



P.S. 165 IDA POSNER

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332300010165 **SCHOOL NAME:** P.S. 165 Ida Posner

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

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

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

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Latoya Staley

PRINCIPAL: Fran Ellers

UFT CHAPTER LEADER: Chris Kraczek

PARENTS' ASSOCIATION PRESIDENT: Bella Roberts

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** Children First Network 302

NETWORK LEADER: ROZ GERMAN/Tatyana Ulubabova

SUPERINTENDENT: Ainslie Cumberbatch

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Fran Ellers	Principal	Electronic Signature Approved.
Eleanor Coddett	UFT Member	Electronic Signature Approved.
Harriet Jamison	DC 37 Representative	Electronic Signature Approved.
Marcelline Theodule	UFT Member	Electronic Signature Approved.
Latoya Staley	UFT Member	Electronic Signature Approved.
Christopher Krafczek	UFT Chapter Leader	Electronic Signature Approved. Comments: Mr. Krafczek signed off on the hard copy of the sheet. He is currently on grand jury duty until mid December.
bella roberts	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Julita Llewellyn	Parent	Electronic Signature Approved. Comments: She is in the hospital
linda james	Parent	Electronic Signature Approved.
valence verneuil	Parent	Electronic Signature Approved. Comments: had difficulty getting on. PS/IS 165 has set many goals for the up coming year, inother for these goals to be met we can't afford to have teachers who are not qualified for the task.

yolanda howell	Parent	Electronic Signature Approved.
Nikeya Hartridge	Parent	Electronic Signature Approved.

* 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.

□

The primary mission of the Ida Posner School community is to provide each child with a positive data driven environment, based on the Common Core State Standards, that will inspire and challenge each student to achieve academic excellence in all subject areas, to grow in respect for self and others and to become leaders, record breakers and trend setters.

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

We are currently part of the Childrens' First Network 302. Our school is a leader in piloting innovative new programs designed to improve student achievement in all curriculum areas with a focus in E.L.A. and Math. Currently, we are one of thirty schools selected to participate in the iZone project. Our 3rd graders are piloting Compass Learning Odyssey and our 4th graders are piloting SuccesMaker. Both are computer programs which support differentiated instruction, assessment and targeted intervention. We were fortunate to receive a grant from the network to implement the Achieve 3000 program in our 5th, 6th and self-contained classes. Achieve 3000 is a web based individualized reading program. Our students in K-2 are also involved in computer based learning with the Education City program. Students in the 7th and 8th grade are involved in our peer mediation program in collaboration with the Partnership with Children Foundation.

P.S. / I.S. 165 is a pilot school for the new core standards. We have a design team who oversees the implementation process. There is a study group consisting of representatives from various grade levels involved in selecting a focus and creating an action plan. We also have a curriculum mapping team who are responsible for aligning the curriculum to the new core standards. Our school is piloting SESIS which is an online tool for I.E.P.'s. The SESIS team works with the Quality Improvement Process Team to analyze data and provide professional development based on the needs of the school. Our entire school implements core knowledge which is a rigorous, sequenced, specific and thematic curriculum.

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." Pre-populated SDAS data is updated twice yearly. 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:	P.S. 165 Ida Posner								
District:	23	DBN #:	23K165	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	35	36	35		90.9	91.8	TBD		
Kindergarten	47	65	68						
Grade 1	80	58	70	Student Stability - % of Enrollment:					
Grade 2	81	76	58	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	103	87	87		91.7	88.59	TBD		
Grade 4	69	84	69						
Grade 5	64	60	74	Poverty Rate - % of Enrollment:					
Grade 6	76	55	54	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	63	69	60		81.6	90	86.4		
Grade 8	49	63	70						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		28	29	TBD		
Grade 12	0	0	0						
Ungraded	5	3	5	Recent Immigrants - Total Number:					
Total	672	656	650	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					1	0	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	60	57	52	Principal Suspensions	7	7	TBD		
# in Collaborative Team Teaching (CTT) Classes	8	18	19	Superintendent Suspensions	17	29	TBD		
Number all others	24	27	28						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	8	5	11	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	1	3	Number of Teachers	54	53	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	14	TBD
				Number of Educational Paraprofessionals	9	7	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	3	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	50	60.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	48.1	52.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	83	85	TBD
American Indian or Alaska Native	0.3	0.3	0.8	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.2	100	TBD
Black or African American	91.1	90.2	88.3				
Hispanic or Latino	7.7	8.2	7.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.2	0.8				
White	0.6	0.9	1.8				
Multi-racial							
Male	55.5	56.3	54.9				
Female	44.5	43.8	45.1				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
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):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation 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	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	X	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	57.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	30.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

ATTENDANCE

The first trend that we are very proud of is our Attendance rate. Our attendance rate has been over 90% for the last five years. In order to maintain and improve our performance, the attendance team monitors daily and monthly student attendance with a focus on students who have an attendance rate below 90%.

IDENTIFYING AND ASSISTING STUDENTS IN NEED OF ACADEMIC INTERVENTION

Based on our Progress Report, we received a grade of B for our students' progress, 70% of our students with disabilities (self contained, CTT , SETSS E.L.A.) achieved the 75th Growth Percentile or higher, while 40% achieved it in Math. Yet students with disabilities did not meet AYP in either E.L.A. or Math. As a result, PS/IS 165 went from a school in Good Standing to . SINI 1. The SWD sub group were within 7 points of making the AYP.

Even though our students' made significant progress in E.L.A. and Math, they did not achieve the performance levels we were expecting. Overall on the performance part of the progress report, P.S. / I.S. 165 received an F. This was due to the fact that the cut scores were changed. If they remained the same 50 % of the students who scored level 2, would have scored level 3, raising our overall performance.

