



PS 165Q

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 25Q165

ADDRESS: 70-35 150 STREET, FLUSHING, NY 11367

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SECTION I: SCHOOL INFORMATION PAGE

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

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

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Beth Goldberg

PRINCIPAL: Raquel DeMillio

UFT CHAPTER LEADER: Karen Konstan

PARENTS' ASSOCIATION PRESIDENT: Petra Alexander and Jennifer Gong

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** 204

NETWORK LEADER: Diane Foley

SUPERINTENDENT: Diane Kay

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Raquel DeMillio*	*Principal or Designee	
Karen Konstan*	*UFT Chapter Chairperson or Designee	
Petra Alexander*	*PA/PTA President or Designated Co-President	
Jennifer Gong	Member/PTA	
Barbara Hayes	DC 37 Representative, if applicable	
Beth Goldberg	Member/Chairperson	
Nina Amato	Member/Teacher	
Cecilia Cheng	Member/PTA	
Sharon Lee	Member/PTA	
Nydia Nixon	Member/PTA	
Shelley Peykar	Member/PTA	
Elsie Toledo	Member/PTA	
Rina Walter	Member/Teacher	
Kathleen Isaac	Member/Teacher	
Barbara Moffatt	Member/Teacher	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

P. S. 165Q is located in the tree-lined Kew Garden Hills section of Flushing, where approximately 638 students from culturally diverse backgrounds attend our pre-kindergarten to grade five school. The inviting and well-kept school building showcases our pride in the students' accomplishments with prominently displayed student work.

Since 2006, P. S. 165Q had been recognized as an "A" level and "well-developed" child-centered school for our high level of student achievement, academic rigor and accomplished efforts to educate the whole child. For the 2009-2010 school year we earned a "B" even with moving from the 50th percentile to the better, 45th percentile. We continually reflect on best teaching practices and carefully analyze student learning and progress to continue to meet the diverse needs of the students and their families.

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

At PS 165Q, dance education provides students with challenging opportunities as creators, performers, choreographers, researchers, critics, and mentors. Our students have performed at such prestigious events as: Lincoln Center, The Apollo Theater and for Mayor Bloomberg's 2008 State of the City Address. In the spring of 2009, PS 165Q was the only elementary school to partner with the Twyla Tharp Company to perform her work *The One Hundreds* at City Center Theater.

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

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

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

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

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

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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 Edith K. Bergtraum				
District:	25	DBN #:	25Q165	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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	45	49	48		94	94.8	TBD		
Kindergarten	87	72	87						
Grade 1	83	94	92	Student Stability: - % of Enrollment					
Grade 2	94	80	101	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	84	92	87		96.1	93.50	TBD		
Grade 4	109	94	96						
Grade 5	112	104	86	Poverty Rate: - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		60.7	60.4	73.4		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	9	TBD		
Grade 12	0	0	0						
Ungraded	2	1	1	Recent Immigrants: - Total Number					
Total	616	586	598	(As of October 31)	2007-08	2008-09	2009-10		
					6	3	8		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number					

(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	38	26	13	Principal Suspensions	5	1	TBD
# in Collaborative Team Teaching (CTT) Classes	53	60	67	Superintendent Suspensions	1	2	TBD
Number all others	35	35	36				
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	96	88	89	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	13	6	25	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	60	61	TBD
				Number of Administrators and Other Professionals	15	16	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	12	7	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	98.4	TBD
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	75	83.6	TBD
Black or African American	17.9	17.4	15.7	Percent more than five years teaching	66.7	67.2	TBD

				anywhere			
Hispanic or Latino	22.1	22.7	20.9				
Asian or Native Hawaiian/Other Pacific Isl.	40.4	37.7	40.8	Percent Masters Degree or higher	95	98	TBD
White	19.6	22.2	22.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Multi-racial							
Male	55.5	54.8	53.8				
Female	44.5	45.2	46.2				

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):				
<input checked="" type="checkbox"/>	In Good Standing (IGS)			
<input 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			
Individual Subject/Area AYP Outcomes:				
Elementary/Middle Level		Secondary Level		
ELA:	Y	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	
	EL	Math	Science	ELA
				Math
				Grad.
				Progres

	A					Rate	s 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	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	81	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	

School Performance (Comprises 25% of the Overall Score)	20.1		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.7		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>				

	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

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

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

***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 school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

PS 165Q's Strengths and accomplishments

- The mean scale (average score) for fourth and fifth grade students has steadily increased each year over the last three years as noted below:

English Language Arts	2007-2008	2008-2009	2009-2010
Grade 4	671.6	677.2	682.7
Grade 5	667.2	682.7	684.0

Mathematics

Grade 4	699.3	703.6	708.8
Grade 5	689.9	698.2	699.8

- Based on 2010 NYS ELA assessment, 55.8% of our third grade students scored levels 3 and 4.
- Based on 2010 NYS ELA assessment, 61.2% of our fourth grade students scored levels 3 and 4.
- Based on 2010 NYS ELA assessment, 62.5% of our fifth grade students scored levels 3 and 4.
- Based on 2010 NYS ELA assessment, 59.8% of our students from grades 3, 4, and 5 scored levels 3 and 4.
- Based on 2010 NYS Math assessment, 59.3% of our third grader students scored levels 3 and 4.
- Based on 2010 NYS Math assessment, 76.5% of our fourth grader students scored levels 3 and 4.
- Based on 2010 NYS Math assessment, 74.1% of our fifth grader students scored levels 3 and 4.
- Based on 2010 NYS Math assessment, 70.2% of our students from grades 3, 4, and 5 scored levels 3 and 4.

