



**THE ROBERT E. SIMON SCHOOL
THE GLOBAL SCHOLARS ACADEMY**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 03M165

ADDRESS: 234 W 109TH STREET, NEW YORK, NY 10025

TELEPHONE: (212) 678-2873

FAX: (212) 222-6700

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 165 **SCHOOL NAME:** The Robert E. Simon School/The Global Scholars Academy

DISTRICT: 3 **SSO NAME/NETWORK #:** ESO/CFN3 – The Larry Harvey Network

SCHOOL ADDRESS: 234 W. 109th Street, NY, NY, 10025 C

SCHOOL TELEPHONE: (212) 678-2873 **FAX:** (212) 222-6700

SCHOOL CONTACT PERSON: Pedro De La Cruz **EMAIL ADDRESS:** Pdelacruz2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Pedro De La Cruz

PRINCIPAL

UFT CHAPTER LEADER

Robert Bonilla

**PARENTS' ASSOCIATION
PRESIDENT**

Daniel Ynoa

STUDENT REPRESENTATIVE
(Required for high schools)

**COMMUNITY SCHOOL DISTRICT
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
Pedro De La Cruz	*Principal or Designee	
Robert Bonilla	*UFT Chapter Chairperson or Designee	
Daniel Ynoa Fatima Ortiz	*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	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 165 is a Pre-K-Grade 7 school located at the northern tip of Community School District Three in Manhattan. The Robert E. Simon School is committed to developing a community of learners challenged to grow both intellectually and responsibly. Our student population is multicultural including students from a wide variety of countries. Predominantly our student core group is Hispanic and African American. The immediate school community is diverse and represents countries from around the world.

PS 165 has general education classes including a Dual Language Program with instruction in both English and Spanish. A Gifted and Talented Dual Language Program is also offered. In addition to the Dual Language Program, we have Collaborative Team Teaching (CTT) classes combining special education students with general education students in an inclusion model of teaching. PS 165 also has two Special Education classes that provide a smaller, more structured setting for students with special needs.

PS 165 has rigorous programs and offers an enriched curriculum. PS 165's balanced literacy program is an integral part of our school helping our staff to continually develop in the area of literacy with support of The Teachers College Reading and Writing Project. The Project supports literacy instruction within our school through professional development of teachers and school leaders. Literacy planning and instruction is aligned with New York State and New York City standards. PS 165 has implemented the Everyday Mathematics Program for over 10 years.

The New York City DOE Science and *Social Studies Scope and Sequence* provides the comprehensive framework for teaching with content, concepts, key ideas, understandings and performance indicators. Each grade is organized around suggested time frames for the teaching of core content (units of study) guided by essential questions. Science instruction is supported with FOSS and Delta Science teaching materials. Each grade develops related reading/writing and research skills. In addition to core academic subjects, students at PS 165 also participate in art, music, physical education, science, library and computer classes.

Our school has a dedicated staff with teachers participating in professional development in content areas of literacy, mathematics, science and social studies. Collaboration among teachers is a significant feature of PS 165 with teacher facilitated study groups, team teaching and grade level planning. The school also provides monolingual and bilingual related services such as Speech and Language, Occupational Therapy, Adaptive Physical Therapy, Hearing Education and Counseling.

The Robert E. Simon School partners with various after school programs: Students participate in the YMCA @ PS 165 and at the Grovesnor Neighborhood House YMCA. The Act Program at the Cathedral of St. John, a year round program, offers extended hours and services for a wide range of age groups. PAL Armory offers arts and crafts, homework help, music and dance, sports, computer classes, In-STEP, community service, mentoring program and more. Harlem Children Zone at Booker T. Washington offers a wide variety of programs for different age students throughout the Upper West Side community.

Families are an integral part of the school and are encouraged to be involved in fundraising; joining the School Leadership and working with staff and teachers as Learning Leaders to ensure academic success. Families are also involved in school wide events such as movie night, the annual art exhibit and our Multicultural Fair, in which the school community comes together to share traditions, customs, and food. This event highlights and celebrates the diversity of our community.

PS 165 school community works hard to live up to its motto:

Dare to Dream, To Achieve, To Make A Difference, Together!

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 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 165 Robert E. Simon								
District:	3	DBN:	03M165	School BEDS Code:	310300010165				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	18	18		92.2	93.4	TBD		
Kindergarten	95	92	86						
Grade 1	98	97	91	Student Stability - % of Enrollment:					
Grade 2	107	94	95	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	83	111	98		93.5	93.7	TBD		
Grade 4	102	87	104						
Grade 5	84	99	83	Poverty Rate - % of Enrollment:					
Grade 6	0	55	55	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	50		74.8	78.6	81.0		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		16	96	TBD		
Grade 12	0	0	0						
Ungraded	3	1	8	Recent Immigrants - Total Number:					
Total	590	654	688	(As of October 31)	2007-08	2008-09	2009-10		
					2	5	4		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	26	20	26	Principal Suspensions	31	12	TBD		
# in Collaborative Team Teaching (CTT) Classes	28	44	58	Superintendent Suspensions	6	4	TBD		
Number all others	34	32	42						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	19	134	8	Number of Teachers	50	54	TBD		
# in Dual Lang. Programs	117	125	118						
# receiving ESL services only	27	33	32						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	15	9	37	Number of Administrators and Other Professionals	12	12	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	66.0	64.8	TBD
				% more than 5 years teaching anywhere	54.0	51.9	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	88.0	89.0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	100.0	90.3	TBD
American Indian or Alaska Native	0.3	0.5	0.4				
Black or African American	17.5	19.6	19.0				
Hispanic or Latino	73.0	69.3	70.5				
Asian or Native Hawaiian/Other Pacific Isl.	3.2	3.1	3.1				
White	5.9	6.6	5.8				
Male	53.0	54.6	54.4				
Female	47.0	45.4	45.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		Secondary Level	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	√sh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	√
Overall Score:	86	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	8.5	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:	16	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	51.7		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	9.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
KEY: PROGRESS REPORT DATA	◊ = Outstanding
NR = Data Not Reported	NR = No Review Required