PROFESSIONAL DEVELOPMENT

Our improvement was in part due to continuous Professional Development which allowed for more individualized instruction. Also, the use of data to form and differentiate instruction to meet specific needs of students, was a strategic component. We also introduced the new common core standards to the teachers which will allow more rigorous instruction. We need to continue to provide professional development opportunities strategically focused to and utilizing student performance progress data to target the differentiated needs of the students as well as the teachers.

BARRIERS

Our barriers are outside of our control. The budget cuts have and will continue to have the greatest impact on our students and effect our class size, purchase of materials and afterschool programs.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 1. By June 2011, P.S. / I.S. 165 will improve the attendance rate of students by .2%.	<input type="checkbox"/> 1. Perfect attendance charts of students and classes; certificates and awards; classes who reach 30 days of perfect attendance will be rewarded.
<input type="checkbox"/> 2. By June 2011, the number of general education students in grades 3-8 who achieve a performance level 3 or 4 on the New York State Math and New York State Reading exams will increase by 20%.	<input type="checkbox"/> <ul style="list-style-type: none"> • 2. Identify students' individual needs to provide additional services in ELA and Math (Resource, Extended Day, Small group instruction, Differentiated work centers and computer based individualized programs)
<input type="checkbox"/> 3. By June 2011, 90% of the teachers at P.S. / I.S. 165 will complete a minimum of 20 hours of differentiated professional development.	<input type="checkbox"/> <input type="checkbox"/> 3. Teachers attend weekly grade level and inquiry meetings, in house and outside workshops sponsored by our CFN 302, and our grant affiliations. Professional development is given in the common core standards, curriculum mapping, SEISS, ARIS, smartboards, Achieve 3000, Odyssey, SuccessMaker, data analysis, and differentiated instruction.
<input type="checkbox"/> 4. By June 2011, 10% of our students with IEPs in grades 3-8 will achieve a performance level of 2 or higher on the New York State Reading and Math exams.	<input type="checkbox"/> 4. Identify students who achieved a performance level 1 on the 2009 New York State Reading and/or Math Exams and provide additional services in ELA and Math (SETSS, Computer based individualized instruction, Extended Day, Small group instruction, differentiated work centers, SEISS Program)
<input type="checkbox"/> By June 2011, 25% of teacher teams at P.S. / I.S. 165 will implement the common core standards in their inquiry work.	<input type="checkbox"/> <input type="checkbox"/> Teacher Teams will begin implementation of the common core standards during their grade level and inquiry meetings.

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 2010-11 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, PLA, 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) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> 1. By June 2011, P.S. / I.S. 165 will improve the attendance rate of students by .2%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Attendance will be monitored by Attendance Teacher and School Attendance Team. • September 2010, chart in the main hall to record classes with perfect attendance. • Peer Mediation with a focus on improving attendance. • Classes accumulate thirty days of perfect attendance and receive a certificate and reward (pizza, cupcakes, etc). • Students with perfect monthly attendance recognized at PTA meeting, receive certificate and small reward (100% attendance pencil, eraser...) • In June, class with highest attendance rate rewarded with trip.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Family Workers- Ms. Stewart-Meyers, Ms.Sampson-Tax Levy Open Schools- 100% • Fair Student Funding

<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"> • School Attendance Chart in main hall will be updated daily; when they have accumulated 30 days of perfect attendance a certificate will be presented to class and they will be rewarded (cupcakes, pizza...) • Students with 100% monthly attendance, will receive an award from PTA at PTA meeting and a small reward (100% attendance pencil, eraser...) • In June, the class with the highest attendance will be rewarded with a trip
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**Subject Area
(where relevant) :**

Literacy/Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>2. By June 2011, the number of general education students in grades 3-8 who achieve a performance level 3 or 4 on the New York State Math and New York State Reading exams will increase by 20%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>ACTIONS/STRATEGIES/ACTIVITIES</p> <ul style="list-style-type: none"> • Administer pre inventory and post inventory assessment in ELA and Math to all students • Encourage participation in after school programs • Extended day for students, including students with disabilities, who did not achieve a performance level 3 or 4 on the 2010 New York State ELA/Mathematic Exams • Provide Academic Intervention Services • Provide Family ELA/Math Night Programs to introduce parents to a variety of activities to support ELA and Math instruction at home • Implement Odyssey and Successmaker Supplemental Programs • Introduce Parents to the Achieve 3000 for implementation at home • Collaborate with CFN and Teacher Center staff to enhance our PD offerings, especially focusing on middle school grades • Differentiate ELA/Math instruction based on assessment data (Acuity, ITAs, and Teacher Assessments)

	<ul style="list-style-type: none"> • Incorporate Common Core State Standards into lessons <p>TARGETED POPULATION General Education students who did not achieve a performance level of 3 or 4 in ELA and Math.</p> <p>Responsible Staff: Classroom Teachers Reading Coach/Mentor After school teachers Assistant Principals Math Inquiry Team ELA Inquiry Team</p> <p>TIMELINE September 2010 - administer Pre Inventory Assessments Identify targeted students by September 2010 Begin implementation of individualized computer based programs by October 2010 CFN Professional Development Calendar June 2011 - administer Post Inventory Assesments June 2011- results of the New York State ELA/Math Assessments.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□</p> <ul style="list-style-type: none"> • Literacy Coach/Mentor - TL DRA Stabilizaton 97.22%,Title 1 Arra SWP 2.78% • Teacher Center- Title 1 SWP 18.98%, Title 1 Arra SWP, 81.02% • Assistant Principal – Title 1 SWP-30.87%, TL Fair Student 69.13% • Internal DOE Services – Tax Levy • Teachers – Tax Levy Funding

