



**THE EDITH K. BERGTRAUM ELEMENTARY SCHOOL
PS165Q**

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

SCHOOL: PS 165Q,
THE EDITH K. BERGTRAUM ELEMENTARY SCHOOL
ADDRESS: 70-35 150 STREET
TELEPHONE: 718-263-4004
FAX: 718-793-9812

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	4
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	5
SECTION III: SCHOOL PROFILE	7
Part A. Narrative Description	7
Part B. School Demographics and Accountability Snapshot	9
SECTION IV: NEEDS ASSESSMENT	Error! Bookmark not defined.
SECTION V: ANNUAL SCHOOL GOALS	16
SECTION VI: ACTION PLAN	17
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	26
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	Error! Bookmark not defined.13
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	30
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	17
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS	18
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT	23
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)	Error! Bookmark not defined.24
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	25 Error! Bookmark not defined.
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10	Error! Bookmark not defined.35
APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error! Bookmark not defined.36

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 165Q SCHOOL NAME: The Edith K. Bergtraum
Elementary School

SCHOOL ADDRESS: 70-35 150 Street, Flushing, NY 11367

SCHOOL TELEPHONE: 718-263-4004 FAX: 718-793-9812

SCHOOL CONTACT PERSON: Raquel DeMillio EMAIL ADDRESS: Rdemillio2@
schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lori Fleischmann

PRINCIPAL: Raquel DeMillio

UFT CHAPTER LEADER: Karen Konstan

PARENTS' ASSOCIATION CO-PRESIDENTS: Cecelia Cheng and Petra Alexander

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 25Q SSO NAME: ICI-LSO

SSO NETWORK LEADER: Diane Foley

SUPERINTENDENT: Diane Kay

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
Raquel DeMillio	*Principal or Designee	
Karen Konstan	*UFT Chapter Chairperson or Designee	
Cecelia Cheng	*PA/PTA President or Designated Co-President	
Susan Friedman	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Helaine Ziegler	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	
Lori Fleischmann	Member/Teacher	
Rina Walter	Member/Teacher	
Kathleen Isaac	Member/Teacher	
Beth Goldberg	Member/Teacher	
Jennifer Gong	Member/Parent	
Juana Valenzuela	Member/Parent	
Sonia Gracia-Aguiar	Member/Parent	
Deborah Robertson	Member/Parent	
Nina Amato	Member/Secretary	
Maria Ortega	Member/Secretary	

Marcia Taveras	Member/Parent	
Sharon Lee	Member/Parent	

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

* 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 165Q is a caring, vibrant, professional community where learning and best practices by all individuals are valued. We nourish a deep partnership between the parent and the school community as children's gifts, talents and learning differences are supported, using an engaging curriculum, a celebrated performing arts program and active use of technology.

P. S. 165Q is located in the tree-lined Kew Garden Hills section of Flushing, where approximately 600 students from culturally diverse backgrounds attend our pre-kindergarten to grade five school. The inviting and well-kept school building showcases our pride in the students' accomplishments with prominently displayed student work.

Since 2006, P. S. 165Q has been recognized as an "A" level and "well-developed" child-centered school for our high level of student achievement, academic rigor and accomplished efforts to educate the whole child. We continually reflect on best teaching practices and carefully analyze student learning and progress to continue to meet the diverse needs of the students and their families.

In addition to general music instruction for all, PS 165Q offers a two-year violin program for fourth and fifth grade gifted and talented students, band instrument instruction for fourth and fifth graders, recorder to third graders, and choral enrichment to grades 2 through 5. For the last four years, our students have been chosen to participate, with their violins and recorders, in a live performance at Carnegie Hall with the St. Luke's Orchestra.

At PS 165Q, dance education provides students with challenging opportunities as creators, performers, choreographers, researchers, critics, and mentors. Our students have performed at such prestigious events as: Arts Education Day at Lincoln Center, NYC Arts Week at the Apollo Theater and as guest performers for Mayor Bloomberg's 2008 State of the City Address. The Student-to-Student Dance Mentoring Program was recognized as a national arts paradigm by President Clinton's Committee on the Arts and Humanities. In the spring of 2009, PS 165Q was the only elementary school to partner with the Twyla Tharp Company to perform her work *The One Hundreds* at City Center Theater.

Other essential student activities include an active Student Council with leadership opportunities for valued student input and decision making. Our new PS 165Q "Shooting Stars" basketball team, encourages fourth and fifth graders to learn the sport and participate together as a team. A new schoolwide recycling initiative involves all students in making positive environmental change.

A series of parent workshops offer opportunities to learn about curriculum, standards, assessments, educational goal setting, student progress and how to help children succeed in school. Our parents who are English language learners are offered weekly English classes.

P. S. 165Q collaborates with many community-based organizations including The Usdan Center for Creative and Performing Arts, the Center for Arts Education and Free Style Arts Associates. These

partnerships provide ongoing parent learning opportunities, student enrichment and family arts programs for our school community.

Together all of us at PS 165Q are actively engaged in the process of developing students who can achieve their academic and social personal best.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	The Edith K. Bergtraum Elementary School			
District:	25	DBN #:	25Q165	School BEDS Code #: 342500010165

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	30	45	49		94.5	94.0	TBD		
Kindergarten	65	87	72						
Grade 1	102	83	94	Student Stability: % of Enrollment					
Grade 2	85	94	80	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	97	109	94		95.1	96.1	TBD		
Grade 4	104	109	94						
Grade 5	107	112	104	Poverty Rate: % of Enrollment					
Grade 6	89	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		60.1	60.7	60.4		
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)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		3	0	TBD		
Grade 12	0	0	0						
Ungraded	1	2	1	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	680	616	586		7	6	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	34	38	26						
No. in Collaborative Team Teaching (CTT) Classes	60	53	60	Principal Suspensions	45	5	TBD		
Number all others	38	35	35	Superintendent Suspensions	0	1	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	115	96	88	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	9	13	6	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	56	60	61
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	6	15	16
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	12	7
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	98.4
American Indian or Alaska Native	0.2	0.0	0.0	Percent more than two years teaching in this school	80.4	75.0	83.6
Black or African American	17.8	17.9	17.4	Percent more than five years teaching anywhere	62.5	66.7	67.2
Hispanic or Latino	19.0	22.1	22.7				
Asian or Native Hawaiian/Other Pacific Isl.	41.6	40.4	37.7	Percent Masters Degree or higher	95.0	95.0	98.0
White	21.5	19.6	22.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
Multi-racial							
Male	53.2	55.5	54.8				
Female	46.8	44.5	45.2				

10

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1
<input type="checkbox"/>	Corrective Action – Year 1	<input type="checkbox"/>	Corrective Action – Year 2
		<input type="checkbox"/>	Restructured – Year ____
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	IGS	ELA:	√
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	Made AYP	Made AYP	Made AYP			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√				
Hispanic or Latino	√	√				
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	√	√				
Multiracial						
Other Groups						
Students with Disabilities	√	√				
Limited English Proficient	√	√				
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	8	8	3	0	0	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	TBD
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	20.1	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	48.7	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	TBD

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

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

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

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

PS 165Q's Strengths and accomplishments:

- English Language Arts proficiency scores for students reaching level 3 and 4 have elevated significantly from 2008 to 2009, in grades 3 and 5. Grade 3 has increased 12% and grade 5 has increased 7%.
- Math proficiency scores continue to remain high for level 3 and 4. Overall students performing at levels 3 and 4 from 2008 to 2009, in grades 3-5 has increased from 88% to 92%. 100% of the students in grade 3 scored a level 3 or above.
- Percentage of ELLs making exemplary proficiency gains in math have increased tremendously from 8.1% in 2008 to 32.1% in 2009 based on progress report data.
- Percentage of special education students making exemplary proficiency gains in reading has increased from 32% in 2008 to 35.4% in 2009.
- Percentage of special education students making exemplary proficiency gains in math has increased from 31.4% in 2008 to 35.4% in 2009.
- Percentage of students making at least 1 year of progress in ELA has increased from 62.6% in 2008 to 65% in 2009.
- Percentage of students making one year of progress in math has increased from 69.1% in 2008 to 82.6% in 2009.

In analyzing PS 165's data, the following performance trends have been observed and are being addressed:

- English Language Arts proficiency scores for students reaching level 3 and 4 have in grade 4 from 2008 to 2009 have dropped 1%.
- Percentage of students in lowest third making one year of progress in ELA from 2008 to 2009 has decreased from 84.1% to 79.7%.
- Percentage of ELLs making exemplary proficiency gains in reading have dropped from 28.6% to 26.9% from 2008 to 2009 based on progress report data.
- Based on the NYS ELA item analysis, grade 3 is having difficulty in drawing conclusions, important and unimportant details, making predications and author's purpose.
- Based on NYS ELA item analysis, grade 4 is having difficulty in interpreting data, important and unimportant details, making predictions, using specific evidence, and inferring.

- Based on NYS ELA item analysis, grade 5 is having difficulty in interpreting data/facts, context clues, and identifying essential details.
- Based on NYS Math item analysis, Grade 3 is having difficulty in comparing fractions and whole numbers, place value, symmetry and multiplication.
- Based on NYS Math item analysis, Grade 4 is having difficulty in making predications from graphs, similar and congruent figures, measurement, polygons and their attributes.
- Based on NYS Math item analysis, Grade 5 is having difficulty in classifying polygons, similar and congruent figures, decimals and place value.