For our English Language Learners, using the results of the NYSESLAT,

- In 2007, 5 students passed the NYSESLAT
- In 2008, 10 students passed the NYSESLAT
- In 2009, 15 students passed the NYSESLAT

We continue to move forward as a school in our study of best teaching practices for our English Language Learners. We have evidenced much success in the grades and continue to deepen our knowledge regarding what the research indicates is best and becoming better at these protocols in our lessons. We have included a CEP goal for professional development for all teachers in incorporating English Language Learner methodologies in instruction. The English as a Second Language (ESL) program at PS 165Q continues to be a “push-in” model, where ESL teachers co-teach with the classroom teacher. The mean scale score (average score) for English Language Learners on the NYS assessments have fluctuated as follows:

English Language Arts	2007-2008	2008-2009	2009-2010
Grade 3	639.5	647.7	645.1
Grade 4	643.6	639.3	649.9
Grade 5	639.4	652.5	651.8
Mathematics			
Grade 3	667.2	705.4	673.8
Grade 4	674.1	657.6	681.3
Grade 5	665.8	678.1	663.7

For our students with special needs (with an Individualized Educational Plan,) in grades 4 and 5, a steady increase each year over the last three years has been noted in their mean scale score (average score):

English Language Arts	2007-2008	2008-2009	2009-2010
Grade 4	638.2	642.9	654.7
Grade 5	634.1	650.9	656.5
Mathematics			
Grade 4	658.3	671.8	672.4
Grade 5	649.5	663.4	671.0

We had noticed the data two years ago indicated that there was a trend that male students were lagging behind their female counterparts in Literacy. We studied the ways to engage male students more in the learning, providing more shared reading materials and teacher modeling with texts preferred by boys. Using the mean scale scores over three years, we are seeing a difference in this achievement gap as indicated below, showing the difference between the two genders, in fourth and fifth grade. We are continuing to provide students with models in our teaching, to engage both female and male students.

English Language Arts	2007-2008	2008-2009	2009-2010
Male Students - Grade 3	682.4	684.5	662.4
Female Students – Grade 3	683.1 (-0.7)	679.7 (+4.8)	682.7 (-20.3)
Male Students - Grade 4	654.1	668.4	678.1
Female Students – Grade 4	661.3 (-7.2)	675.6 (-7.2)	676.1 (+2.0)
Male Students - Grade 5	662.4	685.4	686.4
Female Students – Grade 5	674.5 (-12.1)	678.9 (+6.5)	681.4 (+5.0)

In analyzing PS165Q’s data, the following performance trends have been observed and are being addressed. Two CEP goals, determined by trends across grades 3-5 in NYS ELA and Math assessments, address written expression in Reading and Math. These are in evidence with the item analysis demonstrating a need for more support on Day Two and Three of the ELA and Math

assessments, where the students are expected to meet the NYS Standards in writing in those content areas.

A drop in the percentage of students on or above grade level in Literacy and Math in grades 3-5 was noted when NYC raised the “cut scores” for levels 3 and 4 in the summer of 2010:

- The percentage of third grade students scoring level 3 and 4 on the NYS ELA assessment has dropped from 85.3% in 2009 to 55.8% in 2010.
- The percentage of fourth grade students scoring level 3 and 4 on the NYS ELA assessment has dropped from 75.3% in 2009 to 61.2% in 2010.
- The percentage of fifth grade students scoring level 3 and 4 on the NYS ELA assessment has dropped from 79.6% in 2009 to 62.5% in 2010.
- The percentage of students in grades 3, 4 and 5 scoring level 3 and 4 on the NYS ELA assessment has dropped from 80.1% in 2009 to 59.8% in 2010.
- The percentage of third grade students scoring level 3 and 4 on the NYS Math assessment has dropped from 100% in 2009 to 59.3% in 2010.
- The percentage of fourth grade students scoring level 3 and 4 on the NYS Math assessment has dropped from 89.6% in 2009 to 76.5% in 2010.
- The percentage of fifth grade students scoring level 3 and 4 on the NYS Math assessment has dropped from 87.5% in 2009 to 74.1% in 2010.
- The percentage of students from grades 3, 4, and 5 scoring level 3 and 4 on the NYS Math assessment has dropped from 92.2% in 2009 to 70.2% in 2010.

We are addressing the drop in mean scale scores (average scores) for third grade, noted as:

- Based on NYS ELA assessment, the average scale score of third grade dropped from 682.4 in 2009 to 671.4 in 2010.
- Based on NYS Math assessment, the average score of third grade dropped from 708.2 in 2009 to 694.1 in 2010.