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Acuity data, ITAs, Teacher Assessments, Unit Tests, ELA/Math Portfolio work Monthly reports from all the Individualized Computer Programs Benchmarking data to evaluate ongoing student achievement Results of the Post Inventory Assessment Results of New York State ELA/Math Assessments
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Subject Area (where relevant) : Mathematics, ELA, Common Core State Standards, Writing, Core Knowledge, Differentiated Instruction, Data Analysis

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 3. By June 2011, 90% of the teachers at P.S. / I.S. 165 will complete a minimum of 20 hours of differentiated professional development
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>	<input type="checkbox"/> Fund mentors, coaches, facilitators, assistant principals, Inter-visitations for classroom teachers and cluster teachers Schedule monthly PD in Writing in Various Genre Schedule weekly meetings with specific grades Schedule common prep, 'lunch and learns', faculty conferences, study groups, and per session activities facilitated by the a Work with Data Specialist to deepen staff awareness and understanding of data (hard/soft) Support teachers in the use of Technology to access data from periodic assessments Collaborate with CFN and Teacher Center staff to enhance our PD offerings Develop grade level curriculum maps through curriculum mapping professional development from the CFN. Staff Development provided through various grants, including but not limited to CEIS, I-Zone, and Met Project

	<p>TARGET POPULATION All teachers and paraprofessionals</p> <p>RESPONSIBLE STAFF Principal, Assistant Principals UFTTC Staff Developer Coach Mentor Data Specialists Technology Specialist Other Teachers Outside Staff provided by Grants</p> <p>TIMELINE September – June variety of workshops 'Lunch and learns Weekly common prep</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support</i></p>	<p>□ Literacy Coach/Mentor – TL DRA Stabilization-97.22%, Title 1 ARRA SWP-2.78% Teacher Center Facilitator – Title 1 SWP-18.98%, Title 1 ARRA SWP-81.02% Assistant Principal – Title 1 SWP- 30.87%, TL Fair Student 69.13% Consultants – Tax Levy Internal DOE Services – Tax Levy Mandated Setaside – Schoolwide Project Conferences – Fair Student Funding Teachers – Tax Levy Funding</p>

<p><i>the actions/strategies/activities described in this action plan.</i></p>	<p>Beth Gueller-SEGIS -Free</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> Agendas Sample model lesson plans CFN- Professional Development Calendar Teacher Professional Resources Study Groups Visitation schedules Coach logs/programs Personal Professional Development Plans for the staff SEGIS QIP Action Plans <p>PROJECTED GAIN By December 2010, 40% of the staff will have received 5 hours of professional development. By March 2011, 60% of the staff will have received 12 hours of professional development. By June 2011, 90% of the staff will have received 20 hours of professional development.</p>

Subject Area
(where relevant) :

Literacy and Math - Special Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>4. By June 2011, 10% of our students with IEPs in grades 3-8 will achieve a performance level of 2 or higher on the New York State Reading and Math exams.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

□
STRATEGIES

- Administer pre inventory and post inventory assessment in ELA and Math to all students
- Continue using the Language Program
- Extended day for students, who did not achieve a performance level of 2 or higher on the 2010 New York State ELA/Mathematic Assessments
- Provide Academic Intervention Services
- Implement Mad Minute Programs
- Provide Family ELA/Math Night Programs to introduce parents to a variety of activities to support ELA and Math instruction at home
- Continue implementing Achieve 3000 Intervention Program
- Introduce Parents to Achieve 3000 Intervention Program for implementation at home
- Collaborate with CFN and Teacher Center staff to enhance our PD offerings, especially focusing on middle school grades
- Differentiate ELA/Math instruction based on assessment data (Acuity, ITAs, and Teacher Assessments)
- SESIS QIP (Quality Improvement Plan)

TARGETED POPULATION

Special Education students who did not achieve a performance level of 2 or higher on the 2010 New York State ELA/Mathematic Assessments.

RESPONSIBLE STAFF

Classroom Teachers
Reading Coach/Mentor
After school teachers
Assistant Principals
Math Inquiry Team
ELA Inquiry Team
Language Team
SE SIS Staff

	<p>TIMELINE</p> <p>September 2010 - administer Pre Inventory Assessments</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Identify targeted students by September 2010 By June 2011, 25% of teacher teams at P.S. / I.S. 165 will implement the common core standards in their inquiry work. Begin after school program by October 2010 Begin invention school day services by October 2010 CFN– Professional Development Calendar</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>October 2010- develop SESIS Action Plan</p> <p>June 2011 - administer Post Inventory Assessments</p> <p>June 2011- Results from New York State ELA/Math Assessments</p> <ul style="list-style-type: none"> • Designate 1 of 4 teacher teams to incorporate Common Core Standards into their inquiry work. • Common Planning time where 25% of the time is devoted to Common Core State Standards <p>□</p> <ul style="list-style-type: none"> • Provide a minimum of 2 Professional Development sessions for all teachers <p>RESOURCES</p> <ul style="list-style-type: none"> • Implement Curriculum Mapping in Math and ELA <ul style="list-style-type: none"> ○ Literacy Coach/Mentor - TL DRA Stabilization 97.22%, Title 1 ARRA SWP-2.78% ○ CK Facilitator – Title 1 SWP-18.98%, Title 1 ARRA SWP-81.02% ○ Assistant Principal – TL Fair Student Funding 100% ○ Internal DOE Services – Tax Levy • CFN/ School Design Team • Teacher Teams – Tax Levy Funding • Coach Beth Gueller-SEIS-Free • Assistant Principals <p>Timeline:</p> <p>□</p> <p>INDICATORS OF PROGRESS</p> <ul style="list-style-type: none"> • August 2010 CFN -Professional Development on Common Core State Standards • September 2010 formation of Teacher Teams • September 2010 formation of school's design team • September 2010 – begin ongoing professional development focusing on Common Core State Standards • Monthly data reports from Achieve3000 • Benchmarking data to evaluate ongoing student achievement • Results of the Post Inventory Assessments • October 2010 Begin ongoing school design team meetings • October 2010 Begin ongoing Teacher Team Assessments • November 2010 formation of curriculum mapping teams • November 2010 staff development for curriculum mapping • January 2010 begin creating curriculum maps for E.L.A. and Math • February 2010 continue working on curriculum maps • March 2010 share curriculum mapping work with the staff • May 2010 complete curriculum maps <p>on Core State Standards</p>