Most significant aids or barriers to the school's continuous improvement are:

- Ongoing professional development is provided by the Instructional Cabinet in ELA and Math to enable PS 165Q staff to become familiar with (1) examining data (formative and summative) for instructional planning, (2) identifying trends as a school community, (3) collecting, tracking and displaying data to inform instruction
- Sharing best practices throughout the grades using vertical and horizontal grade teams
- Implementation of an academic vocabulary and academic language support initiative through the grades as an aid to all students, including ELLs and other subgroups
- Establishment of multiple inquiry teams to meet individual needs of both high and under-achieving students
- A Morning Academy for test sophistication for students in grades 3 through 5
The use of a well-regarded test sophistication approach and strategies (Kaplan K12 Learning Services) in a Morning Academy program to increase student's ability to transfer Literacy and Math skills to a standardized assessment
- Low class size registers in the primary grades to better meet differentiated needs of all students
- Compact math instruction and Independent Investigation model for the Gifted and Talented classes
- An after-school professional learning opportunity for all teachers to learn ESL methodology and align ESL standards and ESL support with the core curriculum
- The purchase and alignment of content-rich materials in the ESL program with the core curriculum
- The PS 165Q Building Community through Books – Book of the Month program promotes an annual theme which is celebrated throughout the school monthly through a shared, community literary text
- The PS 165Q Student of the Month program has increased attendance at PTA meetings, where we recognize the accomplishments of these students
- Our full time Math and Literacy coaches support the effective implementation of the Everyday Math and Balanced Literacy programs and assist teachers in focusing on student learning through professional development
- Two cluster teachers are dedicated to the teaching of Science in a laboratory setting, through a hands-on inquiry approach
- The Renzulli Learning System has been purchased to support higher level thinking and project-based learning, especially for our high performing students
- In 2008, the computer lab was restocked with 32 brand-new computers, allowing the classrooms to become the recipients of more modern equipment from the previous computer lab
- A second computer lab is dedicated to Early Childhood classes
- An active Pupil Personnel Team (PPT) meets monthly to identify and track the progress of at-risk students, assigning providers to give at-risk students additional support
- Wilson, Foundations, Earobics, Great Leaps, Leap Frog all support interventions for optimal student learning

- An engaging Performing Arts Department ensures that the whole child is educated and celebrated:
 - o A Dance Studio program, which supports a well-regarded dance company, has performed at Arts Education Day at Lincoln Center, NYC Arts Week at the Apollo Theater and as guest performers for Mayor Bloomberg's 2008 State of the City Address. The Student-to-Student Dance Mentoring Program was recognized as a national arts paradigm by President Clinton's Committee on the Arts and Humanities. Last year, PS 165Q was the only elementary school to partner with the Twyla Tharp Company to perform her work *The One Hundreds* at City Center Theater. This dance education program provides Pre-Kindergarten through fifth grade students with multiple entry points into the world of dance – participating as creators, performers, choreographers, researchers, critics, and mentors. Students are challenged to set high expectations for themselves in all aspects of the program and are nurtured to develop a life-long love of the artistry and creative expression of dance.
 - o A Music program offers a two-year violin program for fourth and fifth grade gifted and talented students, band instrument instruction for fourth and fifth graders, recorder to third graders, and choral enrichment to grades 2 through 5. For the last four years, our music students have participated in a live performance at Carnegie Hall with the St. Luke's orchestra.
- Student support services include two Guidance Counselors, an active School-Based Support Team, a three-day Youth Development Coordinator, attendance services, a full-time nurse and paraprofessionals under the direction of the classroom teacher
- Children with learning difficulties have their individual needs met within an at-risk academic service program, part-time Special Education Teacher Support Services services, related service providers (OT, PT, Speech/Language providers, Hearing and Vision services), Collaborative Team-Teaching classes and small self-contained special education classes
- An active adult group of volunteers implement the Learning Leader tutoring program for working 1:1 with students in various subject areas
- Student Government – PS 165 student council is involved in volunteer efforts in other school wide organizational activities
- Physical Best, the NYS Physical Education curriculum is used to provide opportunities for educating students in physical fitness and character development through a program that encourages teamwork and sportsmanship
- A new PS 165Q "Shooting Stars" basketball team encourages fourth and fifth graders to learn the sport and participate together as a team.

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.

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): Communication to Parents/Guardians

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop a school wide system of communication so that parents/guardians can deepen their understanding of student performance and receive more current information regarding the instructional curriculum:</p> <ul style="list-style-type: none"> • Feedback to students and parents on student progress is consistent in 100% of Kindergarten through Grade 5 classrooms and is provided in a timely manner three times a year. • Current information regarding the instructional curriculum and enrichment is given to students and parents at least 8 times a year.
<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>	<ul style="list-style-type: none"> • Provide letters to parents/guardians, three times a year (October, January, April) indicating the benchmark Literacy reading level for their child (in grades K-5) • In letter format, three times a year, (October, January, April) provide to the parent/guardian and student, an indication of clear reading level expectations in Grades K-5 • In letter format, provide to the parent/guardian and student, three times a year, (October, January, April) sample book titles for the current reading level for each student as well as sample book titles for the next reading level in Grades K-5 • Provide clear feedback, in letter form, to parents/guardians and students, three times a year, (October, January, April) indicating the benchmark clear expectations, at that point of the school year, for Math concept and computational facility in Grades K-5 • Have each cluster and enrichment teacher (Science, Computer, Physical Education, Music, Dance and Band) provide the essential question(s), important concepts and

	<p>target vocabulary for student learning for the month in a curricular map format</p> <ul style="list-style-type: none"> • Have the Literacy Coach accumulate the curricular information and present it in an easily readable graphic organizer format at least eight times a year for Grades K-5 • Provide a curriculum map, (graphic organizer,) to send home at least eight times a year, with each subject area's (each listed above plus Reading, Writing and Math,) essential question(s), important concepts and target vocabulary for Grades K-5
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Use Tax Levy (TL) Fair Student Funding (FSF), TL Fair Student Teacher Legacy, TL ASD, FSF Early Grade Class Size Reduction, Title 1 School Wide Project (SWP), Title 1 ARRA SWP, TL One-time Allocation monies for all cluster specialist positions • Use Title 1 SWP for Math Coach position • Use TL FSF and Contract for Excellence (C4E) monies for Literacy Coach position • Use TL FSF money for band, enrichment position • Cluster specialists in Dance, Music, Physical Education, Computer, Science (Upper and Lower Grade), Band who will be providing monthly (at least 8 months) curricular information to the parents/guardians on an easy-to-read graphic organizer. • Literacy and Math coaches, who will be providing monthly (at least 8 months) curricular information to the parents/guardians on an easy-to-read graphic organizer
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Through this monthly communication of curricular topics, essential questions, concepts to be taught and target vocabulary, it is expected that parents/guardians will receive timely important information regarding what their child is studying in school (Learning Environment Survey question) in all curricular areas in Grades K-5 • Classroom teachers will have their students backpack, home monthly curricular calendars (for at least 8 months) in Grades K-5 • Classroom teachers will have the students backpack home, benchmark Literacy letters which include the child's reading level, clear reading expectations and sample book titles in October, January and April, in Grades K-5 • Classroom teachers will have the students backpack home, benchmark clear expectations, in letter form, for Math concept and computational facility in January, March and June for Grades K-5 • Evaluating progress toward meeting this goal will be conducted at the January and June

	Instructional Cabinet meetings.
--	---------------------------------

Subject/Area (where relevant): Action/Research Inquiry within Professional Learning Communities

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide learning opportunities so that members of the school community can engage in professional collaborations focused on improved student outcomes in Literacy and Math in an action/research inquiry model: 90% of classroom teachers from Pre-K through Grade 5 and cluster specialists will collaborate in a professional learning community to reflect upon student learning and improve instruction.</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>	<ul style="list-style-type: none"> • Professional Learning Communities, consisting of cluster specialist teams (Science, Computer, Physical Education, Dance, Music) will meet at least once monthly to share their observations of student learning and collaborate on next steps • Professional Learning Communities, consisting of grade-specific and vertical teams from the Gifted and Talented unit will meet at least twice a month to collaborate on instructional moves to improve student learning • Grade-specific, vertical teams from the Gifted and Talented unit and cluster specialist teams will bring, share and discuss student work, and decide next steps twice a month • Grade-specific, vertical teams from the Gifted and Talented unit and cluster specialist teams will collaborate on the instructional topic to study and follow a professional learning community protocol for discussing student work, instructional moves and next steps • Grade-specific teams, vertical teams from the Gifted and Talented unit and cluster specialist teams will keep appropriate documentation of the work • Grade-specific teams, vertical teams from the Gifted and Talented unit and cluster specialist teams will keep the PS 165Q staff community updated of their work through input using ARIS