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

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

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

SECTION IV: NEEDS ASSESSMENT

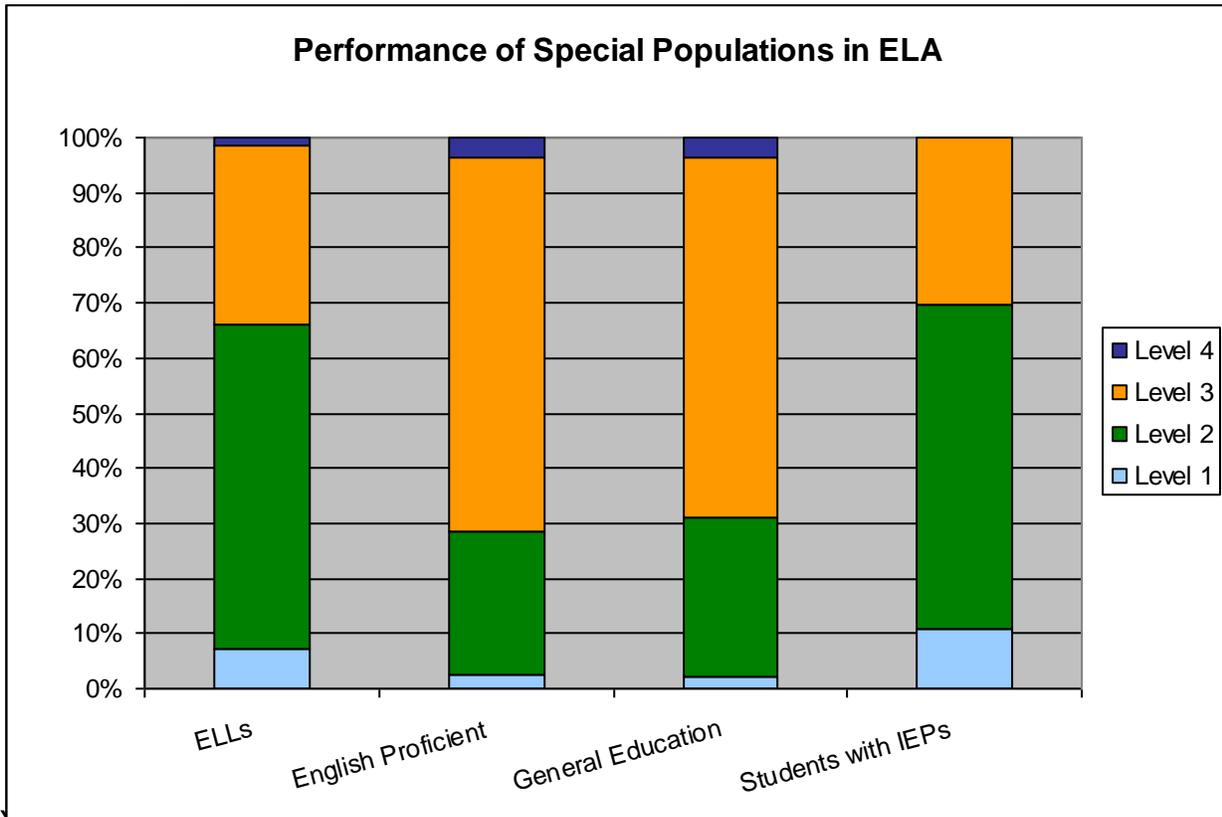
Directions: Conduct a comprehensive review of your school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry 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?

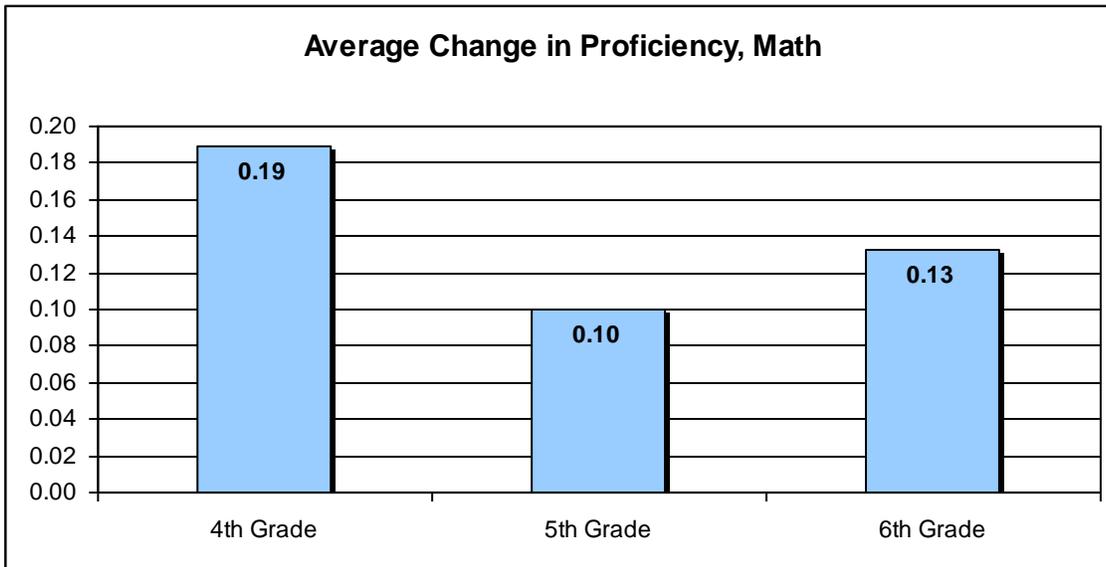
After conducting a comprehensive review of our school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress, we have summarized in this section our major findings.

03M165 is a school that is growing to encompass the entire K-8 grade scope. For the past four years, we were designated “In Need of Improvement” in the area of ELA for Limited English Proficient students. Last year, we achieved scores that earned us the “School in Good Standing” designation. The school’s Report Card shows that our English Language Learner students in the middle school perform on average at a level of 2.81.