	<ul style="list-style-type: none"> • June 2010 share curriculum maps with the staff
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Literacy Coach/ Mentor- TL DRA Stabilization-97.22%, Title 1 ARRA SWP-2.78%</p> <p>Teacher Center-Title 1 SWP-18.98%, Title 1 ARRA SWP-81.02%</p> <p>Teachers- Fair Student Funding</p> <p>Teachers- Title IIa Supplemental</p> <p>Assistant Principal- Title 1 SWP 30.87%, TL Fair Student Funding 69.13%</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				5
1			N/A	N/A	4			11
2			N/A	N/A	2			4
3	38	38	N/A	N/A	1			5
4	35	35	35	35	12			6
5	37	37	37	37	8			4
6	32	32	32	32	13			1
7	25	25	10	10				1
8	21	21	10	10	9			2
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p><u>Daily Small Group Instruction</u> All classes Based on the needs of the students</p> <p><u>Extended Day – Tuesdays and Thursdays (75 minutes)</u> (Grades 3 -8 including ELLs and Sp. Ed.) Skills Driven Wilson Program for select students At least two teachers working with each group of students</p> <p><u>SETSS Literacy Intervention</u> Identifies and Supports non-mandated students-ERSA Small Group Instruction</p> <p><u>ELA Computer Intervention Programs</u> Programs: Compass Learning Odyssey, SuccessMaker, Achieve 3000, Education City Individualized Instruction in grades K-6 Skills driven Frequency Based on Student Need</p>

Mathematics:

Daily Small Group Instruction

All classes

Based on the needs of the students

Extended Day-Tuesdays and Thursdays (75 minutes)

(Grades 3-8 including ELLs and Sp. Ed.)

Skills driven

At least two teachers working with each group of students

SETSS Math Intervention

Identifies and Supports non-mandated students-ERSA

Small Group Instruction

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

Programs include Compass Learning Odyssey, Education City, Achieve 3000 and SuccessMaker

Individualized Instruction

Skills driven

Frequency Based on Student Need

Extended Mathematics Block (Schoolwide)/ Daily throughout the school year

Grades K-3----- 90 minutes daily

Grades 4-8 -----additional 3 periods weekly

Science:



Science Extended Day - Tuesdays and Thursdays (75 minutes)
(Grades 3-8 including ELLS and Sp.Ed.)

At least 2 teachers working with each group of students
Skills Driven

Computer Assisted Program - Computer Assisted Programs (All Levels) As Needed

Individualized Instruction
Skills driven
Frequency Based on Student Need

Social Studies:



Social Studies Extended Day - Tuesdays/ Thursdays 75 minutes

At least 2 teachers working with each small group
Skills Driven

Computer Assisted Program - Computer Assisted Programs (All Levels) As Needed

Individualized Instruction
Skills driven
Frequency Based on Student Need

<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> At-risk Services Provided by one full time Guidance Counselor:</p> <p>Services provided during the school day as needed</p> <p style="padding-left: 40px;">Group and Individual Counseling Needs Based Students not Meeting Promotional / Performance Standards Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning</p> <p>Referrals to Supportive Agencies</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> At-risk Services Provided by the School Psychologist:</p> <p>Services provided during the school day as needed</p> <p style="padding-left: 40px;">At risk counseling ERSA counseling Family counseling and referrals</p> <p>Classroom Observations and Intervention</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> At-risk Services Provided by the Social Worker:</p> <p>Services provided during the school day as needed</p> <p style="padding-left: 40px;">ERSA Counseling Parent counseling</p> <p>Referrals, Case Management, Classroom Observations and Intervention</p>

At-risk Health-related Services:

**At-risk Health-related Services:
Services provided during the school day as needed**

Group and Individual Counseling on health issues
Distribution of Medication

Emergency Treatment

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

K-8

Number of Students to be Served:

LEP 14

Non-LEP not applicable

Number of Teachers 1

Other Staff (Specify) not applicable

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

not applicable

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

not applicable

Section III. Title III Budget

—

School: not applicable

BEDS Code: 332300010165

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 - Per diem	not applicable	not applicable
Purchased services - High quality staff and curriculum development contracts	not applicable	not applicable

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	not applicable	not applicable
Educational Software (Object Code 199)	not applicable	not applicable
Travel	not applicable	not applicable
Other	not applicable	not applicable
TOTAL	0	

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 have a very small group of ELL (14) students. All students speak English but are at different levels. Our ELL students speak Haitian-Creole, Spanish and Arabic. We use the home identification language surveys to identify which families require written translation notices in their native languages. We have staff members who are bilingual in Spanish, Haitian-Creole, Italian, French and can translate if and when necessary. We also have bilingual staff members at PTA meetings available to assist non English speaking parents.

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

□

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

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.