We are addressing the drop in mean scale scores (average scores) for third graders with special needs (with an Individual Educational Plan)

- Based on NYS ELA assessment, the average scale score for third graders with an IEP dropped from 668.6 in 2009 to 656.1 in 2010
- Based on NYS Math assessment, the average scale score for third graders with an IEP dropped from 683.7 in 2000 to 677.9 in 2010

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

- Ongoing professional development is provided by the Instructional Cabinet in ELA and Math to enable PS 165Q staff to become familiar with (1) examining data (formative and summative) for instructional planning, (2) identifying trends as a school community, (3) collecting, tracking and displaying data to inform instruction
- Implementation of an academic vocabulary and language support initiative through the grades as an aid to all students, including ELLs and other subgroups
- Establishment of collaborative inquiry teams with the entire staff, for lesson study, targeting differentiated instruction and student tasks, looking at student work as a team, and studying the new national common Core Standards, with the ultimate purpose of closing the achievement gap.
- A Morning Academy for test sophistication for students in grades 3 through 5 is implemented before the NYS Math and Language Arts assessments. The use of a well-regarded test sophistication approach and strategies (Kaplan K12 Learning Services) in this Morning

Academy program is used to increase student's ability to transfer Literacy and Math skills to a standardized assessment.

- Low class size registers are our goals in grades K-2 to better meet differentiated needs of all students
- Compact math instruction and Independent Investigation model for the Gifted and Talented classes
- An after-school professional learning opportunity for classroom teachers (who have English Language Learners in their class,) to learn ESL methodology and align ESL standards and ESL support with the core curriculum
- The purchase and alignment of content-rich materials in the ESL program with the core curriculum
- The PS 165Q Building Community through Books – Book of the Month program promotes an annual theme which is celebrated throughout the school with a different monthly literary text
- The PS 165Q Student of the Month program has increased attendance at PTA meetings, where we celebrate the accomplishments of these students through a partnership with Senator Toby Stavisky's office.
- Our part time Literacy staff developer supports the effective implementation of the Balanced Literacy programs and assists teachers in focusing on student learning through professional development and collaboratively looking at student work.
- Former math and literacy coaches are now in full-time classroom teacher positions, but continue to be utilized as peer teacher leaders for their expertise.
- Two cluster teachers are dedicated to the teaching of Science in a laboratory setting, through a hands-on inquiry approach.
- The Renzulli Learning System has been purchased to support higher level thinking and project-based learning in Kindergarten to Grade 5, especially for our high performing students
- A second computer lab is available to Early Childhood classes
- We have received a Reso-A grant for \$175,000 for the purchase of interactive whiteboard technology equipment for the classrooms.
- An active Pupil Personnel Team (PPT) meets twice monthly to identify and track the progress of at-risk students, assigning providers to give at-risk students additional support
- Wilson, Foundations, Earobics, Great Leaps, Leap Frog all support interventions for optimal student learning
- An engaging Performing Arts Department ensures that the whole child is educated and celebrated:
 - o A Dance Studio program, which supports a well-regarded dance company, has performed at Arts Education Day at Lincoln Center, NYC Arts Week at the Apollo Theater and as guest performers for Mayor Bloomberg's 2008 State of the City Address. The Student-to-Student Dance Mentoring Program was recognized as a national arts paradigm by President Clinton's Committee on the Arts and Humanities. In 2009, PS 165Q was the only elementary school to partner with the Twyla Tharp Company to perform her work *The One Hundreds* at City Center Theater. This dance education program provides Pre-Kindergarten through fifth grade students with multiple entry points into the world of dance – participating as creators, performers, choreographers, researchers, critics, and mentors. Students are challenged to set high expectations for themselves in all aspects of the program and are nurtured to develop a life-long love of the artistry and creative expression of dance.
 - o A Music program offers a two-year violin program for fourth and fifth grade gifted and talented students, band instrument instruction for fourth and fifth graders, recorder instruction for third graders, and choral enrichment to grades 2 through 5. For the last five years, our music students have participated in a live performance at Carnegie Hall with the St. Luke's orchestra.
 - o PS 165Q sponsors many musical, dance and curriculum-based programs and presentations which provide opportunities for parents to experience, first hand, the kinds of educational activities their children are taking part in. These events include:

Winter Dance and Glee Performing Arts Concerts and Spring Glee, Dance, Violin and Band concerts, Carnegie Hall's Link-Up Program, a schoolwide Dance Festival, a Celebration of Dr. Martin Luther King, Latin Night and partnerships with professional arts organizations like Twyla Tharp and New York City Center, Ballet Hispanico, The Apollo, Alvin Ailey, Brooklyn Philharmonic, and Free Style Arts. These special programs are an excellent way for parents to gain a richer understanding of the well-rounded educational opportunities at PS 165Q. Parents are invited to attend these activities as well as participate in their planning and implementation.