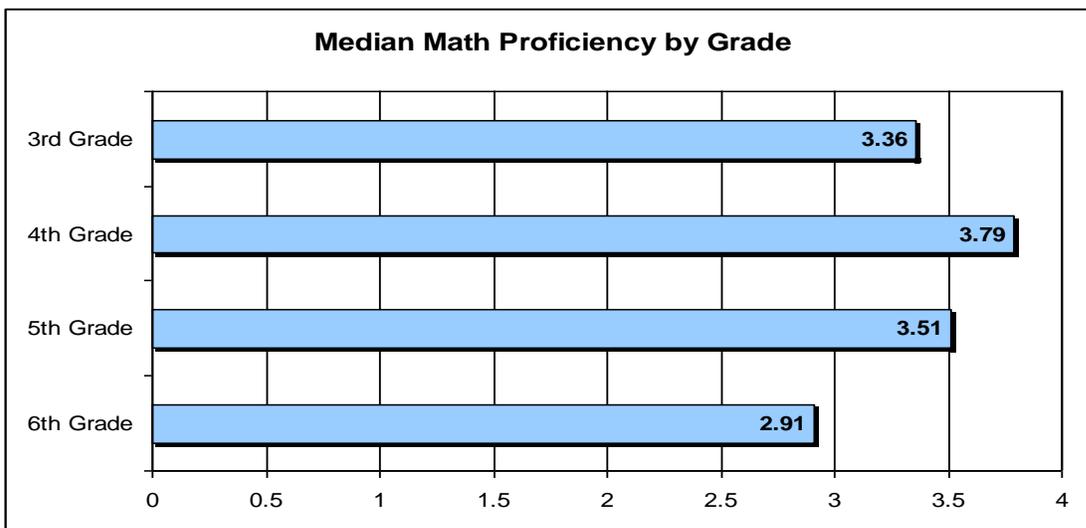
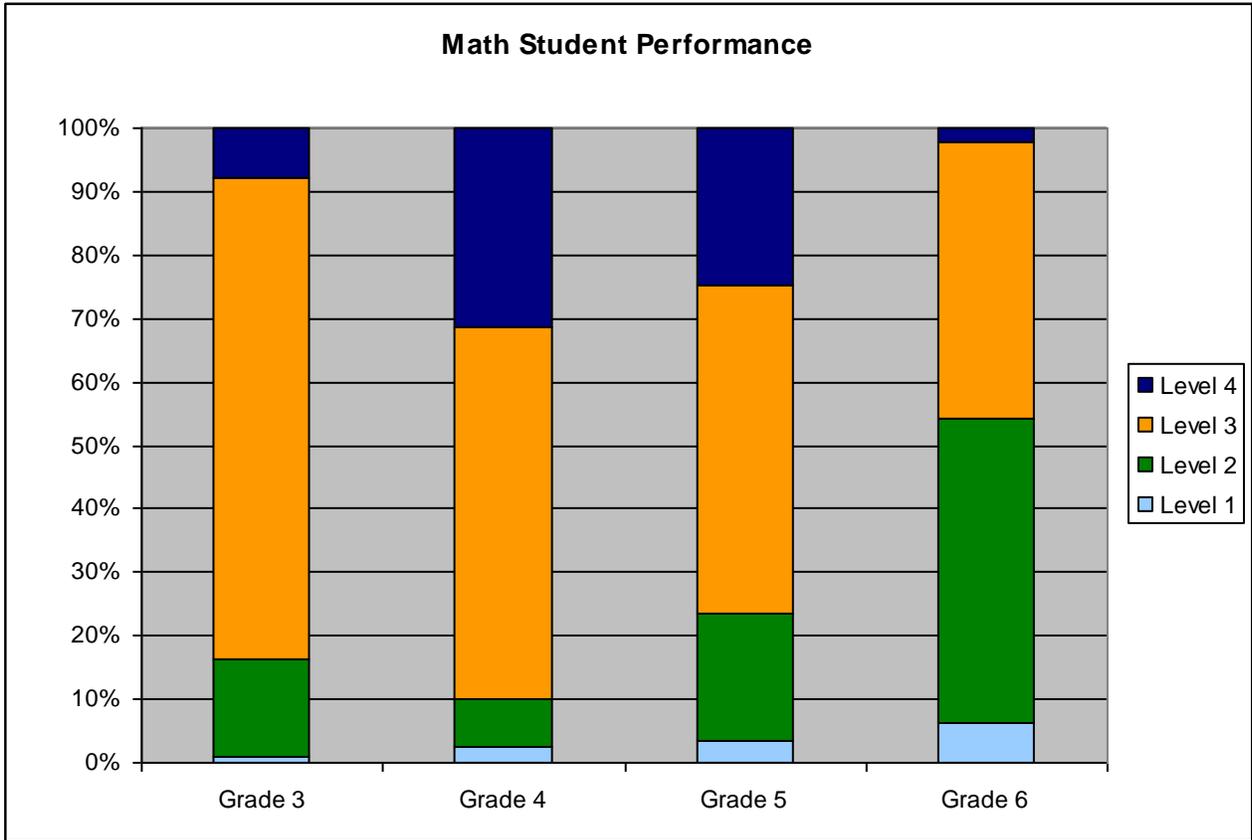


On the school's Progress Report, school environment earned a "B" grade, decreasing our overall percentage score to 86 out of 100, but still reaching a letter grade of "A." Looking deeper at our school survey, we noticed that the lowest score within the School Survey for the 2008-2009 school year was communication. Communication was also our lowest score on the School Survey for the 2007-2008 school year. Some of the barriers we have faced in our efforts to increase communication have been the need for translation services while communicating with parents, the need to make parent activities entertaining and attractive to parents, and the lack of time for teachers to communicate with each other and with administration. Although we still have a low score in communication, we have accomplished an increase in such score for the past two years: increasing by 0.8 in 2007-2008, and by 0.2 in 2008-2009.

While looking at student performance and progress, we noticed that, in mathematics: only 71.1% of the students made one year of progress; the average change in student proficiency is lower in every comparable grade (4-6) than it is in ELA; student performance in math is only 63.8% and 50% when compared to peer and city horizons respectively; and student proficiency is only 61.7% and 45% when compared to peer and city horizons respectively. Although these numbers have increased since the 2007-2008 school year, they still represent an almost 30% of students not making a year of progress in one school year and, when compared to students in the entire city, our students are below the minimal 51% benchmark.



Looking at different measures of student performance, and knowing that science is an inherently multidisciplinary subject that requires students to use their reading, writing, and math skills, we noticed that only 72% of our students in 2007-2008 and 65% of our students in 2008-2009 scored at levels three and four on the State Grade 4 Science test. These numbers leave us with 28% and 35% respectively of students not meeting standards.



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.

Goals:

- 1) To increase ELL student performance on ELA for the middle school grades by 0.14 in proficiency (from 2.81 to 2.95) as evidenced on the NYS ELA exam and Teachers College reading levels.
- 2) By June, 2010, communication between teachers, parents, and administration will have increased by 7% (from 6.8 to 7.5), as evidenced by the Learning Environment Survey score for communication.
- 3) To increase by 3.4% (from 71.6% to 75%) the number of students making at least one year of progress in Mathematics as measured by the NYS Math exam.
- 4) To increase student performance on Science as demonstrated by an increase in the percentage of students achieving levels 3 and 4 of 5% (65% to 70%) on the NYS 4th Grade Science test By June, 2010.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, middle school ELL students will demonstrate progress toward achieving State standards as measured by a 0.14 gain in proficiency (from 2.81 to 2.95) on the NYS ELA exam and Teachers College reading levels.</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>	<ol style="list-style-type: none"> 1) Enhance ESL services for our middle school ELL population by expanding the Dual Language program from the elementary school to the middle school. 2) Modify our dual language program to meet the needs of middle school students using a 50/50 humanities curricular model. 3) Data specialist will collect, funnel, and disaggregate relevant data to and from teachers. 4) Data specialist will meet with teachers to disseminate information and plan its utilization to meet the needs of our ELL population. 5) After school program (Title III) providing intervention and enrichment to our middle school ELLs. 6) School administration will conduct on-going walkthroughs and classroom observations. 7) Teachers will conduct inter-visitations both within the school and with other schools to share best practices. 8) Use of Teachers College Reading Levels to track student progress and to monitor growth. 9) Use of running records to form differentiated guided reading groups. 10) Analyze student work to ensure vertical and horizontal coherence and continuity. 11) Establishment of short- and long-term goals for grade levels and individual

	students.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Title I Title III C4E Fair Student Funding
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Pre-assessments identifying students' strength and areas of growth. Post-assessment to measure the success of our instruction. Teacher observations and walkthroughs. Leveled libraries. Conferring notes. Differentiation strategies evident on lesson plans and weekly analysis worksheets. Student and classroom level goals. Teachers College reading levels. NYS ELA test results.