□

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

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

□

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

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

□

Within 30 days of a student's enrollment or, for students already enrolled, by a date and procedure to be determined by the Office of Teaching and Learning, the primary language spoken by the parent of each student enrolled in the school will be determined, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the Department. We provide Board of Education letters and notices in Spanish and/or Arabic for those who need or request them, and have translators available by in-house staff members and/or parent volunteers. Parents are informed of the availability of translation

and interpretation services when they register their children and announcements are made at PTA meetings. In addition, notices regarding the availability of these services are posted in the main office in English, Spanish, Arabic, French, Haitian Creole and Italian.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$558,526	\$134,876	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,586 and Title I ARRA set aside \$1,350		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,926	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$55,853	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
93%

6. If the percentage of high quality teachers during 2009-2010 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.

The staff members that were not highly qualified in the 2009-2010 are no longer working at 165. All new teachers hired for the 2010-2011 are highly qualified. We anticipate 100% compliance.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

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

P.S. 165 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning ;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

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

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

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives

- Parent literacy development

- *Learning Leaders* Parent Volunteer Program

- Support for increased parent participation on the School Leadership Team and subcommittees

- Family support resources in the community in the areas of career development, health, social services, etc.

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

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

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

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

3. **P.S. 165 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**

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

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

Universal PreK, Title 1 SWP

5. **P.S. 165 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority**

background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

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

- 6. P.S. 165 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:**
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –**
 - i. the State's academic content standards**

 - ii. the State's student academic achievement standards**

 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators by conducting workshops, conferences, classes, and providing equipment or other materials that may be necessary to ensure success.**

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

- b. **The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.**

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

- c. **The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by conducting surveys of needs and work closely with the PTA/PAC and SLT.**

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

- d. **The school will, in partnership with the PTA, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.**

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

- e. **The school will take the action to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand in a timely manner to ensure that parents will be able to make arrangements to attend.**

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by signatures on original documents. This policy was adopted by P.S. 165 and will be in effect for the period of September 1, 2010 – August 31, 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 22, 2010.

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.

□

P.S. 165 School-Parent Compact :

P.S. 165, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact will be in effect during school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 165 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held at a morning and evening meeting to accommodate all parents.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff. Parents wishing to meet with teachers should contact teachers to arrange a mutually agreeable date and time.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents wishing to volunteer should contact the Parent Coordinator for training as a Learning Leader. Parents wishing to observe classroom activities should coordinate a mutually agreeable time and date with the teacher.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

(revised as appropriate to grade level)

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

- Get to school on time
- Respect other students and all adults
- Be prepared for all challenging educational opportunities
- Develop my critical and creative thinking skills
- Complete my homework

- Monitor my television time
- Get to bed on time
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me
- Strive to be an exceptional student

SIGNATURES:

SCHOOL PARENT(S) STUDENT

DATE DATE DATE

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

In Mathematics, based on the available preliminary met/did not meet promotional criteria data for 2009/2010, 103 students or 26.5% of our 3-8 students did not meet the promotional criteria. Therefore, in addition to the extended day, AIS and Computer Based Intervention, PS 165 will have a Saturday "JUST MATH" Academy. The Academy will be held each Saturday, from 9:00a.m. - 11:00a.m. for students in grades 2-8 and will be staffed by highly qualified math teachers. Those students who did not meet the promotional criteria will be targeted and based on enrollment, available openings will be offered to students who would benefit from enrichment.

2. Schoolwide reform strategies that:

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

As stated above, PS 165 will open a Saturday "JUST MATH" Academy that will be open to students in grades 2-8. It will focus on our low performing students and every grade will have a minimum of 1 class on each grade. Greater emphasis will be placed on engaging our special education population to attend. In addition, we have an enrichment class on each grade to push our level 3 and 4 students.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

In addition to our Saturday Academy, during the 37 1/2 minutes, the focus will also be on mathematics and special material will be ordered for this initiative.

o Help provide an enriched and accelerated curriculum.

Included in our Saturday Program will be one class on each grade that will address the needs of our advanced students. We have also purchased Individualized Computer Programs to allow our students to work 1,2, 3 grade levels above their actual grade.

o Meet the educational needs of historically underserved populations.

See above

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

As stated above, our focus will be on those students who have not made the promotional criteria. Once we have the complete data on each student, we will also target those students who scored low 2's and are in danger of failing.

o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Our Saturday Academy will select teachers whose students have demonstrated progress in math as evidenced on standard assessments. For the 2010-2011 school year we anticipate 100% Highly Qualified Staff, at PS/IS 165

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.

This past year, one of our goals was that each teacher will participate in a minimum of 20 hours of professional development. This was very successful with many of our teachers exceeding their goal. We, therefore, retained this goal for the upcoming school year.

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

We have gone to Hiring Hall, Used the Excess List, spoke with colleagues in an attempt to hire highly qualified teachers.

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

Our Parent Coordinator organizes our Learning Leaders initiative and conducts many events during the school year to attract more parental involvement. We have a monthly newsletter from the Principal to parents that keeps them informed about upcoming events, programs, and other items of interest.

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

We currently have two universal PreK classes which are part of our full day PreK through 8 school.

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.

All teachers have been trained in differentiating instruction, data analysis, short and long term goals. They are also proficient in using Acuity, and other data based programs. There are four teacher led Inquiry Teams with each one focusing on a major content area. In addition to looking at data, and student work the teacher teams are looking at the gaps between current state standards and the new Common Core State Standards. Finally, the teacher teams are starting to incorporate the Common Core State Standards into lessons.

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.

When students return in September, they take a Pre-Inventory Assessment so that teachers can immediately identify the strengths and areas that need improvement. Assessments continue throughout the year to assist teachers in refining and adjusting individual goals for their students. NYC conducts periodic assessments 3 times each year to measure progress. Teachers also use Unit Assessments from each Everyday Math and Literacy unit.