	<ul style="list-style-type: none"> • Each collaborative group must assess their targeted students at the start and end of each cycle to determine whether or not students are progressing • A team leader will be selected to create the agenda, keep notes of the professional learning community's work and publish it for the PS 165Q staff community • Each member of the Instructional Cabinet (Administration and Coaches) will support at least one professional learning community in their action/research inquiry study to improve student outcomes • Each member of the Professional Learning Community team will be responsible for their own log with reflections, what they did with the children, resources and strategies used. • Collaborative Inquiry work is monitored by a member of the Instructional Cabinet, in cycles where teachers reflect on the work and the progress the targeted students are making. • Professional development will be provided by the Network Support Specialists to support the work of the grade-specific, vertical teams from the Gifted and Talented unit and cluster specialist teams • The Assistant Principal and Data Specialist will provide professional development opportunities for classroom and cluster teachers in the use of ARIS • Tenured teachers with satisfactory ratings will be given the option to use collaborative inquiry as an Alternative to Observation • Teachers will be given the option to use their Professional Period (Circular 6) for collaborative inquiry
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • The Instructional Cabinet, consisting of the Principal, Assistant Principal, Literacy and Math Coaches will provide targeted professional development support for the Professional Learning Communities to focus on improving student outcomes. • ICI-LSO Network Support Specialist will provide targeted professional support for Professional Learning Communities working with English Language Learners and Math. • ICI-LSO Network Support Specialist, the PS 165Q Data Specialist and Assistant Principal will provide targeted professional support for using ARIS and data to improve student outcomes. • Tax Levy Fair Student Funding monies will be utilized for the Principal, Assistant Principal, Literacy Coach • Title 1 School Wide Project monies will be used for the Math Coach • Contract for Excellence monies will also be used for the Literacy Coach

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • An Instructional Cabinet member will support each Professional Learning Community at least twice a month in their action/research inquiry study. • Benchmark interim measures for December, March and June will be documented for the action/research inquiry • Informal feedback given to each collaborative inquiry team by the Principal at least four times a year for the 2009-2010 school year (January/February, March, April/May, June) • Indicators of Progress: Pre-tests, post-tests/assessments from each team, minutes, and agendas will be uploaded to ARIS. • Evaluating progress toward meeting this goal will be conducted at the January and June Instructional Cabinet meetings.
--	---

Subject/Area (where relevant): Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the use of technology in the instructional program: Eighteen teachers, representing 80% of the Grade 2-5 faculty, will engage in at least five professional development sessions around using SmartBoard technology in instructional practice.</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>	<ul style="list-style-type: none"> • Maintain a full-time Computer Technology Teacher on the PS165Q Table of Organization • Provide a survey to determine the SmartBoard technology professional development needed • Design professional development periods in the Computer Technology Teacher’s program to facilitate SmartBoard technology professional learning opportunities • Use the results of the SmartBoard technology survey to design appropriate professional development • Use the results of feedback evaluation forms to design next steps for professional development • Have Grade 2-5 teachers participate in at least five on-site professional development sessions with the PS 165Q Computer Technology Teacher and/or Network Support Specialist to elevate their facility with using SmartBoard technology in lesson design and implementation • Provide opportunities for classroom inter-visitations to share lesson design and

	implementation
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • PS 165Q Table of Organization identifying the Computer Technology Teacher and paid for with 5% Fair Student Funding monies, 20% Early Grade Class Size Reduction monies, 35% Tax Levy One-time Allocation monies, 40% Title 1 ARRA monies • PS 165Q weekly cluster schedule identifying administration periods (professional development periods) for the Computer Technology teacher • Substitute teacher coverage for teachers to attend professional learning sessions for enhancing SmartBoard technology facility for use in lesson design
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • At least five on-site professional development sessions given by the PS 165Q Computer Technology Teacher and/or Network Support Specialist • Informal observations by supervisors of teachers using SmartBoard Technology in lessons • Sign-in sheets and agendas for attendance at professional development sessions • Evaluating progress toward meeting this goal will be conducted at the January and June Instructional Cabinet meetings.

Subject/Area (where relevant): Teaching English Language Learners

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>To improve instruction for all ELL students resulting in improved student outcomes:</p> <ul style="list-style-type: none"> • By June 2010, 90% of the teachers will attend at least four professional development sessions to enhance their expertise with support for English Language Learners • 90% of the English as a Second Language teacher support will be a “push-in” classroom model to co-teach with the classroom teacher and support the acquisition of academic language in the classroom for the English Language Learner
---	---

<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>	<ul style="list-style-type: none"> • Provide professional development sessions for teachers to learn techniques and methodologies for maximizing instruction for English Language Learners • Have the English as a Second Language (ESL) teachers co-teach with the classroom teacher during the students’ ESL instructional periods • Design an instructional “push-in” schedule for the two ESL teachers • Have ESL teacher attend professional development opportunities facilitated by Network Support Specialists and ICI-LSO • Provide the ESL teachers with the content, essential questions, and concepts for the monthly classroom curricular topic • Have each English Language Learner create an index card collection of academic language vocabulary from classroom instruction, facilitated by the ESL teacher • Have the ESL and classroom teachers work with the English Language Learners to navigate the complex on-grade academic language of the texts
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Budget for two full-time English-as-a-Second Language certified teachers paid for with 100% Fair Student Funding monies • Materials needed to support the English Language Learner in the classroom, including but not limited to index cards, supplementary books for curricular support using Fair Student Funding and Title III monies
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance and agendas from professional learning sessions • The Program Card Schedule for each ESL teacher • Supervisory informal observations of the ESL teachers in the mainstream classroom • PS 165Q Weekly Calendar noting attendance by the ESL teacher at professional development opportunities facilitated by the Network Support Specialists and ICI-LSO • ESL teacher lesson plans demonstrating alignment of academic language instruction from the classroom to the English Language Learner • Student portfolios indicating evidence of use of academic language • Evaluating progress toward meeting this goal will be conducted at the January and June Instructional Cabinet meetings.

Subject/Area (where relevant): Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve instruction in writing with an emphasis on critical analysis and evaluation of the text:</p> <ul style="list-style-type: none"> • To provide 90% of the Grade 2-5 teachers with at least five professional development sessions, facilitated by the Literacy Coach and Principal for enhancing student writing • The Literacy and Math Coaches will provide at least four additional individual and small-group professional development sessions to the Grade 2-5 teachers to provide ongoing support for each Grade 2-5 classroom teacher in raising the level of critical analysis and evaluation of the text as evidenced in student writing
<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>	<ul style="list-style-type: none"> • Maintain Literacy and Math Coach support as noted on the PS 165Q Table of Organization • Provide professional learning opportunities for classroom teachers to learn strategies for maximizing reading and writing workshop instruction to enhance student’s critical analysis and evaluation of the text • Provide professional development from the Literacy Coach with higher-order questioning techniques during Read Alouds, strategies for formulating opinions and presenting arguments with strong support, and effective strategies that support finding evidence in the text • Provide professional development from the Math Coach in strategies and prompts for generating thinking and ideas during problem solving • Maintain samples of student writing where students will highlight evidence in their writing of critical analysis and evaluation of the text • Teachers will design rubrics and checklists for students to assess their writing so as to hold themselves accountable for strategies taught • Teachers will use shared writing to use as models for related Writing Units of Study such as literacy essay, persuasive letters and editorials • Teachers will demonstrate the use of and provide prompts in Literacy to support the student’s thinking process for forming an opinion, analyzing and/or evaluating text and supporting their ideas • Teachers will demonstrate the use of and provide prompts in Math to support the

	<p>student's thinking process and detailed documentation of how they arrived at a solution</p> <ul style="list-style-type: none"> • Teachers will use “on-demand” writing to assess the needs of students prior to a Writing Unit of Study • Teachers will demonstrate higher-order thinking skills and critical analysis of the text through effective questioning in Read Alouds • Monthly grade level meetings to assess the quality of critical analysis and higher-order thinking skills in student writing
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Math Coach salary will be paid for with Title 1 School Wide Project monies (100%) • Literacy Coach salary will be paid for with Contract for Excellence monies (76.75%) and Tax Levy Fair Student Funding monies (23.25%)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The PS 165Q Table of Organization showing Literacy and Math Coach support • Professional development agendas, attendance sheets and evaluation feedback forms • Evidence of the use of effective strategies in samples of student work • Supervisory informal observations of classroom teachers and Coaches to demonstrate lessons teaching students how to enhance the quality of their writing • Monthly grade conference agendas and attendance sheets • Student Learning and Data Collection Conferences twice a year, with each classroom teacher to look at student work and progress as noted on the weekly calendar • By June 2010, 80% of the students in grades 2-5 will score at least a Level 3 on a teacher-created rubric for critical analysis and evaluation of a text • Evaluating progress toward meeting this goal will be conducted at the January and June Instructional Cabinet meetings.

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	7	7	N/A	N/A	20	As needed	1	
1	29	29	N/A	N/A	20	"	1	
2	43	42	N/A	N/A	15	"	0	
3	33	37	N/A	N/A	15	"	2	
4	62	58	48	52	12	"	1	
5	52	48	32	35	10	"	1	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Certified teachers work with students with Foundations. LeapFrog, Earobics, Wilson Program, early morning Test Sophistication Courses for Grades 2-5, Extended Day Activities, ESL Academy (early morning), Learning Leaders, peer-to-peer tutoring, SETSS providers push in to provide at-risk and mandated services, literacy paraprofessional works with individual students, Literacy Coach works with individual and small groups
Mathematics:	Extended Day activities; test sophistication courses grades 3-5 whole class and small group (Morning Academy and during the day); peer-to-peer tutoring; SETSS and ELL providers push-in to provide services
Science:	Test sophistication courses for grades 3-5 whole class and small group; peer-to-peer tutoring; extended day activities; differentiated instruction in the classroom and lab; reinforcement of skills in literacy content area; SETSS providers push-in to provide support
Social Studies:	Differentiated instruction in the classroom; reinforcement of skills in literacy content area; peer-to-peer tutoring; practice in class on DBQs and CRQs; SETSS and ELL providers push-in to provide support
At-risk Services Provided by the Guidance Counselor:	Counseling identified at-risk students in small groups or 1:1 depending on individual needs. At-risk counseling is provided during the school day. Services include parent outreach and focused communication and intervention strategies shared with the classroom teachers. A lunchtime Peer Mediation Program supports students' efforts to communicate effectively with each other.
At-risk Services Provided by the School Psychologist:	Counseling at-risk students during the school day 1:1 depending on individual needs
At-risk Services Provided by the Social Worker:	At-risk counseling services are provided during the school day in 1:1 depending on individual needs. Family outreach services are coordinated by the social worker.