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2010, communication between teachers, parents, and administration will have increased by 7% (from 6.8 to 7.5), as evidenced by the Learning Environment Survey score for communication.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1) Once a week, there will be grade-level meetings concentrated on collaborative assessment of student work, modification of curriculum to meet student needs, and to generate ideas for school initiatives/ activities. 2) Every month, the parent coordinator will send a calendar to parents citing all school/parent activities for the month. 3) Every month, parent workshops will be provided by school staff and outside agencies focusing on increasing parental involvement in students’ educational activities and in everyday school initiatives. 4) Students and school staff will create and perform presentations for parents during Parent Association meetings. 5) Every Friday, different grades will have a morning drop off, thereby allowing parents to visit classrooms and experience for themselves that which their children experience every day at least once a month. 6) Grade leaders will meet once a week with administration to discuss concerns and to disseminate information. 7) UFT chapter leader will meet with principal at least once per week.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I Title III C4E Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Grade level meeting agendas. Monthly calendar. Parent workshop invitations and sign-in sheets. Student presentations invitations and programs. Morning drop-off invitations. Learning Environment Survey results.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase by 3.4% (from 71.6% to 75%) the number of students making at least one year of progress in Mathematics as measured by the NYS Math exam (June 2010).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1) Use of acuity results and item analysis to inform whole- and small-group instruction. 2) After-school math enrichment/intervention (Spring - 3hrs/week). 3) Use of weekly analysis worksheet identifying differentiation strategies and areas of improvement to create small instructional groups. 4) Data specialist will collect, funnel, and disaggregate relevant data to and from teachers. 5) Data specialist will meet with teachers to disseminate information and plan its utilization to meet student needs. 6) Institute math competition during school day by grade level using students of other grades and families as audience. 7) Professional development for teachers on Everyday Math and Impact Math. 8) School administration will conduct on-going walkthroughs and classroom observations. 9) Teachers will conduct inter-visitations both within the school and with other schools to share best practices. 10) Analyze student work to ensure vertical and horizontal coherence and continuity. 11) Establishment of short- and long-term goals for grade levels and individual students.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I Title III C4E Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Lesson plans clearly identifying intervention strategies. Conferring notes. Weekly analysis worksheets. Observations and walkthroughs. Differentiation strategies evident on lesson plans and weekly analysis worksheets. Student and classroom level goals. NYS Math test results.</p>

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student performance on Science as demonstrated by an increase in the percentage of students achieving levels 3 and 4 of 5% (65% to 70%) on the NYS 4th Grade Science test By June, 2010.</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>	<ol style="list-style-type: none"> 1) All teachers will receive professional development on conducting science experiments and the science curriculum. 2) Curriculum will be aligned within and across grades by grade teams and science teachers. 3) Schedule will be organized to allow for team teaching with a science teacher and a classroom teacher. 4) Increase the number of science teachers from one to three to allow for an increase in the quality and quantity of science instruction. 5) Science teachers will meet with grade teams on a weekly basis to develop/evaluate curriculum plans, experiments, and student work. 6) School administration will conduct on-going walkthroughs and classroom observations.
<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>Title I Title III C4E Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Professional development agendas and sign in sheets. Observations and walkthroughs. Lesson plans. Weekly meetings agendas. Differentiation strategies evident on lesson plans and weekly analysis worksheets. Student and classroom level goals.</p>

	Curriculum maps. NYS 4th grade science test results.
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REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	45	45	N/A	N/A				
2	45	45	N/A	N/A				
3	72	70	N/A	N/A				
4	71	71	N/A	N/A				
5	69	68	69	69				
6	55	55	48	48				
7	25	25	40	38				
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: Extended Time Instruction Academic Intervention Period Extended Day Program SES Programs	Small group instruction/one to one-Tues, Wed, and Thurs-50 minutes during the school day. Small group instruction/one to one-Mon-Friday-during the school day for 35 minutes. Small group instruction/conferring-Tues and Thurs-After school for 1hour-Sep.- Jan.
Mathematics: Extended Time Instruction Academic Intervention Period Extended Day Program SES Programs	Small group instruction/one to one-Tues, Wed, and Thurs-50 minutes during the school day. Small group instruction/one to one-Mon-Friday-during the school day for 35 minutes. Small group instruction/one to one conferring-Tues-Thurs-After school for 1hour-January-March
Science:	Small group instruction/one to one conferring-Tues-Thurs-After school for 1hour-February-June
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	School counselor will provide guidance and crisis intervention services during the school day in one-on-one or small group sessions one period a week or more frequently as needed.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Social Worker will provide counseling services to at risk students especially students in the targeted subgroups of SWD, ELLs and Economically Disadvantaged during the school day, one period a week or more frequently if necessary.
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.

PS 165 Language Allocation Policy
(School Year 2009-2010)

I. Language Allocation Policy Team Composition

The members of the team are: Aracelis Castellano, Asst. Principal; Sandra Chan, ESL Teacher; Clara Bouillon, Literacy Coach and Parent Coordinator, Jose Duran.

II. Teacher Qualifications

We have two fully certified ESL teachers.

In our bilingual and dual language programs we have 17 fully certified teachers.

We have two bilingual special education teachers.

III.ELL Demographics

Our school population has a total of 695 students and of those 26% are English Language Learners. (See worksheets)

	Advanced	Beginning	Beginning/ Intermediate	Intermediate	
K	12	1	7		
1	2	9		12	
2	14	6		15	
3	10	8		13	
4	19	6		7	
5	9	1		6	
6/7	9	3		5	
Total	75	34	7	58	174

Number of students in dual language by grade:

Grade	Students
K	14
1	16
2	23
3	19
4	23
5	11
6	6

Number of students in ESL self-contained by grade:

Grade	Students
2	3
3	1
4	2

Number of students in ESL push-in/pull-out by grade

Grade	Students
K	4
1	7
2	9
3	10
4	8
5	8
6	8
7	2

IV. Assessment Analysis

Part A

1. NYSESLAT data reveals that our ELLs across all the grades are more proficient in listening and speaking.
2. After analyzing the trends across the four modalities, the school has decided to use the following programs for instruction: The balanced literacy program implemented by Teachers College Reading and Writing Project. Classrooms are provided with libraries that include a variety of authentic textual materials in English and Spanish. Our students are also receiving word study instruction using the “Words Their Way” Program. Everyday Mathematics is taught to all students and the student materials are available in English as well as Spanish. Also,

this year grades 2-4 are using the FOSS Science Modules inquiry based Science instruction. English language learners also participated in extended day school programs to support them in preparing them for the ELA and Mathematics state exams. They are grouped according to their instructional levels and use materials that address their specific needs. Each spring, our English language learners attend an after school program that focuses on language and vocabulary development and NYSESLAT preparation.