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.

We are a PreK-8 schools. We are partners with Brookdale Hospital in a program targeting child obesity. We are partnering with the New York Association to plant a school garden to grow healthy food for the community of PS/IS 165. This program will include lessons for students and parents. We also have a Robinhood Library with open access for our parents. In the library they will have free use of the computers to research jobs, type resumes, and have access to e-mails.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$468,979	True	2,
Title I, Part A (ARRA)	Federal	Yes			\$133,526	True	3
Title II	Federal	Yes			\$205,068	True	5
IDEA	Federal	Yes			\$166,599	True	4
Tax Levy	Local	Yes			\$2,774,241	True	5

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
not applicable

2. Ensure that planning for students served under this program is incorporated into existing school planning.
 N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/a

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, CORRECTIVE ACTION, OR RESTRUCTURING

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: SINI year 1 **SURR PHASE / GROUP (IF APPLICABLE):**

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section. PS/IS 165 was identified as a SINI year 1 school because our Students with Disabilities did not meet their AYP in ELA two years in a row. The students did make progress in ELA as noted in the growth of the individual students' scale score which did not result in an increase of their performance levels.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

PS/IS 165 is part of the SESIS Program, which includes a QIP beginning developed and implemented for our Special Education students and teachers. Included in this plan is professional development for our teachers, paraprofessionals, and support staff with a focus on classroom instruction to meet the educational needs of each student. The Specialist, Ms. Gueller models lessons demonstrating a variety of strategies for the staff. In addition she works with the staff to develop differentiated lessons. There are intervisitations among the staff.

Several of our self-contained classes are using the Language Program which is an intervention program with a major focus on phonics and building vocabulary. All our self-contained classes are using the Achieve 3000 computer based literacy program. Our SWD in the 4th grade CTT class are using SuccessMaker computer program for math and reading.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

The 10% for professional development was divided between my SWD supervisor and my UFT Teacher Center staff. Both do extensive professional development with the teachers with a strong focus on Literacy and meeting the needs of whole classes, small groups, and individual students. Our Teacher Center staff was our early childhood literacy coach for the previous 3 school years. Our Assistant Principal, has been the Special Education Supervisor for the previous 6 years.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

PS/IS 165 is part of the SESIS Program, which includes a QIP beginning developed and implemented for our Special Education students and teachers. Included in this plan is professional development for our teachers, paraprofessionals, and support staff with a focus on classroom instruction to meet the educational needs of each student. The Specialist, Ms. Gueller models lessons demonstrating a variety of strategies for the staff. In addition she works with the staff to develop differentiated lessons. There are intervisitations among the staff.

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.

A letter was sent out to the parents inviting them to a special Parent-Teacher Association meeting where PS/IS 165's status was explained by the principal. In addition, a second letter was sent out again informing the parents of the school's status and inviting them to attend another meeting to address their questions and concerns about the school improvement interventions and programs that have been implemented. Included in this letter is the notification for our second SES Provider Fair.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
9
2. Please describe the services you are planning to provide to the STH population. We provide the following services to our Students in Temporary Housing; guidance, financial, transportation, school supplies, clothing, paying for school trips, and any other need we can.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
not applicable
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_23K165_102910-153413.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 302	District 23	School Number 165	School Name Ida R. Posner
Principal Fran Ellers		Assistant Principal Goerge McMullen	
Coach Randi Cullen Gold		Coach Nivia Maldonado/Literacy	
Teacher/Subject Area Ms. Gabriel/ELL Teacher		Guidance Counselor Ms. Velez	
Teacher/Subject Area Ms. Pierre-Louis/Common Branch		Parent Bella Roberts	
Teacher/Subject Area Ms. Williams-Lyle/ English		Parent Coordinator Gregory Wooten	
Related Service Provider Ms. King		Other Ms. Evelyne/Special Needs Teac	
Network Leader Roz German		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

C. School Demographics

Total Number of Students in School	604	Total Number of ELLs	14	ELLs as Share of Total Student Population (%)	2.32%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. At registration, a Parent/Guardian Home Language Identification Survey (HLIS) is provided to parents as part of the registration process. If the parent indicates a language other than English on three of the answers, the certified ELL teacher automatically enters the OTELE alpha code. At this point, the ELL teacher informally interviews, orally and in English or the Native Language, the parent/guardian and the student. A formal initial assessment is also done at this time. Within five days of entry, new entrants are tested by the certified ELL instructor using the LAB-R. Each Spring, all NYSESLAT eligible students are evaluated using the New York State English as a Second Language Achievement Test.

2. Parent orientation is offered at the school site by school administrators, ESL teacher and Parent coordinator. Interpretation services are available using bilingual staff members. The three program choices (Transitional Bi-lingual, Dual Language, Free Standing ESL) are explained and discussed. Parents are offered an opportunity to visit the three programs to assist them in making an informed decision. If the parent does not make an immediate decision, they are given five days to return the form. Then, if the form is not received within another three days, a home visit is made to assist in obtaining the form.

3. Letters of entitlement are provided to parents at registration upon which the parent/guardian is able to make the choice of the three programs. If the parent/guardian needs to take more time or is planning on visiting programs that are not in the school, the parent takes the letter home. A phone call is made to the parent within five days to ascertain a decision. Follow up, including home visitation, is done if the form is not returned within two days to ensure that the students is enrolled in the program of their choice.

4. At registration, parents fill out the HLIS form. If the parent/guardian answered other than English for any three questions, parent/guardian and student are informally interviewed. The student is registered. While the parent makes a decision as to which program to select, the LAB-R is administered to the student to formalize eligibility. The ELL teacher then assigns the student to the appropriate group and services the child. If the parent needs more time to decide on the appropriate program, the free-standing ELL teacher begins service. If the parent/guardian decides that the child should attend another program, the ELL instructor will assist in a smooth transition to the new school.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, all parents/guardians (9 out of 9) have selected our free-standing ESL program.