- Student support services include two Guidance Counselors, an active School-Based Support Team, a three-day Youth Development Coordinator, attendance services, a full-time nurse and paraprofessionals under the direction of the classroom teacher
- Children with learning difficulties have their individual needs met within an at-risk academic service program, part-time Special Education Teacher Support Services, related service providers (OT, PT, Speech/Language providers, Hearing and Vision services), Collaborative Team-Teaching classes and small self-contained special education classes, all supported by a part-time Special Education Supervisor
- An active adult group of volunteers implement the Learning Leaders tutoring program for working 1:1 with students in various subject areas
- Student Government – PS 165 Student Council is involved in volunteer efforts in other school wide organizational activities
- Physical Best, the NYS Physical Education curriculum is used to provide opportunities for educating students in physical fitness and character development through a program that encourages teamwork and sportsmanship
- A PS 165Q “Shooting Stars” basketball team, now in its second year, encourages fourth and fifth graders to learn the sport and participate together as a team.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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.

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): Collaborative Inquiry

Goal #1 _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 90% of classroom teachers in Grades Pre k to Grade 5 will continue their participation in research action inquiry in consultation with the school instructional/Core Inquiry Team.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Grade-level collaborative inquiry teams will meet weekly to study work, looking carefully at instructional methods to enhance the students’ work • Grade-level collaborative inquiry teams will bring specific student work to each meeting to study and decide next steps in instruction • Grade-level collaborative inquiry teams will collaborate on the instructional topic to discuss (ex., rubrics, appropriate models, backward design, aligning to the Common Core Standards) for each successive meeting • Grade-level collaborative inquiry teams will keep appropriate documentation of the work • Grade-level teams will keep the PS 165Q staff community updated their work through input using ARIS • Each grade-level collaborative inquiry team will be supported by a teacher leader or an administrator • The Core Inquiry Team, consisting of the teacher leaders and administration, will meet at least once monthly to study student work from each of the grades and discuss next steps • The Assistant Principal will provide professional development to the teacher leader and collaborative inquiry teams in the use of ARIS • Each member of the collaborative inquiry team will be responsible for their own log with reflections, particular lessons/strategies used with the children, and resources used • Professional development will be provided to the collaborative inquiry teams by the

	<p>Instructional Cabinet, Network Support Specialists and SATIF</p> <ul style="list-style-type: none"> • Tenured teachers with satisfactory ratings will be given the option to use collaborative inquiry as an Alternative to Observation
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • Tax Levy (TL) Fair Student Funding (FSF) for the Principal (100%) and (77.36%) for the Assistant Principal • Title 1 School Wide Project money (22.64%) for Assistant Principal to provide staff development • TL Children First Network money for SATIF and Network Support Specialists • TL FSF, School Support Supplement, TL Contract for Excellence, TL ASD, TL FSF General Hold Harmless, TL FSF Title lia Supplemental, Pre k, Pre k Plus, Universal Pre k monies to pay for classroom teachers
<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"> • Agendas, attendance and minutes taken from each meeting • Individual teacher's portfolios of student work studied at the Collaborative Inquiry meetings • Individual teacher's logs with their reflections and next steps indicated after the Collaborative Inquiry meetings • Agendas and minutes uploaded on ARIS • Evidence of progress by struggling students as noted by ongoing collection of student writing

Subject/Area (where relevant):

Mathematics

Goal #2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 90% of teachers in K-5 (26 teachers) will incorporate the use of student-generated mathematical rubrics for mathematical responses, in lessons, and 75% of the students in Grades K-5 will receive at least a level 3, using these rubrics, as documented by student portfolios.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • To provide professional learning opportunities for teachers to learn how to create student-generated rubrics to help students self-assess and improve their written responses in Mathematics • To provide professional learning opportunities for teachers to learn the demands of the new common Core Standards for a written response to Mathematical tasks • To create a school wide system of grade-appropriate rubrics for students in grade K to 5 to assess their own mathematical responses • To create a school wide system to monthly analyze student work and determine benchmark pieces for levels 3 and 4 to serve as models for the students • To create a school wide system of demonstrating student improvement in self-assessment and reflective thinking by maintaining individual portfolios of student’s mathematical responses • To provide three professional learning opportunities, facilitated by Administration, the Instructional Cabinet or Network Support Specialists, for classroom teachers to learn strategies to enhance student’s use of rubrics to critically analyze and evaluate their mathematical responses • To create a school wide system where teachers will main samples of student responses using the grade-appropriate rubric
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • Tax Levy (TL) Fair Student Funding (FSF) for the Principal (100%) and (77.36%) for the Assistant Principal • Title 1 School Wide Project money (22.64%) for Assistant Principal to provide staff development • TL Children First Network money for SATIF and Network Support Specialists TL FSF, School Support Supplement, TL Contract for Excellence, TL ASD, TL FSF General Hold Harmless, TL FSF Title lia Supplemental, Pre k, Pre k Plus, Universal Pre K monies to pay for classroom teachers