Part B

1. According to 2009 English Language Arts (ELA) results, the majority of our ELL students score at the performance levels 2 and 3. Classroom instruction and academic support services is structured to support the development of strategies and skills. As the students progress through the grades, level 1's decrease significantly.
 2. The school leadership team and teachers will use the periodic assessment results to identify areas of specific needs in addition to monitoring student progress
 - a) English proficient students are assessed with literacy assessments such as Teachers College Reading and Writing Project's reading levels.
 - b) English proficient students that begin the dual language program in the early primary grades and remain in the program are able to achieve proficient levels in the second (Spanish) language.

Parent Program Choice:

1. Parent orientations meetings are conducted for families of newly enrolled ELLs following registration to provide them with information about programmatic offerings. During the orientation, families are provided with the opportunity to watch a parent orientation video. Families then complete the "Parent Survey and Selection Form" in which they select the preferred program for their child. Informational materials are made available in parent's home language. Parents are welcomed by the Parent Coordinator or the pupil accounting secretary who explains the registration procedures and what documents are required. The parent registering the child completes a Home Language Survey and if the parent indicates that a language other than English is spoken in the home, the ESL teacher assesses the child using the LAB-R. If the child does not receive a passing score, s/he is then entitled to ELL services. The ESL teacher or Parent Coordinator then shows the video describing instructional options for ELLs to the parents.

The majority of the parents from Spanish-speaking homes select the Dual Language Program. There are a few Spanish-dominant parents that feel strongly about having their children in an English-only program with ESL services. The bilingual parents of children who speak languages other than Spanish are interested in English only classrooms with ESL pull-out/push-in services
Yes, the programs offered at PS 165 are aligned with parent requests.

We will continue to build alignment between parent choice and program offerings by conducting parent orientations at the end of the year to our Pre-K parents as well as inviting parents from Pre-K community-based organizations. We also provide tours so that prospective parents can see the programs in action. At the beginning of the year we will offer parent orientations to new parents to orient them to our program offerings.

2. Programs offered at PS 165 are aligned with parent requests.

Planning for ELLs

Ongoing assessments assist teachers in identifying students' needs. Interventions and support services are planned accordingly. Articulation between classroom teachers and service providers ensures that students' needs are being addressed. Push-in and pull-out instruction at PS 165 are planned to ensure that ELL students are provided with mandated services in mono-lingual classes.

The dual language classes are taught by teachers proficient in both languages, Spanish and English. All subjects are taught in both languages in a 50:50 model. Materials and classrooms are color-coded (red: Spanish and blue: English) to support teachers in separating the languages to ensure that students leave the program bilingual and biliterate.

Students that scored at the Beginning level will require additional support and intervention in Reading. English language learners will be supported through small group instruction where they will receive targeted instruction in listening and reading skills. At the Intermediate level we have students that will require additional support in Writing. These students, along with most of the ELLs at PS 165, are included in our extended time program when ELLs are instructed in small groups to support them in making gains towards meeting the standards. During this time teachers will instruct these ELLs through guided writing lessons and activities. Most of the students that scored at the Advanced level require additional interventions in Writing. These ELLs are being provided additional supports including targeted instruction during the extended time program four times a week, in addition to small group instruction during our AIS (Academic Intervention Services) period. The AIS period at PS 165 is scheduled for 25 minutes, Monday through Friday. ELLs receive differentiated instruction in Reading and Writing during this time as an additional teacher pushes into classrooms. ELLs with special needs receive targeted instruction and related services throughout the instructional day.

ELLs in grades 3-7 benefit from our Extended Day Program three times a week for an hour each day. The extended day program is designed to improve performance levels of students in English Language Arts, Math and English as a Second Language. The Extended Day Program begins in late September through May of the school year.

ELLs will be targeted in small groups during our extended time program. There will be an extended day program for all English language learners. Title III funds will be used to train the teachers and also to pay the teachers per-session. Any consultants that are hired to provide our staff with professional development for the ELL extended day program will also be paid from these funds. Also, classroom libraries and other materials for the after school program will be bought with these funds. The program will aim to include at least 75% of students performing at the Intermediate and Advanced levels on the NYSESLAT. The focus will be on language development and high academic achievement in areas based on student need.

Resources and Support

1. Instructional materials to support ELLs include leveled books in various genres, Realia, books on tape and books that support content area instruction.
2. Teachers of ELLs are provided with multiple professional development opportunities. On-site professional development includes study groups and lab-sites that highlight effective and practices to support ELL instruction. In addition, participation at Calendar Day Workshops for teachers of ELLs are scheduled. All newly appointed ELL teachers will be provided with a mentor teacher to support them in planning and implementation of instruction and assessment of ELLs. All teachers serving ELLs will be encouraged to participate in ELL-Institute and other professional development workshops/conferences such as Bank Street College of Education Language Series.
3. The native language is supported through authentic Spanish literature, the arts, and various cultural events.

Program Descriptions

Dual Language Program-English/Spanish

- All students enrolled in the dual language program were a result of parent choice.
- Twelve (12) heterogeneously grouped dual language classes for Spanish-speaking ELLs and English native speakers, two classes at each grade K-6.
- Two (2) gifted and talented dual language classes for Spanish-speaking ELLS and English native speakers in multi-grade classes. Grades: 2/3 and 4/5.
- Each class has 20-25 students. The linguistic composition of each class consists of English dominant and Spanish-dominant students who are ELLs. Results of NYSESLAT and the LAB-R are used to determine language development.
- Half of the day, instruction is completely in Spanish and the other half of the day, instruction is in English. Beginning in first grade, students are taught using a team teaching model where two teachers share two groups of students who receive the same curriculum delivered in the two languages, Spanish and English. All content areas are taught in both English and Spanish, depending on the designated language of instruction for the day.
- Lessons are planned with language objectives as well as content objectives.
- Our instruction model uses the core curriculum, focused on balanced literacy and balanced mathematics and is in alignment with NYC and NYS Native Language Arts, English as a Second Language Standards, National Council of Teachers of Mathematics Standards, Balanced Literacy and Mathematics is a differentiated approach that facilitates addressing the needs of and success of our ELL population. Through instructional practices such as conferring, small group instruction and mini-lessons, instruction is targeted to students with specific learning or language needs.