6. Program models offered at our school align with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K* 1* 2* 3* 4* 5*
6* 7* 8* 9● 10● 11● 12●

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	2	2	1	0	2	4	1	2	0	0	0	0	14
Total	0	2	2	1	0	2	4	1	2	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	4
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	9	2	1	5	0	3	0	0	0	14
Total	9	2	1	5	0	3	0	0	0	14

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other 0	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	1	1	0	0	2	0	0	0	0	0	0	4
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	1	0	0	0	1	0	1	0	0	0	0	3
Haitian	0	2	0	0	0	2	1	1	1	0	0	0	0	7
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	2	2	1	0	2	4	1	2	0	0	0	0	14

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Our school's program uses different organizational models depending on grade level and particular needs of students. Our seventh and eighth grade use a departmentalized schedule. The rest of the school has self contained classes. Supplemental services are provided by both Push-in and Pull-out staff. All of our classes travel as a block with individual schedules for students with special needs. Our classes are heterogeneously grouped.
2. Our school only provides a free-standing ESL program. The needs of the beginners and intermediate students are met by the certified ESL teacher. (360 minutes) The needs of the advanced students are met by the certified ESL teacher (180 minutes) and staff who have been trained in ESL methodologies (180 minutes).
3. Our school only provides a free standing ESL program. For beginners and intermediates, the certified ESL teacher will follow the NYS standard based instruction and students will be taught based on the Cognitive Academic Language Learning Approach. Topics will be taken from the regular curriculum and will be incorporated into all content areas across the curriculum. Students will write journals and will read at least 25 books. Mathematics and science instruction includes hands on materials whenever possible. There is no use of native language in the ESL program. Computers are incorporated into the classroom so that students can receive more instruction in ELA, math, science and social studies.
4. a) Limited knowledge of English vocabulary affects an English Language Learner's academic performance. If SIFE students are entitled to ESL service, teacher-made assessments will be used to detect student's level of academic knowledge and metacognitive skills. The ESL teacher in collaboration with homeroom teachers will provide supplemental support to our SIFE students. Strategies, such as, vocabulary development, contextualization, usage of information for further elaboration will be implemented.. Instruction in both basic vocabulary words and more sophisticated words or academic language will be used to foster discussion and learning. Opportunities for active engagement through acting will be offered. Thematic approaches in which the development of a conceptual network will be part of the instruction - students' prior knowledge will bring abstract to concrete learning.
 - b) LAB-R determines newcomer's eligibility for ESL service. New enrollees, in particular student who fall into the category of eligibility for NYS ELA and Math assessments require exceptional attention. Students in the ESL program less than three years will receive instructions modeled on Total Physical Response, hands-on activities, visual aids, graphic organizers, vocabulary development, read-aloud, and repetition to enhance comprehension and learning. The ESL teacher in collaboration with classroom teachers will work on methods to foster test-taking strategies for those ELLs who have to take the NYS standardized test. Comprehension strategies such as vocabulary development, summarizing, inference, drawing conclusions among others will be reinforced throughout English Language Arts and content areas.
 - c) ESL students in the program between four and six years will receive differentiated instructions and test taking analysis strategies. Data from NYS assessments, Acuity and other sources of assessment results will enable the ESL teacher in collaboration with classroom teachers to effectively target students' weakness.
 - d) For long term ELL who have completed six years, emphasis will be on test-taking strategies and differentiating instructions. NYSESLAT assessment, Acuity, ELL interim assessment, and the NYS standardized test results will serve as tools to better plan strategies to eradicate students' academic defficiencies. Visual aids, audio teaching materials as well as students' prior-knowledge will be incorporated in everyday instruction.
 - e) ELLs identified as having special needs receive alternative placement, visual aids, graphic organizers, hands on materials, audio-teaching materials are used to foster language acquisition, comprehension and proficiency. Prior knowledge is used to enhance the students' cognitive and academic development.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

5. All ELL students are eligible for all intervention services offered by our school. Tuesday and Thursday students can attend an additional 75 minutes of intervention activities. The ESL teacher and the SETTS teachers work collaboratively to serve our ELL students. Intervention in English Language Arts, math, and other content areas is done in English. NYSESLAT, standardized test results, periodic assessments, and various other sources are used to plan accordingly to assist students needs.

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

Transitional support for students who have achieved proficiency on the NYSESLAT is prevalent at our school. Up to two years after attaining proficiency, former ESL students are entitled to academic enrichment and use the service as a safe harbor.

7. This year we have incorporated additional computer programs schoolwide. They include Success Maker, Odyssey, Education City, the Green Mountain Paper Company and Achieve 3000 which target specific grade groups.

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

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

10. As previously stated, our ESL teacher will follow the NYS standard based instruction and students will be taught based on the Cognitive Academic Language Learning Approach. Topics will be taken from the regular curriculum and incorporate content areas across the curriculum. Students will write journals and will read at least 25 books. Computers are incorporated into the classroom so that students can receive more instruction in ELA, math, science and social studies. In addition, visual aids and immediately reinforced hands-on activities assist in ensuring comprehension.

11. The ESL teacher provides opportunities to communicate through pictures, to write in native language, to copy, print, label drawings, and write simple message. Students are encouraged to use sound-symbol relationship.