	<ul style="list-style-type: none"> • \$34,800 for Children First Network 204 support
<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"> • Agendas and attendance taken at grade-level meetings • Agendas and attendance taken at professional development • A portfolio will be created as a resource with all the K-5 benchmark student pieces for Level 3 and 4 work • Supervisory informal and formal classroom observations of teachers demonstrating lessons which target raising the level of mathematical written process • Evidence of the use of effective strategies in samples of student work from grades K-5

Subject/Area (where relevant):

Technology

Goal #3

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the use of technology in the instructional program to enhance student engagement: Seventeen teachers, representing 75% of the PS 165Q Grade 2-5 faculty receiving interactive whiteboard technology professional development during the 2010-2011 school year, will demonstrate at least three lessons using SmartBoard technology with student engagement at a Level 3 as measured by a student-generated rubric.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Provide a survey to determine the SmartBoard technology professional development needed by the Grade 2 to Grade 5 faculty• Use the results of the SmartBoard technology survey to design appropriate professional development• Provide at least three professional development sessions around using SmartBoard technology in instructional practice to the teachers of grades two through five• Maintain a full-time Computer Technology Teacher on the PS 165Q Table of Organization• Design administration periods in the Computer Technology Teacher’s program to facilitate SmartBoard technology professional learning opportunities• Use feedback evaluation forms after each professional development opportunity to design next steps for professional learning• Have Grade 2 to Grade 5 teachers participate in at least three professional development sessions with the PS 165Q Computer Technology Teacher and/or Network Support Specialist to elevate their facility with using SmartBoard technology in lesson design and implementation• Construct a student-generated rubric for measuring student engagement in a lesson utilizing interactive whiteboard technology• Provide a school wide program system for teacher’s classroom inter-visitation opportunities to share lesson design and implementation• Teachers in Grades 2 to 5 will be observed formally or informally three times in the 2010-2011 school year, by Administration in order to provide feedback and determine next steps in professional development• Utilize a Reso-A grant to purchase additional SmartBoard interactive whiteboard technology for classrooms

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • Tax Levy ASD and Tax Levy Fair Student Funding for the Computer Technology Teacher • PS 165Q weekly cluster schedule identifying administration periods for the Computer Technology teacher • \$34,800 set aside for Children First Network 204 support • Tax Levy (TL) Fair Student Funding (FSF) for the Principal (100%) and (77.36%) for the Assistant Principal • Title 1 School Wide Project money (22.64%) and Assistant Principal to provide staff development • TL Children First Network money Network Support Specialists TL FSF, School Support Supplement, Idea ARRA CTT, TL Contract for Excellence, TL ASD, TL FSF General Hold Harmless, TL FSF Legacy Teacher Supplement, TL FSF Title lia, monies to pay for classroom teachers • \$175,000 Reso-A grant received from Councilman Gennaro's office for the 2010-2011 school year
<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"> • Agendas and attendance taken at professional development sessions with the PS 165Q computer teacher and the Network Support Specialist • Informal observations by supervisors of teachers using SmartBoard Technology in lessons • Student assessment using a rubric measuring engagement • Supervisory assessment using the rubric measuring engagement in all classes in grades 2-5 while a lesson using a SmartBoard is being conducted

Subject/Area (where relevant):

Goal #4

Teaching English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 26 teachers, representing 90% of the Kindergarten to Grade 5 faculty, will attend at least four professional development sessions to deepen their expertise in supporting the English Language Learners in their classroom, affecting a 6-point mean scale score increase on the NYS ELA for English Language Learners in grades 4 and 5.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Provide at least four professional development sessions, facilitated by the English as a Second Language (ESL) teachers, Administration or Network Support Specialists, to best support and engage the English Language Learner including but limited to itemizing: the tier 2 (across-content area) and tier 3 (content-specific) vocabulary words, sentence prompts to aid oral expression, complex sentences to explain and study how the English language differs in each of the content areas • Provide inter-visitations and professional support by the Administrative Team and the Network Support Specialist • Develop a “push-in” schedule for the ESL teachers to better support the English Language Learner in the classroom • Enhance the co-teaching partnership between the ESL teacher and the classroom teacher by including the ESL teacher in planning meetings and professional development sessions which include English Language Arts and English Language Learner support • Include the ESL teachers in professional development opportunities facilitated by the Network Support Specialist and the NYC DOE • Create a school wide curriculum chart at least nine times monthly to provide ESL support for the essential questions and vocabulary to be studied in all academic areas
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • Tax Levy Fair Student Funding for two full-time English as a Second Language teachers • \$34,800 set aside for Children First Network 204 support • Title I School Wide Project 10% Set-Aside, Fair Student Funding for Principal and Assistant Principal

<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"> • Agendas and attendance taken from professional development and planning meetings • Program schedules for each ESL teacher • Supervisory informal observations of the ESL teachers in the mainstream classrooms supporting academic language acquisition • PS 165Q weekly calendar noting attendance by the ESL teacher at professional development opportunities facilitated by the Network Support Specialists • Schoolwide curriculum charts itemizing essential questions and vocabulary for each content area • 2010 NYS English Language Arts Assessment results
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Subject/Area (where relevant):