The components of this comprehensive approach include:

- Interactive Read Aloud

- Independent Reading and Writing
- Shared Reading
- Guided Reading and Writing Instruction
- Conferring
- All instruction in Spanish is provided by fully certified bilingual teachers who participate in ongoing professional development provided by the NYC Department of Education Office of English Language Learners and other professional development consultants such as The Center for Applied Linguistics.

ESL Program

- Students whose parents opted for ESL receive the following services:
 - Pull-out ESL services for beginning level students (out of classroom in small groups).
 - Push-in services for intermediate and advanced level students (team teaching).
- Students are organized in classes by levels determined by NYSESLAT results. Beginning and intermediate level students receive 2 units or 360 minutes of ESL instruction per week. Advanced level students receive 1 unit or 180 minutes of ESL instruction per week.
- ESL instruction is aligned to NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners.
- The classroom teacher uses ESL strategies to deliver academic content area instruction and provide additional support
- ESL instruction is provided by full licensed ESL teachers.

Transitional Bilingual Self-Contained Special Education Program (12:1:1)

- One self-contained special education classes for Spanish speaking ELLs,
- The bilingual special education class utilizes differentiated instruction based on student's English and native language proficiency and academic involvement.
- The English proficiency level of each student is reviewed each year by NYSESLAT results and the level of ELA, ESL and NLA instruction is determined, appropriated and reflected in planning and instruction.

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

Form TIII – A (1)(a)

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

P.S. 165 has a dual language program to develop students' native language as well as English language skills. The allocation of languages is clearly defined to support the development of oral and written fluency to communicate in both languages and content knowledge. Fifteen classes, Grades K-5 follow a 50:50 model where students are instructed in two languages: English and Spanish. An ESL teacher provides push in/pull out services to ELLs in monolingual classes. In addition, there is one transitional bilingual special education classes (total 10 students).

Standards-based literacy instruction is provided in the native language (Spanish) and in English. Our school has Teachers College Reading and Writing Project literacy program. Classrooms are provided with libraries that include a variety of genres and materials in English and Spanish. Word study instruction uses the “Words Their Way” Program. Spanish and English are used consistently to teach in other core academic content areas: Everyday Mathematics is taught to all students and the student materials are available in English as well as Spanish. Also, this year grades 3-5 are using the FOSS Science Modules inquiry based Science instruction that has instructional and student materials and resources, including non-fiction texts, in English and Spanish. Ongoing assessments are administered in both languages to inform teaching and learning. All ELLs are encouraged to participate in our after school programs to offer supplemental academic services to support them in meeting state standards and expectation in ELA and Mathematics. ELLs are grouped according to data such as NYSESLAT results. In the spring, we offer our English Language Learners an after school program that focuses on language and vocabulary development.

II. Parent/community involvement:

Parent workshops will be scheduled monthly to inform parents of all instructional programs available to ELLs. The Parent Coordinator in collaboration with the school staff is working hard to increase parental involvement. Workshops will be conducted for the parents instructing them on how they can help to prepare their children for the upcoming standardized exams. In addition, the school’s monthly newsletter and calendar are published in both English and Spanish.

III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):

IV. Staff Development (2009-2010 activities):

In our commitment to improving instruction for ELLS all staff members will participate in professional development workshops that address differentiating instruction for ELLs in all content areas. In addition, teachers in Kindergarten through grade 6 will participate in professional development facilitated by Teacher’s College Reading and Writing Project staff developers. The Center for Applied Linguistics will provide a series of four professional development sessions on *Making Content Comprehensible for English Learners: The SIOP Model* highlighting best practices, strategies and methodologies to support ELLs in making gains towards meeting standards in core academic areas.

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.

PS 165 offers a General Education Dual Language Program, a Gifted and Talented Dual Language, Transitional Bilingual Special Ed Program and a Free Standing ESL Program to serve our ELL Population. We have 170 students identified as ELLs in grades K-7. In order to support and improve our ELLs performance on Mathematics and English Language Arts our teachers use ESL strategies and methodologies during instructional time. We also have extended day programs where ELLs receive additional instruction and support. The extended day program supports ELLs in making gains towards grade level standards and expectation in all core academic areas. We offer a side by side model for Dual Language; one day the students receive instruction in English, the next day in Spanish.

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.

Title III funds will be used to provide professional development to teachers of ELLs on best practices and research-based methodologies. The Center for Applied Linguistics will continue to provide our staff with professional development on instructional strategies that supports ELLs in meeting grade level standards. Teachers of ELLs will participate in workshops and conferences that highlight effective strategies for ELLs in developing oral and academic language. Classroom libraries and other materials for the after school program will be bought with these funds. The program will aim to include at least 75% of students performing at the Intermediate and Advanced levels on the NYSESLAT. The focus will be on language development and academic achievement in areas based on student needs.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure

Professional staff, per session, per diem (Note: schools must account for fringe benefits)	4,320 3,600 2,430 1,080	Instructional: Per Session Extended Day Program for ELLs Cycle: March-May, Tuesday and Thursday for 8 weeks. Groups: 6 Professional Development: Per Session Training Rate: Study Group Participants 10, two times a month October- June Study Group Facilitators: 2 Per Session 3 hours a month Parent Involvement/Engagement: Per Session Parent Workshops Planning and Facilitation
Purchased services such as curriculum and staff development contracts	3,500	Consultant Services: The Center for Applied Linguistics
Supplies and materials	11,203 800 500	Instructional: Classroom Libraries, Guided Reading Sets. Professional Development Book Study Group Parent Workshop materials (e.g., folders, handouts, refreshments)
Travel		
Other		
TOTAL	\$27,433	

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.

We assess the school's translation and interpretation needs based on intake during initial registration. Families are asked to identify whether a language(s) other than English are spoken at home. ESL teacher continues intake process and documents the languages that families identify. Parent Coordinator coordinates and schedules timely translation and interpretation services for parent workshops and school meetings and events.

2. Summarize the major findings of your school's written translation oral interpretation needs. Describe how the findings were reported to the school community.

Spanish home language represents the largest group of non-English families. PS 165 has had an increase in the number of enrollments in other non-English speaking groups (e.g., Haitian-Creole). Home languages information was reported to staff at a staff conference early in the school year.

Part B: Strategies and Activities

3. 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.

Based on the translation/interpretation needs of our families, school staff (e.g., Literacy Coach, IEP Teacher, Intervention Staff) will provide in-house English/Spanish translation services for parent teacher conferences in November and March. School staff also provides French and Haitian-Creole translations. Notices and school letters are written in both English and Spanish (more than half of our families are Hispanic). Interpretation services are requested for meetings.

4. 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.