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

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

14 At our school French is the language offered to our ELLs as elective.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

1. To ensure the best learning results from our ESL students, training and support are given to designated teachers, particularly ESL teachers, special education teachers and teachers of ELL students by Department of Education personnel on a monthly basis and the school's coaches. School administrators, ESL teachers, literacy coach and Teacher Center person will co-plan school-wide professional development workshops that address the needs of ESL students on a regular basis with a focus on Data Analysis, ESL standards, Instructional strategies for ESL students and tiered learning.

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

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

3. For staff who have not already been trained in the minimum 7.5 hours of English Language Learners, the staff member registers for courses available on ProTraxx.

E. Parental Involvement

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

1. The school has a PTA, in which parental participation is encouraged. Our PTA meets monthly on the third Wednesday of each month. Our SLT meets on the second Tuesday of every month. We have Parent/Child Craft nights on the last Tuesday of every month. Bi-lingual staff members attend these meetings to provide translation services.

A Principal's newsletter goes home to parents each month and contains information on what is happening in our school and upcoming events. Translation services are available for the newsletter. Many parents accompany their children on school trips.

We have a parent coordinator who arranges workshops, dinners, and other activities for all parents.

Many parents accompany their children on school trips.

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

3. Our PTA, PAC and parent coordinator talk with parents and send out notices about items that might be of interest to parents. They also

conduct surveys to assess their needs. Parents also make suggestions on topics of interest to them.

4. Based on the responses of our parents, we schedule workshops or activities that are requested. Throughout the year we have meetings/workshops to keep parents advised on what the school is doing. Activities, such as Parent/Child Craft nights, are scheduled that give parents the opportunity to interact with their own children and other families.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	1	1	0	0	2	1	0	2	0	0	0	0	7
Intermediate(I)	0	1	1	0	0	0	2	1	0	0	0	0	0	5
Advanced (A)	0	0	0	1	0	0	1	0	0	0	0	0	0	2
Total	0	2	2	1	0	2	4	1	2	0	0	0	0	14

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	1	0	0	2	1	0	2	0	0	0	0
	I	0	1	1	0	0	0	2	1	0	0	0	0	0
	A	0	0	0	1	0	0	1	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0
READING/ WRITING	B	0	1	1	0	0	2	1	0	2	0	0	0	0
	I	0	1	1	0	0	0	2	1	0	0	0	0	0
	A	0	0	0	1	0	0	1	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	2	0	0	0	2
6	2	1	0	0	3
7	1	0	0	0	1
8	1	0	0	0	1
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	2	0	0	0	0	0	2
6	0	0	3	0	0	0	0	0	3
7	1	0	0	0	0	0	0	0	1
8	1	0	0	0	0	0	0	0	1
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math <u>0</u>	0	0	0	0
Math <u>0</u>	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

1. We use ECLAS-2 in our early literacy grades to identify areas in need of improvement and to provide additional assistance in those areas to our 5 ESL students in grades K-3.

2. In the NYSESLAT Overall analysis we have 14 students. Seven (7) students are at the beginning level, 5 students are at the Intermediate level and 2 are at the advanced level. Beginning students as well as intermediate and advanced students generally have the

- for Mathematics our two 7th and 8th grade students were level 1. Two students in the fifth grade were level 2. Three students in the sixth grade were level 2.

b) School leadership and teachers use the results of the periodic assessments to gauge the effectiveness of the instructional program, the individual student's growth evidenced, and the needs that must be addressed in future planning both programatically and individually.

c) The school has become more aware of the needs of the students who are acquiring a second language. Staff understands the various stages and the characteristics that ELLs pass through on the way to fluency. Periodic assessments allow the teacher to prepare for the needs of the students as measured by responses from the assessment.

5. Our school only provides a free-standing ESL program. This question is not applicable.n/a

6. We evaluate our program based on the growth achieved on the NYSESLAT, by the number of students who passed out based on the LAB-R, by the active participation of the students in the ESL program, by observation of the participation by the students in the regular classroom, by the informal observation of growth by each student in communication skills, by teacher's tests and other formal assessments.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 165 Ida Posner					
District:	23	DBN:	23K165	School		332300010165

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	35	36		90.9	91.8	91.2
Kindergarten	65	68	53				
Grade 1	58	70	66	Student Stability - % of Enrollment:			
Grade 2	76	58	64	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	87	87	73		91.7	88.6	90.7
Grade 4	84	69	66				
Grade 5	60	74	68	Poverty Rate - % of Enrollment:			
Grade 6	55	54	59	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	69	60	60		81.6	86.4	86.4
Grade 8	63	70	53				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		28	29	17
Grade 12	0	0	0				
Ungraded	3	5	7	Recent Immigrants - Total Number:			
Total	656	650	605	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	57	52	48	Principal Suspensions	7	7	15
# in Collaborative Team Teaching (CTT) Classes	18	19	25	Superintendent Suspensions	17	29	24
Number all others	27	28	30				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	54	53	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	14	7
# receiving ESL services only	5	11	TBD				
# ELLs with IEPs	1	3	TBD	Number of Educational Paraprofessionals	9	7	14

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	3	9	% fully licensed & permanently assigned to this school	100.0	100.0	97.6
				% more than 2 years teaching in this school	50.0	60.4	82.0
				% more than 5 years teaching anywhere	48.1	52.8	72.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	85.0	90.0
American Indian or Alaska Native	0.3	0.8	0.3	% core classes taught by "highly qualified" teachers	89.2	100.0	94.9
Black or African American	90.2	88.3	89.9				
Hispanic or Latino	8.2	7.7	7.6				
Asian or Native Hawaiian/Other Pacific	0.2	0.8	1.2				
White	0.9	1.8	0.8				
Male	56.3	54.9	53.7				
Female	43.8	45.1	46.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	X	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	37.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	5.6	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	0.8	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	29.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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