Goal #5

Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 90% of classroom teacher of Grades K-5 (40 teachers) will develop rubrics aligning to writing tasks, and 75% of the students in Grades K-5 will receive at least a level 3, as documented by student portfolios.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • To provide professional learning opportunities for teachers to collaboratively generate student-friendly rubrics to help students self-assess and improve their writing • The part-time Literacy staff developer will model lessons, providing coaching support and focused professional development for teachers in grades K-5 to raise the level of teacher expertise in teaching and evaluating student’s writing • Teacher’s will maintain samples of each student’s writing to reflect on student progress • Teacher’s conference notes will reflect on student’s progress in reflecting and evaluating their own writing • Student portfolios will document the level of student writing as determined by the rubric

	<ul style="list-style-type: none"> • Grade level meetings and professional development sessions with the Staff Developer and Administration will analyze student work and determine benchmark Level 3 and Level 4 student writing pieces to be used for appropriate student models
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • Use all available funding sources to provide for appropriate funding for classroom teachers: Tax Levy DRA Stabilization, Tax Levy Fair Student Funding, Tax Levy ASD, School Support Supplement, Tax Levy Fair Student Funding General Hold Harmless, Tax Levy Contract for Excellence, Title I School Wide Projects, Idea Arra CTT, Tax Levy One-Time Allocations, Tax Levy Children First Network Support, Title I Supplemental, Tax Levy Fair Student Funding Legacy Teacher Supplemental • Title I School Wide Project 10% Set-Aside, Fair Student Funding for Principal and Assistant Principal • \$34,800 for Children First Network 204 support • Tax Levy ASD and Tax Levy One-Time Allocations for part-time Literacy staff developer
<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"> • Agendas and attendance from professional development • Agendas and attendance from grade-level meetings • A portfolio will be created as a resource with all the grade 1-5 benchmark student pieces for level 3 and 4 work • Supervisory informal observations of classroom teachers demonstrating lessons which target raising the level of narrative writing, self-assessment and self-reflection by students • Supervisory informal observations of classroom teachers demonstrating lessons which target improving student's self-assessment of the narrative writing process • Evidence of the use of effective strategies in samples of student work from grades 1-5

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	7	7	N/A	N/A	15	As needed	As needed	
1	16	7	N/A	N/A	15	“	“	
2	17	13	N/A	N/A	20	“	“	
3	38	13	N/A	N/A	15	“	“	
4	32	9			10	“	“	
5	27	10			20	“	“	
6								
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

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

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy 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) 2-5 Number of Students to be Served: 65 LEP 10 Non-LEP

Number of Teachers 5 Other Staff (Specify) N/A

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.

P.S. 165 QUEENS' TITLE III INSTRUCTIONAL PROGRAM

The Title III program at P.S.165, Queens, is an early morning (before the official start of the school day) program, which services our ELL population in grades 2 through 5, including our Transitional students (i.e. those who have reached proficiency in English as indicated by 2008 and 2009 NYSELAT or LAB-R scores). Our rationale for selecting these students is as follows: Many of our upper grade ELLs (grades 3-5) experience a second language “stall”, as indicated by the NYSELAT Combined Modality Report (RNMR). In addition, our Transitional students encounter problems adapting to the rigorous academic demands of the mainstream classroom without the supplemental support offered in a small group setting.

Five fully certified ESL teachers provide instruction to fortify academic language in the content areas. 65 English Language Learners participate. 45-minute sessions are conducted four times weekly, from 7:35 to 8:20 AM. 10 to 12 ELLs attend one of five classes, which target ELA-nonfiction, Social Studies and Science content-area instruction. Teachers utilize strategies such as scaffolding academic vocabulary and unpacking academically and structurally complex sentences to enable ELLs to overcome the second language stall encountered by many ELLs in the upper grades (3-5).

Participating teachers have the following ESL certifications: One teacher has Permanent NYS Certificate – English to Speakers of Other Language and Bilingual Common Branches DES – Spanish/English Certification. Four teachers have the Professional NYS Certificate – English to Speakers of Other Languages

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.

- Professional development takes place once a week, after school. During this time Title III teachers meet to create joint lesson plans and to work as a group to build capacity for ESL methodologies to be used in conjunction with classroom teachers with a preponderance of ELLs in their classrooms. Common Branch teachers also participate in this process. Teachers involved in professional development activities analyze the NYSELAT Combined Modality Report (RNMR) to assess which skills need developing. This determines how instruction is differentiated in the Title III program.
 - Additional professional development is conducted by a supervisor
 - to create instruction units which align ESL methodologies with content area pacing calendars
 - to study the item analysis for ELL results for the NYS Social Studies, Science, ELA and Math scores to better align classroom and ESL instruction
 - to continue to enhance pedagogical knowledge and facility with ESL methodologies and best practice research for ELLs
 - ELL Liaison turnkeys monthly professional development workshops with Network Support Specialist, Shirley Rouse-Bey