In house translations are readily available at meetings, parent/teacher conferences and other parent events such as workshops by Parent Coordinator and/or other staff members. Prior to parent/teacher conferences, sign up sheet is posted in main office for teachers to request and schedule translation services. If a staff member cannot provide in-house translations, an outside vendor will be contracted. English/Spanish and English/French oral interpretation services are provided by school staff.

5. 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>.

PS 165 families will be informed of the school's commitment and procedure to provide translated versions of all parental notifications. In addition, PS165 families will be informed of the availability of interpretation services. Signs and notices advising families of the availability of translation and interpretation services have been posted throughout the school building and sent home.

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

- | | |
|---|------------|
| 8. Enter the anticipated Title I allocation for the school for 2009-2010 | 536,397.00 |
| 9. Enter the anticipated 1% allocation for Title I Parent Involvement Program | 5,363.97 |
| 10. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified | 26,819.85 |
| 11. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year | 100% |
| 12. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. | |

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. 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 at the NYCDOE website link provided above.

Parent Involvement

Parent Association

Parents are invited to become active participants in their children's education by joining the Parent Association (PA), which meets on the third Wednesday of the month in the Auditorium at 6:00 PM for the general meeting and on the first Wednesday at 8:45 AM for the Executive Board Meeting. The P.S. 165 PA works for all the children in the school by supporting special programs, assisting in the classrooms, and providing communication. Your involvement in the PA is important in helping the school provide a quality education for all our children.

Learning Leaders

Each class will have two class parents or guardians who will assist the teacher for the well being of the entire class. Each class parent will work with the classroom teacher to determine the specific needs of each class; however, one important role is for the class parent to be the conduit of communication between the teacher, the school, the PA and the families.

Important Telephones

- Main Office 212-678-2873
- Parent Coordinator, Mr. Jose Duran 212-678-2873 ext. 1142

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

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 at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> 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 at the NYCDOE website link provided above.

PS 165 SCHOOL-PARENT COMPACT

PS 165 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2009-2010.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Robert E Simon PS 165 will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - *Recruit and hire highly qualified, certified teachers*
 - *Provide ongoing professional development in areas such as academic intervention, and support for English language learners and other students with special needs*
 - *Provide resources such as leveled classroom libraries, computer lab, science lab and art studio*
 - *Various extended-day programs offered*
 - *Academic intervention services provided.*

- **hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - *Parent-Teacher conferences are held every November and March.*

- **provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**
 - *Progress reports are distributed to parents every November, March and June.*
 - *Weekly/monthly individualized progress reports made available by teachers.*
 - *Class newsletters distributed monthly.*

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - *Meetings with teachers can be scheduled by calling the school and setting up appointments throughout the school year.*

- **provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**
 - *Monthly classroom visits*
 - *Monthly class publishing celebrations*
 - *Special projects presentations*
 - *Annual Multicultural Celebration each May*
 - *Parent-run after-school sports program*
 - *Learning leaders in classrooms assisting with activities and trips.*

<p>PS 165 Parent Responsibilities</p>
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We, as parents, will support our children’s learning in the following ways:

- *supporting my child's learning by making education a priority in our home by:*
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*

- *monitoring the amount of television my children watch;*
- *volunteering in my child's classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities on a regular basis;*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*
- *reading together with my child every day*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *express high expectations and offer praise and encouragement for achievement.*

PS 165 STUDENT RESPONSIBILITIES
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As a citizen of the P.S. 165 School Community, I agree to do the following in order to succeed in school:

- 1. I will be responsible for my own learning.*
- 2. I will come to school on time every day.*
- 3. I will do all my homework every night.*
- 4. I will be on my best behavior every day.*
- 5. I will come prepared and try my best every day.*
- 6. I will show courtesy and respect to my classmates and to all adults.*
- 7. I will keep our school clean and beautiful.*
- 8. I will listen to others when they speak.*
- 9. I will dress appropriately for school each day. I will not bring things that will distract me from my learning for example: hats, toys, candies, sodas, gums, cell phones.*

Student signature: _____

Parent signature: _____

Date: _____

The Robert E Simon PS 165 will:

- *involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;*
- *involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;*
- *hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;*
- *provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;*
- *provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.*
- *on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;*
- *provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and*
- *provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).*

The State's high academic standards, the Robert E Simon PS 165 will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School Staff-Print Name	Signature	Date
Parent(s)- Print Name(s)		
Student (if applicable)- Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

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.

Based on 2008-2009 data, the school has prioritized the areas of reading comprehension, development of oral/language and writing skills as priorities. Our goals include continuing our use of assessment tools that will inform instructional planning and support teachers in developing differentiation strategies for small group instruction to address the academic needs of students not meeting grade level benchmarks.

2. School-wide 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.
 - Extended day programs will increase instructional time and academic support for students not meeting grade level benchmarks.
 - Help provide an enriched and accelerated curriculum.
 - An enrichment curriculum will be offered to all students.
 - Meet the educational needs of historically underserved populations.
 - Student data will be disaggregated to identify trends and patterns of subgroups such as students with disabilities and English language learners and determine effective instructional programs and strategies that will address their needs.
 - 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.
 - Further disaggregate test data to determine specific skill deficits and re-teach those areas during small group instruction.

- Examine instructional materials to determine if they are appropriate for the lowest-performing students.
- Establish a performance plan that specifies skill mastery and timelines for completion.
- Provide additional instructional assistance during the school day and after school as appropriate
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

One hundred percent of PS 165 teachers are certified.

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 165 has a strong commitment to professional development for its teaching staff. Professional development has consistently addressed the needs of at-risk students, students with disabilities and English Language Learners. On-site professional development includes lab-sites, study groups and teacher inter-visitations. Teachers also attend conferences and workshops that focus on supporting the needs of students with disabilities and English Language Learners. Parent workshops will be coordinated by Parent Coordinator in conjunction with lead teachers.

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

In its partnership with local colleges with teacher education programs, PS 165 has been successful in attracting highly qualified teachers. Each year, graduates of Teacher's College and Columbia University seek teaching positions at the school following their placement at the school for their student teaching assignments. In addition, school administrators and teachers attend DOE recruitment fairs to recruit, interview and hire qualified teachers.

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

Parent classroom visits are scheduled every month for all grade levels. In addition, PS 165 has a number of family literacy events such as a community sponsored "Read Out Loud" event, PS 165 Book Swap, and Family Literacy Night. These events are scheduled throughout the school year.

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.

Kindergarten teachers establish and remain in contact with local pre-school programs. During the spring, Kindergarten teachers schedule a time for pre-school students in community programs to visit the school and Kindergarten classrooms.

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.

During professional development sessions and grade level meetings teachers review and discuss the use of academic assessments that will support them in addressing the needs of their students. Teachers also review the results of the Acuity assessments in the area of Mathematics and additional assessments tailored to the needs of their students.