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)

P.S. 165 QUEENS
LANGUAGE ALLOCATION POLICY
JANUARY 2010

PART I: SCHOOL ELL PROFILE

Part I of the LAP, the School ELL Profile, appears on Page 1 of the attached LAP Worksheet. Some of the most salient points will be reiterated in this section.

P.S.165 Queens has a student population of 598 students. 97 students are English Language Learners, comprising 16.22% of our total student body.

PART II: ELL IDENTIFICATION PROCESS

Upon registering a new student to P.S. 165 Queens, parents participate in an informal oral interview conducted by a pedagogue, either in English or in the parent's native language. A list of bilingual staff members is available in the main office. After assessing the home language, the Home Language Identification Survey is completed, either in the parent's native language, or in cases where translated HLIS forms are unavailable, in English with the assistance of an interpreter. This interview process is always supervised by a pedagogue, most often our fully-certified ESL specialists, one of whom also possesses a bilingual license in Spanish/English.

Fully certified ESL teachers then interpret the HLIS forms to verify the dominant language in the child's home. When a home language other than English is indicated, parents partake in an orientation session for parents of English Language Learners. These sessions are staffed with the following personnel: Principal, Assistant Principal, Parent Coordinator, upper and lower grade ESL specialists, and our bilingual staff members or parents who are trained to serve as interpreters. During these sessions parents are shown the "Orientation Video for Parents of Newly Enrolled English Language Learners." Parents have the opportunity to ask questions about the three instructional models for ELLs. They prioritize their choices on the Parent Selection form.

After all parents have had the opportunity to make informed decisions as to which instructional model best suits their children's needs, ESL specialists tally the responses to determine whether there are 15 ELLs in two contiguous grades opting for a bilingual program. If this is the case, a bilingual class will be created to address this need. If not, parents are offered bilingual classes in other schools that provide these services.

All new admissions identified to be English Language Learners based on their Home Language Surveys take the LAB-R and are placed in an appropriate instructional setting within ten days of admission. Parent Orientations are ongoing, the scheduling determined by patterns of admissions. Parents who cannot attend an orientation are contacted by our ESL staff so that this can be rescheduled in a timely manner, that being within ten days of admission. If it is still impossible to schedule, an orientation may be conducted over the phone with the assistance of a trained interpreter. Ultimately, all newly admitted ELLs have Parent Selection forms completed.

Our ESL specialists maintain precise records regarding the distribution and collection of entitlement letters and Parent Survey and Program Selection forms. In the unlikely case where a form is not returned, we advise parents that the default program for ELLs is Transitional Bilingual Education as per CR Part 154. All communication is conducted with an interpreter.

Since 2005 the overwhelming majority of parents have opted to have their children receive instruction within the framework of the Freestanding ESL program offered at our school. In September 2008, 22 Parent Survey and Program Selection forms were returned. Of these, 21 parents opted for the Freestanding ESL program. One parent changed his selection when he understood that his child would probably have to transfer to another school for the bilingual program. This year, September 2009, 100% of our Program Selection forms opted for a Freestanding ESL program. Our program model is aligned with parent requests. At this time we do not have a bilingual program at P.S. 165. However, Program Selection forms are routinely evaluated by LAP team administrators to assess whether there is a growing desire for Transitional Bilingual Education. If future Program Selection forms indicate a trend toward bilingual education combined with the default option for TBE total 15 or more students across two contiguous grades, a Transitional Bilingual class will be formed.

PART III: ELL DEMOGRAPHICS

P.S. 165 has a student population of 598 students in Pre-K through grade five. 97 English Language Learners in Kindergarten through grade five are enrolled at present, comprising 16.22% of our total student population. There are no SIFE in attendance at this time. 63 ELLs have been in an English language school system for 3 years or less and are in General Education classes. 5 ELLs have been in an English language school system for 3 years or less and are placed in Special Education classes. 34 ELLs who have been in an English language school system from four to six years are in General Education classes, while one long-term ELL is placed in Special Education. There are no ELLs in attendance who have completed six years of ESL service. A total of six ELLs are placed in Special Education programs.

The breakdown of the number of ELLs in ESL by grade and language is as follows: 26 Spanish speakers – K-2, 1-7, 2-5, 3-7, 4-1, 5-4

- 20 Pashto speakers - K-3, 1-2, 2-4, 3-2, 5-7
- 15 Russian speakers - K-2, 1-2, 2-6, 3-3, 4-2, 5-0
- 12 Chinese speakers - K-4, 1-3, 2-2, 3-3, 4-0, 5-0
- 11 Farsi speakers - K-1, 1-4, 2-2, 3-1, 4-2, 5-1
- 5 Urdu speakers - K-2, 1-1, 2-1, 3-1
- 4 Hebrew speakers - K-0, 1-1, 2-0, 3-2, 4-0, 5-1
- 2 Albanian speakers – K-2
- 1 Arabic speaker - K-1
- 1 Gujarati speaker - K-0, 1-0, 2-0, 3-0, 4-1, 5-0

We follow an eight-period day, allowing for six periods of ESL instruction daily. Two certified full-time ESL teachers provide 60 45-minute periods of ESL instruction weekly. 17 ELLs are in Kindergarten. Of these 17, 6 scored at the Beginning level as indicated by LAB-R scores, 2 scored at Intermediate and 9 at the Advanced level. Beginning and Intermediate ELLs in Kindergarten (8 ELLs) receive eight 45-minute periods of ESL instruction, fulfilling the mandated allotment of 360 minutes per week. 9 Advanced ELLs in Kindergarten receive 180 minutes of ESL instruction. In grade one there are 20 ELLs, based on NYSESLAT 2009 and Fall 2009 LAB-R scores. 6 scored at the Beginning level, 10 at the Intermediate level and 4 scored at the Advanced level. 16 Beginning and Intermediate level ELLs in grade one receive the mandated 360 minutes of

ESL instruction. 4 who scored Advanced receive 180 minutes of ESL instruction. 20 ELLs are in grade 2. 4 scored at the Beginning level and 8 scored at the Intermediate level. These 12 ELLs receive 360 minutes of ESL instruction. 8 Advanced ELLs in grade two receive 180 minutes of ESL instruction. 19 ELLs are in grade 3. 4 scored at the Beginning level and 8 scored at the Intermediate level. These 12 ELLs receive 360 minutes of ESL instruction. 7 Advanced ELLs receive 180 minutes of ESL instruction. In grade four 7 ELLs scored at the Advanced level, while one ELL scored at the Intermediate level. This one ELL in grade four receives 360 minutes of ESL instruction while 7 Advanced ELLs receive 180 minutes. Of the 13 ELLs in grade five, 3 scored at the Beginning level while 3 also scored at the Intermediate level. These 6 ELLs receive 360 minutes of instruction, while the 7 Advanced ELLs receive 180 minutes of ESL instruction.

Programming and Scheduling Information

P.S. 165Q employs a Push-In/Co-Teaching instructional model for all mandated ESL service. In order to provide mandated ESL service to all of our ELLs, children often push in to different classes where the ESL instruction is taking place. Instructional integrity is maintained in graded groups. Peer teaching is encouraged in heterogeneous grouping.

One certified ESL teacher services the lower grades, Kindergarten, grade one and partial service of grade two. A second certified ESL teacher services grades two through five. Common grade classrooms are closely situated enabling efficient pick up and drop off. Explicit ESL instructional minutes are delivered in the program model as per CR Part 154 as follows: 23 Beginning ELLs receive 360 minutes per week of ESL instruction and 360 minutes per week of ELA instruction. 32 Intermediate ELLs receive 360 minutes per week of ESL instruction and 360 minutes per week of ELA instruction. 42 Advanced ELLs receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction.

Content areas are taught in English through a co-teaching model. The team teaching model is most frequently used to start a lesson. Both teachers work cooperatively, teaching the same lesson at the same time. The mainstream teacher may present the minilesson, and the ESL teacher will interject with examples, explanations and extensions of the key ideas. The ESL teacher provides strategies to assist the students in better remembering and organizing information that was presented. Parallel teaching might follow, with each teacher working with one of two heterogeneous groups. By learning in smaller groups, ELLs experience additional opportunities to interact with each other, listen to their peer models, volunteer responses, or receive feedback from the teacher.

Instruction is differentiated for different ELL subgroups. SIFE frequently have assigned to them a bilingual teacher or paraprofessional to work with in the content areas during the extended-day period. Lower-level trade books are added to classroom libraries. Native language texts are supplied so the student can begin to scaffold English language learning over a strong native language base. Leap Frog Learning Systems, a research-based learning program, allows the student to work at his own pace, acquiring second language skills independently. Content areas are the focus of our ELL AM Academy, offering these students additional opportunity to strengthen academic skills.