Section III. Title III Budget

School: 25q165 BEDS Code: 342500010165

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$ 10,663.99	A before-school "Morning Academy" 45-minute instructional support program to support ELL students in grades 2-5 with more targeted ELA-nonfiction, Social Studies and Science content-area instruction: 57 (45-minute sessions) x 5 teachers x \$49.89 (current teacher per session rate with fringe) = \$ 10663.99
Professional salaries - Per session	\$ 4119.24	Professional development in twelve after-school sessions for 1 hour per session conducted by a supervisor <ul style="list-style-type: none"> • to create instructional units which align ESL methodologies with content area pacing calendars • to study the item analysis for ELL results for the NYS Social Studies, Science, ELA and Math scores to better align classroom and ESL instruction • to continue to enhance pedagogical knowledge and facility with ESL methodologies and best practice research for ELLs Twelve (1 hour) sessions x 6 teachers x \$49.89 = \$ 3,592.08 Twelve (1 hour) sessions x 1 supervisor x \$43.93 = \$ 527.16
Supplies and materials - High quality instructional materials which engage the ELL with Social Studies and Science content	\$ 1336.77	High quality, instructional text materials with engaging pictures to elevate the academic discourse around on-grade Social Studies and Science curricular topics for second to fifth graders.
TOTAL	\$ 16120.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We use two major sources of data to assess the translation and the interpretation needs of our school. First, we use the preferred language list in ATS to make sure parents receive documents and communications in appropriate languages. Secondly, we keep a list of our students receiving ESL and send home communications that mirror the home language as well. In addition, we call poll our parents at PTA meetings for feedback on documents we have translated and simplify or modify these documents as needed. Finally, parents request written or oral translations from us throughout the year, including translation requests for Parent/Teacher Conferences.

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

The major findings were that our school has families that speak seven of the eight recognized Department of Education languages. In addition, we have needs in at least six other languages. A written language request list will be created, for all teachers and staff, so that written communication needs are concise and consistent throughout the building. In addition, parent volunteers will be recruited to communicate with parents in their own languages at important meetings, events and Parent Teachers Conferences.

Part B: Strategies and Activities

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

The school will continue to provide written translations in the seven recognized Department of Education languages, through the Department of Education Translations Division. More school based documents will be translated to enhance the communication with our culturally diverse community. Translation requests will be sent more than 21 days ahead of time to ensure there is time to properly inform parents. Additional language needs for languages not recognized by the Department of Education such as Hindi, Farsi, Pashtu,

Hebrew, Albanian, etc. will be accomplished by bilingual school staff, teachers and paraprofessionals. Parent volunteers, “Bilingual Buddies” may also be asked to assist if the staff member does not speak that language and they are secured in written communication.

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

Oral interpretations will be provided our school staff, teachers and paraprofessionals who speak many of the languages needed. In addition, parent volunteers, “Bilingual Buddies,” will assist parents in any and all required languages, both one-on-one and at important meetings or workshops. An outside recognized vendor will be used if there is not an interpreter is available within the school and parent community. The Department of Education Translation Call-In Unit will be used by classroom teachers when no other interpreter is available. The school will continue to provide free English classes for parents, to assist in bridging the communication gap.

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

Our main office, security desk and administrative staff will have access to translation cards at all times. Posters will be prominently displayed at important entrances and exits informing parents of translation opportunities. Signs are posted at the same locations, informing parents of translation and interpretation services that are available. The Parent Coordinator will keep a current list of staff, teacher, paraprofessional and parent translators. The main office and administrative staff will make all efforts to provide the parent with a teacher, paraprofessional or parent translator. Staff and teachers will be prepared, at all times to assist parents with translation and interpretation needs. Teachers will request interpreters for all meetings with non-English speaking parents. The school will contact the Department of Education Translation Call-In Unit for all interpretation assistance, in all languages, when no person in the building is equipped or available to translate in a parent’s language.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$306,946	\$19,354	\$326,300
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,069	\$194	\$3,263
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,347	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$30,694	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

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

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

Schoolwide reform strategies can be found on pages 13-18 of the Needs Assessment, pages 19-27 of the Section VI Action Plan, pages 29-30 of the Academic Intervention Services, pages 31-32 of the Program Delivery for English Language Learners (ELLs), Language Instruction Program and Professional Development Program for Limited English Proficient and Immigrant Students of this document.

3. Instruction by highly qualified staff.

Instruction by highly qualified staff is addressed on pages 19-27 and page 32 of this document.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- High-quality and ongoing professional development for all staff is addressed on pages 14-16, 19-27, 31 and 32 of this document.
- Staff takes part in Children First Network (CFN) 204 professional development offerings as well as those offered through the Department of Education Protraxx system
- Instructional Cabinet continues to study how to better affect student outcomes for all students, especially ELLs and struggling learners.
- ELL teachers attend CFN support specialist professional development
- Ongoing school-based professional learning opportunities for classroom teachers to align academic vocabulary and ESL standards to the core curriculum
- The Assistant Principal, who is also the Test Coordinator, attends all targeted meetings and workshops and participates in CSA-sponsored professional development
- Mentoring services by experienced teachers are provided for new teachers
- Paraprofessionals are encouraged to seek further undergraduate studies toward the attainment of a Bachelor's degree
- The Instructional Cabinet and Core Data Inquiry Team provides support to grade-level and cluster-specialist collaborative inquiry teams and assists with the evaluation of teaching methods and best practices in order to meet the needs of students.