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.

Assessments are administered throughout the school year to gather student data. DYO Literacy Assessments are administered approximately every 3 months to monitor progress in reading performance. Interim assessments are also administered and teachers use item analysis of student's responses to inform their planning and implementation of appropriate lessons and strategies.

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.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), 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 that Have Been Identified for School Improvement (SINI)

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.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development 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.

¹ School Under Registration Review (SURR)

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.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

A school based instructional committee will be formed to assess factors such as the alignment of the year long curricular plans to the NY ELA standards. Instructional and student resources and materials will also be reviewed to assess its appropriateness and relevance to addressing student needs across classrooms and programs.

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?

ELA instruction is guided by curricular plans developed by grade level team across all programs represented at PS 165. Variation in instructional delivery is impacted by variables such as number of year's teaching, etc.

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.

We have begun consulting our Network Support Specialist for ELA and ELLs to support our school in articulating and addressing the gaps between the curriculum and the standards. A team of school administrators, support staff (e.g., Literacy Coach, Intervention Coordinator, etc.) and teachers will begin reviewing and identifying where curricular maps for K-Grade 6 have
Our revised unit plans/curriculum maps will address

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Grade level teams have begun articulating the goals and standards that students must meet at each grade level and aligning with Everyday Mathematics unit goals to identify specific goals and areas for re-teaching in small groups based on student need.

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

Applicable Not Applicable

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

ACUITY results, EM student assessment sheets.

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.

We will consult Network Specialist to develop action plan on providing teachers with professional development on all of the components of Everyday and Impact Mathematics Program implementation.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Grade level meetings and professional development sessions will focus on teachers demonstrating the systems they have developed to deliver differentiated lessons in ELA instruction. Follow up classroom inter-visitations and observations will be scheduled to monitor and assess the use of best practices such as small group instruction based on analysis of student work.

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

Applicable Not Applicable

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

Instructional plans that include how teachers plan for differentiation and small group instruction based on analysis of student work is not evident in lesson plans. ELA instruction includes whole class, small group and one-on-one instruction in most classrooms. Student work (e.g., writing notebooks, DYO Literacy Assessments/Running Records, reading logs, etc.) is analyzed by teachers to generate mini-lessons or small group intervention focus.

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.

PS 165 will develop revised summary sheets to compile current and updated data on student performance levels and include columns for teachers to record teaching points and next steps to provide direct use of student data for instructional planning.

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.

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.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Grade level meetings and professional development sessions will focus on teachers demonstrating the systems they have developed to deliver differentiated lessons in Mathematics instruction. Follow up classroom inter-visitations and observations will be scheduled to monitor and assess the use of best practices such as small group instruction based on analysis of student work.

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

Applicable Not Applicable

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

Instructional plans demonstrating differentiation and small group instruction based on analysis of student work is not evident in lesson plans.

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.

We will consult our Network Specialist to support us in creating differentiated professional development opportunities for new and experienced teachers on math instruction. Specifically, how to plan and deliver differentiated lessons to students such as English language learners and students with disabilities.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

A school-based committee will begin reviewing and identifying trends of teacher turnover at the school. The committee will examine which programs have had the most turnover and track cohorts of classes within programs to identify how often classes have had new or transfer teachers.

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

Applicable Not Applicable

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

We reviewed PS 165 Organization Sheets for the past four years to assess the relevance of this finding to our school.

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.

Although our school has well developed structures to support new teachers, based on the committee's findings, we will consult Network specialist to assist us in developing plan to support teachers along the continuum of teacher development. More importantly, we will develop systems to offer professional development and incentives that will support the school in retaining teachers.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

We have reviewed the 2007-2008 registration/participation records of PS 165 teachers at professional development workshops/conferences for ELLs.

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

Applicable Not Applicable

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

Our school has actively engaged in professional development for ELLs for a number of years. An on-going study group focused on identifying and sharing practices and methodologies that promotes English language and literacy development of ELLs is available to all teachers. To continue our professional development on instructional practices, thirty teachers have participated in a series of professional development sessions facilitated by The Center for Applied Linguistics consultant on the SIOP (Sheltered Instruction Observation Protocols) Model of teaching for ELLs.

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.

PS 165 will secure and allocate funds to expand the participation of teachers at professional development workshops/conferences on teaching ELLs offered by the NYCDOE and other providers.

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, general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process or your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We have begun to identify the reports, including testing data, that PS 165 should consistently disaggregate to maximize data use and monitoring of ELLs.

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

Applicable Not Applicable

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

As a SINI Year 2 school, cited for the performance of ELLs on ELA, a more thorough analysis of student data of ELLs will support administration and teachers with programming and instructional planning.

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.

Approximately one-third of students at PS 165 are ELLs and we have begun compiling and analyzing data on ELLs such as English language development levels. Teachers in the dual language program are certified as Bilingual Teachers with some background in English as Second Language methodologies. We have consulted our Network specialists for ELA and ELL instruction for additional support in analyzing and identifying trends in ELL instruction. We will continue professional development such as The Center for Applied Linguistics series on SIOP Model to address the academic needs of ELLs.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

A school-based committee (school administrators, ISC, IEP Teacher and Special Ed Coach) will engage in developing a survey to assess teacher's familiarity and general knowledge of students' IEPs.

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

Applicable Not Applicable

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

Evidence: Our identification as a school in need of improvement in the subgroup of Student with Disabilities.

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.

PS 165 is working towards developing professional development and systems that will support teachers in gaining additional knowledge and experience in differentiating instruction to meet student's IEP goals

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

IEP Teacher and Special Ed Coach will review IEPs, specifically goals and modified promotional criteria to assess how consistent accommodations and other relevant IEP documentation is aligned with goals.

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

Applicable Not Applicable

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

PS 165 have begun using Performance Indicators in ELA and Mathematics to arrive at modified promotional criteria. Additional professional development on use of PI will support teachers.

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.

PS 165s Team is developing IEPs that will support teachers in identifying ways to differentiate instruction in the classroom. Teachers have gained knowledge of using performance indicators to assess how students with special needs are meeting modified grade level criteria.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Currently, we have 16 students in temporary housing.

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

Our students in temporary housing receive many services provided by the school. Some of these services include: our after-school math and English help; our after-school sports program that include flag football and basketball; our collaboration with RUSH Philanthropic Arts Foundation that provides arts instruction to our students both during and after school; our collaboration with the YMCA that provides students with after-school activities including sports and academics; community service requirements for our middle school students; services provided by our School Based Support Team that includes a social worker, two guidance counselors, and a school psychologist. We also provide many other services to our students in temporary housing that range from opportunities to learn music from the NY Philharmonic to opportunities to lead visiting groups through exhibitions of our students' art in our art gallery.

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.