ELLs in US schools less than three years (newcomers) receive academic support. Classroom buddies sharing the same native language familiarize newcomers with school routines and expectations. Parent Orientations are routinely conducted where administration, our Parent Coordinator and our ESL teachers familiarize parents about various educational options for their ELL children. Our Parent Coordinator offers classes in English as a Second Language to parents of our newly admitted ELLs. Our ELL AM Academy offers these students additional opportunity to strengthen academic skills. Leap Frog Learning Systems is also utilized in the classroom for these students. Native language texts, leveled libraries and bilingual dictionaries are available in classrooms, as well as in our school library. During the extended-day period, newcomers work with bilingual staff members scaffolding content area material. Data patterns across proficiency levels and grades indicate that ELLs acquire speaking and listening skills before reading and writing. Instructional decisions reflect this sequence of acquisition. Beginning level ELLs receive

greater exposure to oral/aural modalities, while more advanced students receive more intensive reading and writing instruction within the Balanced Literacy framework. Academic language is isolated and analyzed, focusing on Tier Two and Tier Three vocabulary words.

Periodic-Interim Assessments inform instruction when class and individual student performance are analyzed. Learning targets are created for small group instruction in the areas where students need the most support. Instruction is provided using different modalities to teach specific skills during extended-day time.

Our instructional plan for ELLs receiving service 4 to 6 years and for Long-term ELLs is as follows. School leadership at P.S.165 uses Periodic-Interim Assessments to inform instruction by analyzing class and individual students' performance on the Predictives and ITAs in ELA and Math. By analyzing the item analysis feature of Acuity, school leadership is able to identify areas in which additional support is needed and create learning targets for students. Small groups are created based on students' common areas of weakness and targeted learning instruction is provided using different modalities to teach specific skills during extended-day instructional time. The Periodic Assessments establish benchmarks by which we can gauge the effectiveness of the targeted instruction and drive our instructional decisions to help close the achievement gap for underperforming students.

ELLs receiving service 4 to 6 years and Long-Term ELLs receive Academic Intervention Services either during the school day or in programs conducted before the start of the school day. AIS is differentiated, small-group instruction, targeting students' areas of weakness as indicated on the item analysis feature of Acuity, ELL Interim Assessments and the dual modalities report of the NYSESLAT. Our early-morning Test Sophistication Program and our ELL AM Academy provide additional small-group differentiation of instruction and test-taking strategies for these ELLs. Students may receive At Risk services in six-week rotations for additional small-group, differentiated instruction.

Long-Term ELLs and ELLs receiving service 4 to 6 years who fail to make significant academic gains as reflected by scores on State assessments, teacher recommendations and decisions arrived at by the Pupil Personnel Team can be referred to the Committee on Special Education for evaluation for special needs. Results of bilingual evaluations will dictate what instructional services will be mandated on the student's Individual Educational Plan. ELLs identified as having special needs may be offered one or several of the following mandated services: Resource Room (SETTS), Speech and Language services, Physical or Occupational therapy, Counseling or the assistance of a bilingual paraprofessional. When indicated, these ELLs may be placed in Self-Contained or Collaborative Team-Teaching classes where lower teacher-to-student ratios allow for more differentiation of instruction.

During the extended-day period, ELA and math instruction is targeted and scaffolded to support comprehension for our ELLs. SIFE and newcomer ELLs are paired with bilingual teachers or paraprofessionals whenever possible. Native language support facilitates the scaffolding of instruction and supports comprehension. Our two morning programs, the ELL AM Academy and our Test Sophistication Program, offer targeted intervention for ELLs in ELA, math, social studies and science. Our collaborative inquiry group works on instructional strategies targeted for Long-Term ELLs and those receiving service 4 to 6 years. P.S. 165Q employs a Push-In/Co-Teaching model of instruction, enabling targeted intervention in the content areas for all ELLs.

ELLs who have reached proficiency, i.e. those who scored "Proficient" on the NYSESLAT in 2008 and 2009, receive the same test modifications as presently designated ELLs. These modifications are: 11/2 extended time, separate location, third reading if the listening portion of the ELA, etc. Additionally, these former ELLs participate in our Title III ELL AM Academy, where content area Science and Social Studies, as well as English Language Arts, are taught by certified ESL teachers.

New initiatives are in place for this coming year. Within the framework of the Push-In model, ESL teachers will introduce an academic vocabulary component to second language learning. These teachers will work with ELLs in their classrooms to extract academic vocabulary from

their lessons and utilize practiced strategies to decipher or assign meaning. In addition, ELLs will, under the tutelage of their ESL teachers, become adept at breaking down complex sentences to derive meaning from nonfiction text. Analysis of sentence structure, reference clues, academic vocabulary and other lexical items will support comprehension.

The Pull-Out model for ESL instruction will be discontinued, supplanted by the Co-Teaching instructional model. Co-Teaching can become an effective support for inclusive practices to accommodate the needs of diverse ELLs. It will help all students meet the national, state and local standards and it will establish a vehicle for creative collaboration between ESL and mainstream teachers.

ELLs at P.S.165 Queens are afforded equal access to all school programs. ELLs actively participate in our morning Test Sophistication Program, our ELL AM English Academy, our performing arts programs, our newly established basketball team, our peer mediation program and Project 25 activities.

The following instructional materials, including technology, are used to support ELLs: a) Sundance - Comprehension Strategies Kits - Fiction and Nonfiction

- b) Curriculum Associates - Passwords Series – Social Studies and Science Vocabulary
- c) Options - Best Practices in Reading – Pairing Fiction with Nonfiction
- d) Rigby - On Our Way to English - leveled libraries
- e) Scholastic News Magazine – Editions 1, 2 and 3
- f) National Geographic - Nonfiction Reading and Writing Workshops
- g) Leapfrog Learning Systems – LeapPad Libraries
- h) Internet
- i) Word processing
- j) Power Point slide shows
- k) SMART Board
- l) Study Island software
- m) Renzulli Learning software
- n) Bilingual dictionaries
- o) Native language trade books
- p) Attanasio & Associates, Inc. – Getting Ready for the NYSESLAT

Native language support is provided in the Freestanding ESL Program at P.S. 165. One of our ESL teachers, who is also NYS certified as a bilingual (Spanish/English) teacher, provides Spanish interpretation for ELLs who have not yet acquired writing skills in English. The use of Spanish cognates is incorporated to scaffold comprehension. Newcomer ELLs are encouraged to write responses to literature in their native languages. Bilingual staff interprets these responses. High-interest bilingual trade books are available for ELLs to read, as are bilingual dictionaries. Leap Frog System technology offers translations of stories and activities for these students. Living Books computer DVDs offer bilingual translations of popular children’s fiction. Bilingual dictionary software is utilized. Bilingual paraprofessionals deliver native language support to ELLs when mandated by their IEPs.

Professional Development and Support for School Staff

Our certified ESL teachers attend professional development workshops on a regular basis. Our ELL Liaison attends monthly professional development meetings conducted by Shirley Rouse Bey, our Network Support Specialist. ESL strategies presented at these workshops are then “turnkeyed” during faculty conferences or staff development workshops for all teachers of ELLs. Each of our ESL teachers attends additional staff development workshops offered by the Office of English Language Learners, QTEL, or our Network Support Specialist for English Language Learners.

7.5 hours of ELL training for all staff (including non-ELL teachers) will be part of our Title III program for the 2009-2010 school year. After-school staff development workshops will focus on sharing best practices within the Push-In instructional model, strategies for strengthening ELLs’ familiarity with academic vocabulary, improving parental involvement of ELLs and differentiating instruction for ELLs in the mainstream classroom.

Our Guidance Counselors help ELLs transition to middle school in a variety of ways. They provide interpretation services to the parents of ELLs and have one-on-one family meetings to inform the students and their families of their options for middle school. Our Guidance Counselors assist parents in completing middle school applications and they inform parents as to what are the expectations and responsibilities of children and their parents in the middle schools. When additional information is requested, children consult with our staff on an individual basis. Parent workshops are held both during and after school in order to accommodate working parents’ schedules. Individual classroom visits are made by the counselor to discuss the middle school selection process and to answer students’ questions. This allows for a more intimate atmosphere than if the meetings were conducted by grade or in another large-group setting.

PART IV: ASSESSMENT ANALYSIS

Data patterns across proficiency levels and grades on the LAB-R and NYSESLAT indicate that English Language Learners acquire speaking and listening skills before reading and writing skills. Instructional decisions reflect this sequence of acquisition. Beginning-level ELLs receive greater exposure to oral/aural modalities, while more advanced students receive more intensive reading and writing instruction within the Balanced Literacy framework.

NYSESLAT Modality Analysis results support these findings:

Listening/Speaking – Beginning –	K-2, 4-1
Intermediate –	K-3, 1-0, 2-1, 3-0, 4-1, 5-0
Advanced –	K-8, 1-13, 2-5, 3-1, 4-0, 5-4
Proficient –	K-6, 1-4, 2-11, 3-6, 4-10, 5-4
Reading/Writing - Beginning –	K-8, 1-2, 2-2, 3-0, 4-2, 5-0
Intermediate –	K-8, 1-8, 2-9, 3-0, 4-3, 5-2
Advanced –	K-2, 1-6, 2-6, 3-7, 4-7, 5-6
Proficient –	K-1, 1-1, 2-0, 3-0, 4-0, 5-0

The analysis of the ELL Periodic Assessments revealed that ELL students perform better in grades 3 and 4 than in grade 5. There seems to be a decline in the average number of questions answered correctly as students move up through the grades. Therefore, school leadership used this data to determine that the push-in model will better support ELL students academically and will help to close the gap as students progress through the grades.

The school is learning that ELL students perform better in reading and writing than they do in listening, (average scores were 68% Reading, 73% Writing, and 67% Listening), adding further evidence to indicate that the push-in model will help ELL students to move more quickly through the stages of language acquisition and perform better academically.

