P. 163 es una escuela de Título I y es un requisito bajo las regulaciones del Título I que la escuela desarrolle un acuerdo describiendo las responsabilidades del personal, los estudiantes y los padres y guardianes para apoyar a la educación de nuestros estudiantes. El Equipo de Liderazgo Escolar ha identificado la lista siguiente de asuntos importantes para el éxito escolar. Por favor repase este convenio, convérsalo con su hijo/a y devuélvalo a su profesor. Usted y su hijo deben firmar este convenio para indicar su acuerdo con estos puntos.

CONVENIO DEL EXITO ESCOLAR

Los Padres se comprometen a:

- Requerir la asistencia diaria y asegurar que su hijo/a este puntual todos los días.
- Repasar la tarea de su hijo/o cada día para asegurar que este haciendo su mejor esfuerzo.
- Leerle o este seguro que su niño/a lea cada noche según los requisitos de su grado.
- Desarrollar vías de comunicación con el maestro de su hijo/a según la educación de su hijo.
- Repasar tareas corregidas y otras comunicaciones del profesor/a de su hijo/hija.
- Reducir el tiempo que su hijo/a pasa con la televisión y los juegos electrónicos, remplazándolo con actividades familiares.
- Establecer una hora de acostar apropiada para que su hijo/a venga a la escuela descansado/a y listo/a para aprender.
- Involucrarse en actividades de la comunidad escolar.
- Asistir a las conferencias de padres y maestros.
- Respetar las diferencias individuales.
- Vestir a su hijo/a apropiadamente para el clima y las actividades de los niños.
- Mantener a su hijo/a en casa si este enfermo/a.
- Ser un ejemplo positivo para su hijo/a.

Los Estudiantes se comprometen a:

- Hacer su mejor esfuerzo todos los días y respetar al derecho de aprender de los otros.
- Venir a la escuela a tiempo y preparado todos los días.
- Ser un participante activo y respetuoso durante todas las actividades escolares.
- Hacer preguntas a los maestros sobre tareas y trabajos.
- Respetar a si mismo y a los derechos y propiedad personal de otros.
- Seguir las reglas de la escuela en la cafetería, los salones, el patio y los pasillos.
- Completar las tareas y hacerlas legibles y asegurar que sus padres las revisen.
- Entregaran todos los volantes y notas de la escuela a los padres.
- Ser responsables completando el trabajo de clase.
- Colaborar con otros en su salón y en la comunidad escolar
- Respetar las diferencias individuales.

Los Maestros se comprometen a:

- Promover la comunicación con los padres acerca de la disciplina y la instrucción académica y el desarrollo del estudiante.
- Atender a las necesidades individuales de los estudiantes a través de evaluaciones continuas, flexibles tareas de acuerdo al nivel del estudiante y atención a los diferentes estilos de aprender.
- Coordinar las actividades de lectura con todos los aspectos del currículo.
- Asignar tareas según la política escolar de tarea que refuerce el trabajo diario del salón de clase.
- Tener un procedimiento para revisar tarea.
- Diseñar actividades que promueva el uso de altos nivel de pensar y que promueva el crecimiento de los estudiantes hasta para alcanzar a su potencial.
- Hacer un seguimiento con los padres y otro personal cuando un(a) estudiante no cumple con sus responsabilidades.
- Respetar las diferencias individuales.
- Apoyar y fomentar la colaboración y el respeto y los salones de clase y en la comunidad escolar.

Nombre y Salón de Clase del Estudiante _____

Firma del Padre/Guardian: _____

Firma del Maestro: _____

Firma del Estudiante: _____

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