In Grade 3 six ELLs scored Level 3 and two ELLs scored Level 4 on the NYS Math assessment. In Grade 4 one ELL scored Level 1 on the native language version of the test, two scored Level 2, six scored Level 3 and two ELLs scored Level 4. One fifth grade ELL scored Level 2, five scored Level 3 and two scored Level 4.

Sixteen ELLs took the NYS science test in Grade 4. Ten ELLs scored Level 2 and six scored Level 3.

Sixteen ELLs took the NYS Social Studies test in Grade 5. Four scored Level 1, one scored Level 2, nine scored Level 3 and 2 scored Level 4.

Currently, teachers are using Fountas and Pinnell (instead of E-CLAS) to assess the early literacy skills of students in grades K-3. This system will allow teachers to identify particular areas of weakness in such concepts as early literacy behaviors, high-frequency words, initial sounds, blending sounds, segmenting words, rhyming, reading comprehension and reading accuracy, one and two syllable words, spelling and word features. The Fountas and Pinnel System will allow teachers to examine data more closely and identify specifically which skills students are lacking (ie. Within the concept of Word Features, a teacher may determine that a student is not able to decode words with consonant digraphs.) The Fountas and Pinnell Assessment System, in addition, offers strategies to support students in the areas they are lacking and supports teachers with planning for small group instruction.

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

Form TIII – A (1)(a)

Grade Level(s) 2 – 5 Number of Students to be Served: 65 LEP 10 Non-LEP
Number of Teachers 5 Other Staff (Specify) _____

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 Queens has a freestanding ESL program utilizing a push-In instructional model. The program incorporates ESL methodologies into the balanced literacy framework. The program services all ELLs who scored at the Beginning and Intermediate levels 360 minutes weekly, while those at the Advanced levels receive 180 minutes of instruction. Instruction is in English with native language support enabling our ELLs to scaffold academic instruction. Within the framework of an eight period day, two ESL-certified full-time teachers service 19 classes, six periods daily.

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.

- ICI-LSO ELL Teacher Workshop Series attended by both full-time ESL teachers
- Region 3 Staff Development for ESL teachers
- Ongoing school-based workshops teaching ESL strategies to classroom teachers
- ELL Liaison turnkeys monthly, professional development meetings with network support specialist, Shirley Rouse-Bey
- Office of English Language Learners provide additional workshops for staff development for our teachers of ELL’s
- Title III funding will provide for a series of after school staff development sessions for our classroom teachers of ELL’s

Form TIII – A (1)(b)

School: PS 165Q BEDS Code 342500010165

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$ 10,663.99	A before-school “Morning Academy” 45-minute instructional support program to support ELL students in grades 2-5 with more targeted ELA-nonfiction, Social Studies and Science content-area instruction: 57 (45-minute sessions) x 5 teachers x \$49.89 (current teacher per session rate with fringe) = \$ 10663.99
Professional salaries - Per session	\$ 4119.24	Professional development in twelve after-school sessions for 1 hour per session conducted by a supervisor <ul style="list-style-type: none"> • to create instructional units which align ESL methodologies with content area pacing calendars

		<ul style="list-style-type: none"> to study the item analysis for ELL results for the NYS Social Studies, Science, ELA and Math scores to better align classroom and ESL instruction to continue to enhance pedagogical knowledge and facility with ESL methodologies and best practice research for ELLs <p>Twelve (1 hour) sessions x 6 teachers x \$49.89 = \$ 3,592.08 Twelve (1 hour) sessions x 1 supervisor x \$43.93 = \$ 527.16</p>
Supplies and materials - High quality instructional materials which engage the ELL with Social Studies and Science content	\$ 1336.77	High quality, instructional text materials with engaging pictures to elevate the academic discourse around on-grade Social Studies and Science curricular topics for second to fifth graders.
Total	\$ 16120.00	

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 use two major sources of data to assess the translation needs and interpretation needs of our school. First, we use the preferred language list in ATS to make sure parents receive documents and communications in appropriate languages. Secondly, we keep a list of our students receiving ESL and send home communications that mirror the home language as well.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
The major findings were that our school has families that speak seven or the eight recognized Department of Education languages. In addition, we have needs in at least six other different languages. The school was informed of these needs by making copies of each classroom language needs for the teacher. In addition, parent volunteers were recruited to communicate with these parents in their own languages at important meetings, events and Parent Teacher Conferences.

Part B: Strategies and Activities

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

The school will provide written translations in the seven recognized Department of Education languages through the translations division. Requests will be sent more than twenty one days ahead of time to ensure there is time to properly inform parents. In addition, school will use a recognized outside vendor to have written translations done for the additional language needs of the school: Hindi, Farsi, Pashto, Hebrew, Albanian, etc, by an outside vendor or by bilingual school staff, teachers and paraprofessionals. Parent volunteers, "Bilingual Buddies" may also be asked to assist if a staff member does not speak that language.

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

Oral interpretations will be provided by our school staff, teachers, and paraprofessionals who speak many of the languages needed. In addition, parent volunteers, "Bilingual Buddies," will assist parents in any and all required languages, both one-on-one and enlarge meetings or workshops. An outside recognized vendor will be used if there is not an interpreter available within the school and parent community.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Our main office, security desk and administrative staff will have access to translation cards at all times. Posters will be prominently displayed at important entrances and exits, informing parents of translation opportunities. Signs are posted at these same locations, informing parents of translation and interpretation services that are available. The parent coordinator will keep a current list of staff, teacher, paraprofessional and parent translators. The main office and administrative staff will make all efforts to provide the parent will a translator when requested. Staff and teachers will be prepared, at all times, to assist parents with translation and interpretation needs. Teachers will request interpreters for all meetings with non-English speaking parents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	SWP \$273,932 Trans. Serv. \$1,621	\$36,754	\$312,307
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2661		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$368	\$368
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,307		\$13,307
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,838	\$1,838
6. Enter the anticipated 10% set-aside for Professional Development:	\$27,393		\$27,393
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$3,805	\$3,805

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

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

The following Parent Involvement Policy was sent home to the parents mid-November 2009.

PS 165Q Parental Involvement Policy

(Title I – School-Wide Program)

The PS 165Q Parent Involvement Policy recognizes that “parents are our partners” in the education of our children. With the primary goal of building strong parent involvement in our school, we encourage all parents to become active participants in the educational process and invite them to participate in a variety of parent workshops and activities both at the school and district level. The PS 165Q Parent Involvement Policy is inclusive of requirements set forth by the New York City Department of Education. This Policy is also aligned with New York City and New York State requirements for English Language Learners (ELLs), potential ELLs and Special Education. All Parental Involvement is consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Examples of opportunities for parent involvement, based on these laws and policies are listed below.

OPPORTUNITIES FOR PARENT INVOLVEMENT AT PS 165Q **SCHOOL BASED ACTIVITIES**

Schools receive technical assistance from the Office of Family Engagement (OFEA), Queens Borough Director and the District Family Advocates, in designing parent activities. School Guidance Counselors, the Youth Development Coordinator and the Parent Coordinator have received extensive training to effectively implement parent activities and workshops, based on the needs of our school community. All of these programs are designed to build and nurture strong parental involvement.

Parent/Teacher Association (PTA) Activities

The Parent Teacher Association (PTA) invites all interested parents to join them in the activities that they sponsor. These activities include regularly scheduled informational meetings and workshops. In addition, the PTA works with school staff to implement special events for students (i.e. special assemblies and professional performances). They publish a Quarterly Newsletter, “The Voice”, and distribute informational flyers and brochures on a regular basis. These newsletters and flyers help to keep parents informed about school events as well as opportunities to become more involved in school activities. There are monthly General Membership Meetings where Parents can receive all current information about School Policy and Programs as well as updated calendars of events. The PTA, in collaboration with the Parent Coordinator, present special programs, workshops or speakers at each of these meetings to ensure renewed parent interest in their children’s Health, Safety and Educational Needs.

Parent/Teacher Conferences and Meet the Teacher

Parent/Teacher Conferences are held twice yearly in the fall and in the spring at PS 165Q. Conferences can be scheduled before, during and after the school day to accommodate parents’ schedules. Notices of when these conferences are held will be sent home with students. At these conferences, parents will have the opportunity to meet with classroom teachers as well as school-based teacher specialists (e.g. ESL teacher, SETTS teacher). School Counselors, Therapists and Staff are also available to assist Parents. In the fall, “Open School Week” is held, the week after P/T Conferences. Parents have an opportunity to visit their child’s classrooms and observe the daily teaching methods and routines.

In addition, our school hosts “Meet the Teacher” days each September. These Meetings are designed so that parents can learn about the curriculum, classroom rules and students’ requirements. Although parents will not have the opportunity to meet individually with their child’s teacher at this time, these meetings provide a valuable opportunity to hear about what students will be learning during the year, discuss ways parents can help students at home, and familiarize parents with the educational program. Coupled with Parent/Teacher Conferences, “Meet the Teacher” Meetings give parents a broad understanding of what their child’s school year will be like.

Pre- K and Kindergarten Orientation

PS 165Q hosts a Pre-K/Kindergarten Orientation Meeting for the parents of incoming students and their families. The Orientation is held in late spring, as well as the first day of the new school year, and gives families an exciting preview of their children's 1st years in school.

Curriculum Fairs, Musical Performances, School Plays

PS 165Q sponsors many musical and curriculum-based presentations which provide an opportunity for parents to experience, first hand, the kinds of educational activities their children are taking part in. These events include: Winter and Spring Glee Club, Dance Club and Band Concerts, a school-wide Dance Festival, a Celebration of Dr. Martin Luther King, Latin Night and partnerships with professional arts organizations like Studio in a School, Alvin Ailey, Brooklyn Philharmonic, and Free Style Arts. These special programs are an excellent way for parents to gain a richer understanding of the well-rounded educational opportunities at PS 165Q. Parents are invited to attend these activities as well as participate in their planning and implementation.

School Leadership Team (SLT)

Our parents are actively involved as members of the School Leadership Team. As per the Chancellor's mandate, and in accordance with Section 100.11, parents comprise half the members of the team.

Through membership on the SLT, parents have opportunity for planning and evaluating school programs and procedures, including this School's Parent Involvement policy.

English Language Learner (ELL) Parent Orientations

Annual parent orientations are held for parents of ELLs and potential ELLs, as specified in New York City Department of Education requirements. These orientations are provided so that parents can make informed choices about programs for their children. Ongoing ESL Classes for adults ("Crossroads Café") provide opportunities for our Parents to improve their own Reading, Writing and Oral Communication skills in the English Language and to become more proactive in assisting their children with their educational challenges.

School Committees

Opportunities exist for parents to sit as members of various school committees through participation in the PTA, membership on the School Leadership Team or as needed for school-wide purposes. These committees include: Safety Committee, Health Committee, CEP Writing Committee and Fundraising Committee. In addition, some committees are formed for special circumstances like Grant Writing or Special Event Planning Committees. Parents are valued members of these project planning committees as well.

School Sponsored Parent Workshops and Classes

PS 165Q provides many opportunities for parent participation by offering parent workshops on a wide variety of topics including: *Parenting Skills, Communicating Effectively with Children, Homework Help, Keeping our Kids Safe, Testing and Curriculum, Learning through Technology, Nutrition and Fitness, Understanding Everyday Mathematics and Balanced Literacy*. In addition, our school offers ongoing ESL classes for adults and monthly “Parents HELPING Parents” Support Group meetings. We are constantly looking for new ways to include Parents from every culture as well as those Parents of Special Needs Children and Non-English Speaking Parents. We make sure that Parents are communicated to in a multitude of Languages and try to provide translators for the most important meetings and events. We aim to schedule these workshops and classes at convenient times to accommodate parents’ schedules. These workshops and classes are facilitated and led by the Parent Coordinator, Counselors and Administrators along with excellent support from the Math & Literacy Coaches as well as many teachers in the building. We are fortunate to also have the cooperation and support of the Judith Chin Learning Support Organization and our District 25 Superintendent and Staff.

Other School Based Activities

A wide variety of additional opportunities for parent involvement exist at the school level including telephone contacts, Parent Breakfasts with our Principal, guest speakers, translators(Bi-Lingual Buddies), trips, assemblies, school newsletters, etc.

Our *Parent Information Center*, just inside our front door, has been a tremendous success. Parents can learn about activities going on in the school and surrounding community and pick up information (flyers, brochures, arts calendars, etc.) that encourages Parental Involvement as well as educational and recreational opportunities for our families. In addition, many parents are trained to volunteer through the “Learning Leaders” program. These parents work one-on-one with at-risk students as well as volunteering at workshops and as classroom assistants.

District 25 Superintendent/ Queens Borough Director of the Office of Family Engagement & Advocacy/ District Family Advocate

With the recent reorganization of the Department of Education, June 2007, there is now a citywide **Office of Family Engagement and Advocacy**. With Martine Guerrier as the Deputy Chancellor in charge of this new office, and with a Director in each borough, Parent Involvement will be coordinated and uniform throughout New York City. In addition, each District will have **District Family Advocates who will work closely with the District 25 Superintendent and Queens Borough Director to assist Parents**. There will continue to be Parent Conferences, ELL Conferences and larger venue Parent Programs and Workshops throughout New York City. However, the potential for Citywide events and widespread opportunities for Parent Learning will certainly be expanded. As these events are announced the Parent Coordinator will make sure that our Parents have every opportunity to take advantage of everything the NYC Department of Education has to offer.

Parent Lobby Day

Each year in the spring, PS 165Q participates in Lobby Day in Albany. This provides parents with the opportunity to meet with elected State officials to discuss educationally related issues such as Budget and Class Size. Parents can meet with individual legislators about issues of concern to the New York City schools in general and each region in particular.

Community Education Councils (CEC)

With the implementation of Community Education Councils, parents now have an opportunity to be elected to a District-wide council and to help shape the educational policies for the District 25 schools. The council consists of 11 members, nine of whom are parents, and this council replaced the Community School Board. One of our Parents is currently serving on the District 25 CEC as well as one of our former parents!

Presidents' Council

The Presidents' Council is an organization comprised of representatives from each of the school based Parents Associations. Our PTA Co-Presidents attend the regularly scheduled monthly meetings to share ideas and discuss educational programs. The Council provides an excellent forum for learning about parent involvement opportunities and how to incorporate these programs into the fabric of PS 165Q.

All of these activities, workshops, meetings and programs provide parents with many opportunities to learn about the education of their children and participate in their children's educational success.

(This Policy was revised and updated, October 8, 2009
by Susan Friedman, Parent Coordinator)

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

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

The attached School-Parent Compact was sent home to the parents mid-November 2009.

The Edith K. Bergtraum Elementary School

PS 165Q

70-35 150th Street

Flushing, N.Y. 11367

(718) 263-4004 Fax (718) 793-9812

Rachelle Legions, Assistant Principal

Raquel DeMillio, Principal

P.S. 165 Title I School-Parent Compact

We, the administrators, teachers, students and parents of PS 165Q, working responsibly, and cooperatively, in order to maintain the highest standards for student achievement and success for all agree to the following:

MAY 2009

The School Agrees:

- To provide a clean and safe learning environment and follow the PS 165Q Code of Behavior equally for all students.
- To provide an excellent high quality research-based curriculum, and an instructional program which strategically analyzes student data.
- Establish an atmosphere conducive to open, regular communication among staff, teachers, students and parents.
- Provide teachers and staff with materials and supplies necessary for them to fulfill their obligations to the students and one another.
- Clearly communicate performance expectations to the teachers and provide them with constructive feedback.
- Provide teachers and staff with meaningful opportunities for professional growth and enrichment.
- Give parents and school staff opportunities to participate in school governance.
- Actively involve parents in planning, reviewing and improving Title 1 programs, the Parental Involvement Policy, and convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.
- Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results.
- Inform parents of all school policies and procedures, and provide parents with all pertinent individual, regional and Department of Education information; provide clear, frequent and regular communication channels between administration, the teachers and the parents through: parent-teacher conferences, student progress reports as warranted, opportunities to volunteer and participate in their child(ren)'s class, and opportunities to observe activities as appropriate.

Raquel DeMillio, Principal

Date

The Teacher Agrees To:

- Show respect for each child and his/her family and provide quality teaching and leadership.
- Recognize each child's unique abilities and challenges in helping him/her grow to his/her full potential.
- Come to class prepared and positive and assign homework that is meaningful and appropriate to the grade level.
- Give each student corrective, constructive and encouraging feedback and celebrate each student's success.
- Enforce school and classroom rules fairly and consistently and maintain open lines of communication with the student and his/her parents.

- Provide clear classroom expectations for each child and provide clear progress reports to the parents to ensure the child meets grade standards.

Teacher's Signature

Date

The Student Agrees To:

- Show respect for my classmates, teachers, principal and assistant principal, school staff, school property, parents and myself.
- Believe that I can and will learn and always do my best.
- Come to school each day well-rested, prepared to work, and with all required supplies.
- Do my homework every day and ask questions if I do not understand school or homework assignments.

Student's Signature

Date

The Parent/Guardian Agrees:

- To support PS 165's Code of Behavior and to show respect for my child(ren)'s, school staff and the school environment.
- To become an active partner in my child(ren)'s education and to share in the responsibility for improved student achievement.
- To make sure my child(ren)'s attend school regularly and are on time.
- To monitor my child(ren)'s homework, television viewing, video gaming and Internet use.
- To communicate with our child(ren)'s teachers concerning their educational progress or needs.
- To initiate conversations with the school regarding the type of assistance I may need to effectively assist my child(ren)'s in the educational process.

Parent/Guardian's Signature

Date

Please return the tear-off below, with your child's/children's name(s).

Thank you.

RD:lm

-----Tear-off-----

Dear Ms. DeMillio,

I have read and received the notice on the School-Parent compact.

Parent/Guardian's Signature

Date

Child's Name

Class

Child's Name

Class

Child's Name

Class

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 has been noted on pages 12, 13 and 14.

2. Schoolwide reform strategies that:

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

Schoolwide reform strategies can be found on pages 12-14 of the Needs Assessment, pages 17-24 of the Section VI Action Plan, pages 26-28 of the Academic Intervention Services, pages 29 -30 of the Program Delivery for English Language Learners (ELLs), Language Instruction Program and Professional Development Program for Limited English Proficient and Immigrant Students of this document.

3. Instruction by highly qualified staff.

Instruction by highly qualified staff is addressed on pages 18, 21, 22, 23 and 29 of this document.

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.

High-quality and ongoing professional development for all staff is addressed on pages 13, 18-24, 29 and 30 of this document.

- a. In addition, staff takes part in ICI-LSO professional development offerings as well as those offered through Protraxx.
- b. Literacy and Math Coaches participate in coach study groups.
- c. Instructional Cabinet continues to study how to better affect student outcomes for ELLs
- d. ICI-LSO ELL Kindergarten-grade2 Teacher Workshop series is being attended by one of our ESL program teacher
- e. ICI-LSO ELL grade 3-5 Teacher Workshop series is being attended by the other ESL program teacher
- f. OELL staff development workshops – attended by ESL professional staff
- g. Ongoing school-based workshops teaching ESL strategies to classroom teachers during the school day
- h. An after-school professional learning opportunity for classroom teachers to align academic vocabulary and ESL standards to the core curriculum
- i. The Data Specialist participates in monthly meetings with the Senior Achievement Facilitator.

- j. Administration and staff attend workshops offered by the ICI-LSO and Protraxx which support instruction. For example, the lower grade Science Cluster teacher attends ongoing workshops which support the FOSS Science kits currently being used in the program.
 - k. The Assistant Principal, who is also the Test Coordinator, attends all targeted meetings and workshops and participates in CSA-sponsored professional development.
 - l. The Principal is the recipient of a Wallace Foundation Grant, continuing her professional learning at 50% of the cost of the NYC Leadership Academy.
 - m. The Literacy and Math Coaches provide mentoring services for teachers newly hired to the Department of Education.
 - n. Paraprofessionals are encouraged to seek further undergraduate studies towards the attainment of a Bachelor's degree. Paraprofessionals attend all professional learning opportunities given to teaching staff.
 - o. The Instructional Cabinet provides support to collaborative inquiry teams and assists with the evaluation of teaching methods and best practices in order to meet the needs of students.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
All teachers must undergo an interview and be observed teaching a class before being considered for hire at PS 165Q.
6. Strategies to increase parental involvement through means such as family literacy services.
Strategies to increase parental involvement includes translations and interpreters as itemized on pages 32 and 33 of this document. In addition, parent curriculum maps are sent home each month indicating essential questions, concepts to be learned, and vocabulary in all curriculum areas.
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.
There is an early, scheduled orientation for the parents and students and then a carefully constructed schedule for the children's exposure to the pre-k setting during the first week of school in September.
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.
Monthly grade conferences with Administration the teachers of each grade ensure collaboration of best practices and alignment of assessments with instruction. Student Learning and Data Collection Conferences with each classroom teacher include teachers in conversation with the Instructional Cabinet to assure student progress and differentiation of instruction. In addition, Professional Learning Communities provide the opportunity for teachers to discuss best practices and collaborate on effective strategies of instruction.
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.
Activities which are carefully looking at student work and academic achievement are addressed on pages 14-20 of the Section VI Action plan, pages 24-25 of the Academic Intervention Services, pages 25 -27 of the Program Delivery for English Language Learners, and pages

31-32 of the Language Instruction Program and Professional Development Program for Limited English Proficient and Immigrant Students of this document.

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.

The Youth Coordinator and Guidance Counselors work individually and in small groups with students on violence prevention, bullying, (including cyber-bullying), and appropriate social behavior. The Guidance Counselors provide mandated and at risk counseling to students in small groups or 1:1, depending on individual needs. Services include parent outreach and focused communication and intervention strategies shared with the classroom teachers. A lunchtime Peer Mediation Program supports students efforts to communicate effectively with each other.

The Guidance Counselor works with families to identify respite needs and after-school programs for students with learning differences.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

The Literacy and Math Coaches regularly provide professional learning opportunities which align the month's Unit of Study with the curriculum and standards. Pacing calendars are reviewed and updated. The Administrative Cabinet reviews lesson plans to assert that the curriculum is covered and there is differentiation of instruction. ELL teachers are following a push-in model to support ELL learners in collaboration with the classroom teachers in the content areas. Formal, informal and Alternate to Observations' studies assess student learning and progress toward educational goals. An on-going academic vocabulary initiative, begun last school year, is providing targeted scaffolding for the English Language Learners. The academic language of complex on-grade sentences, within selected text are analyzed and discussed with the children. The Instructional Cabinet assesses, with the teachers, if there are sufficient amounts of curricular resources to meet the needs of all learners. In addition, the Instructional Cabinet analyzes the standards that are assessed on the ELA and support teachers with targeting their instruction within each unit of study to reflect those skills students are expected to know.

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?

Currently, our curricular practices include all performance standard components: reading, listening, writing and speaking with adequate materials to support student learning and teaching. Educational goal setting is ongoing throughout the year with student input and accountability. Professional development is ongoing through ICI-LSO and Pro-traxx workshop opportunities, Literacy and Math Coach staff development, and an after-school professional learning component where teachers align core curriculum areas with ESL standards. A Morning Academy is provided for all students in grades 3-5 to enhance ELA and Math performance. In addition, a supplemental Morning Academy for English Language Learners addresses content area learning. We continue to deepen our understanding of teaching comprehension in order to advance critical thinking and elevate background information for all our learners.

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.

ELL study groups will be organized to discuss and offer professional development on the latest ESL methodologies. In addition, ELL teachers will follow a push-in model this year.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

We use EM in our building which is aligned with state standards.

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?

PS 165Q continues to provide substantial support for student progress in Mathematics. We analyze Everyday Math Unit assessments and item analysis to further differentiate instruction in all classes. Currently, the Math Coach is utilizing Exemplars to reinforce problem-solving skills for high performing students who seem to evidence a decrease in extended response performance on the NYS Mathematics assessment. The Everyday Math core curriculum is aligned with the NYS Performance Standards and provides clear direction in pacing and organizing for enrichment and differentiation of instruction. The Math Coach meets with teachers at grade level meetings to discuss trends in performance on Unit Assessments.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

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

Administrators utilize focused walkthroughs, formal and informal observations, review teacher's lesson plans for evidence of differentiated instruction

"Student Learning and Data Collection Conferences" are held twice yearly with each classroom teacher to support the examination of evidence of student learning and to assure differentiation of instruction

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

Applicable Not Applicable

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

"Student Learning and Data Collection Conferences" show evidence to support the teacher's examination of student work and the continued collaboration with Administration to assure differentiation of instruction. In addition, horizontal and vertical teacher collaborative inquiry teams work with small group of students providing targeted instruction.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent

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.

of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Administrators utilize focused walkthroughs, formal and informal observations, review teacher's lesson plans for evidence of differentiated instruction.

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

Applicable Not Applicable

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

Through the use of the Everyday Math program, students use a wide array of manipulative materials to enhance learning. This is in clear evidence in the classrooms.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

We have continued to examine completed evaluation forms after each professional development session to ensure that the pedagogical needs of the teachers are being met through a member of the Instructional Cabinet, a Network Support Specialist, an ICI-LSO workshop or a Protraxx workshop. We make every attempt to ensure that teachers feel supported in their growth as 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?

There was no turnover in the 2008-2009 school year. At the end of the 2008-2009 school year, two teachers retired and were replaced with experienced, highly regarded Department of Education teachers.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

We have addressed the need for teachers to keep abreast of current best practices for ELLs research by providing ongoing professional development during the school day and after school.

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

Applicable Not Applicable

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

We meet at grade, faculty conferences, with ELLs professional development itemized on the agendas. Professional Learning Community work in ELL areas will be continually entered on the ARIS Inquiry Space.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

ARIS provides teachers with a class list of their students and specifically identifies ELL students. Our teachers have been trained on ARIS and all the ELL data is available to teacher on this portal. In addition to current ELL students being flagged on ARIS, the former ELL students are also flagged so that teachers can easily identify the students and ascertain the NYSELAT and other assessment data.

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?

ELL student groups are created in ARIS by the data specialist, and the data findings for these groups are shared with the ESL providers, classroom teachers, and administration.

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.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

- Ongoing professional development at PS 165 included both group and individual support to special and general education staff encompassing; components of the IEP, development of SMART goals/objectives for IEP, individual support for new staff members in instructional approaches/strategies, review of clinical reports, and team meetings on specific student-focused agenda items.
- All IEPs are reviewed by our special education supervisor/administrator and shared with both special and general education teachers, including related service providers and support staff. All service providers received a copy of each IEP. Areas of concern are addressed by our S.E. supervisor and school assessment team.
- A "push-in" model for many related services provided additional professional development and support for general education teachers within the classroom setting.
- Instructional specialists, i.e. SETSS teachers and speech teachers share instructional approaches, strategies and modifications with general education teachers, so that greater access to the general education curriculum and improved performance can be realized.
- All staff members received a comprehensive list of mandated test accommodations for their students and implementation support from special education staff including teachers, service providers and administrators.
- Mandated and at-risk service providers (guidance counselors and school psychologist) provided behavioral support to students and work with teachers on implementing support plans where appropriate. Goals and objectives are reflected in IEPs, as indicated.

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

Applicable Not Applicable

requires on-going professional development and support

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?

Statistical evidence from report cards; movement of students to less restrictive environments; tear-off slips where teachers indicate knowledge of IEP mandates; teacher plan books

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.

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

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

Please respond to the following questions for Key Finding 7:

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

Testing accommodations and/or modifications are followed throughout the student's day, even in the cluster teacher's program. There is authentic conversation with the SBST, PPT, all of the student's teachers and special education supervisor with regard to promotional criteria and least restrictive environment decisions.

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?

In examining the data from our School Demographics and Accountability Report, we have a higher rate of moving students to a least restrictive environment than the citywide statistic.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are *four* students in Temporary Housing currently attending our school
2. Please describe the services you are planning to provide to the STH population.
 - Counseling
 - At Risk
 - Financial Support for school supplies, school trips, ensuring transportation, and other personal items needed for academic success in school
 - Informing families of their rights

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.