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

Not applicable – we are not a high-need school

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

Strategies to increase parental involvement includes translations and interpreters as itemized on pages 34 and 35 of this document. In addition, curriculum maps are sent home each month, indicating essential questions for each content area, concepts to be learned, and academic vocabulary in all curriculum areas.

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

There is an early, scheduled orientation for the parents and students and then a carefully-constructed schedule for the children's exposure to the pre-k setting during the first week of school in September.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

There are monthly grade conferences with Administration where the teachers of each grade ensure collaboration of best practices and alignment of assessments with instruction. Student Learning and Data Collection Conferences with each classroom teacher include teachers in conversation with the Instructional Cabinet to assure student progress and differentiation of instruction. In addition, Collaborative Inquiry Teams provide the opportunity for teachers to discuss best practices and collaborate on effective instructional strategies.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Activities which are carefully looking at student work and academic achievement are addressed on pages 19-27 of the Section VI Action Plan, pages , pages 29-30 of the Academic Intervention Services, pages 31-32 of the Program Delivery for English Language Learners (ELLs), and Language Instruction Program and Professional Development Program for Limited English Proficient and Immigrant Students of this document.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

student's efforts to communicate effectively with each other. The Guidance Counselor works with families to identify respite needs and after-school programs for students with learning differences.

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 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program <i>(R)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(R)</i> 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(R)</i>	Page #(s)
Title I, Part A (Basic)	Federal	x			\$275,835	x	
Title I, Part A (ARRA)	Federal	x			19,160	x	
Title II, Part A	Federal	x			36,273	x	
Title III, Part A	Federal						

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.

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.

Title IV	Federal				6,281		
IDEA	Federal				104,532	x	
Tax Levy	Local				4,222,068		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ 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.
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.

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.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Currently, there are no children in this category.

2. Please describe the services you are planning to provide to the STH population.
 - At-risk counseling
 - At-risk academic services, if needed
 - Financial support for school supplies, school field trips, ensuring transportation and other personal items needed for academic success in school
 - Informing families of their rights

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 165 Edith K. Bergtraum					
District:	25	DBN:	25Q165	School		342500010165

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	49	48	47		94.0	94.8	94.4
Kindergarten	72	87	104				
Grade 1	94	92	99	Student Stability - % of Enrollment:			
Grade 2	80	101	91	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	92	87	116		96.1	93.5	96.1
Grade 4	94	96	86				
Grade 5	104	86	98	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		60.7	73.4	74.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	9	10
Grade 12	0	0	0				
Ungraded	1	1	3	Recent Immigrants - Total Number:			
Total	586	598	644	(As of October 31)	2007-08	2008-09	2009-10
					6	3	8

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	26	13	17	Principal Suspensions	5	1	7
# in Collaborative Team Teaching (CTT) Classes	60	67	71	Superintendent Suspensions	1	2	8
Number all others	35	36	38				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	88	89	TBD
# ELLs with IEPs	6	25	TBD
Number of Teachers	60	61	62
Number of Administrators and Other Professionals	15	16	8
Number of Educational Paraprofessionals	12	7	11

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
	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.4	100.0
				% more than 2 years teaching in this school	75.0	83.6	88.7
				% more than 5 years teaching anywhere	66.7	67.2	79.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	98.0	96.8
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	97.6
Black or African American	17.4	15.7	14.1				
Hispanic or Latino	22.7	20.9	22.2				
Asian or Native Hawaiian/Other Pacific	37.7	40.8	42.5				
White	22.2	22.2	20.7				
Male	54.8	53.8	53.7				
Female	45.2	46.2	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:	v	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	v	v				
White	v	v	-			
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	8	8	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:				NR
Overall Score:	48.3	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	3	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	10.4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	31.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	3					

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

PART I - PS 165Q Parental Involvement Policy

(Title I – School-Wide Program)

The PS 165Q Parent Involvement Policy recognizes that “parents are our partners” in the education of our children. With the primary goal of building strong parent involvement in our school, we encourage all parents to become active participants in the educational process and invite them to participate in a variety of parent workshops and activities both at the school and district level

P.S. 165Q commits to:

1. Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance.
2. Building the school’s and the parents’ capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities.
3. Informing and explaining to parents the New York City, New York State and federal academic achievement standards students are expected to meet; how students’ progress is measured, as well as provide information regarding the curriculum currently in use at the school.
4. Informing and providing the parents with any training, materials, and resources available for them to help them work with their children.
5. Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

SCHOOL BASED ACTIVITIES

Schools receive technical assistance from the Office of Family Engagement (OFEA), Queens Borough Director and the District Family Advocates, in designing parent activities. School Guidance Counselors, the Youth Development Coordinator and the Parent Coordinator have received extensive training to effectively implement parent activities and workshops, based on the needs of our school community. All of these programs are designed to build and nurture strong parental involvement. P.S. 165 shall accomplish these goals through the following means:

1. Parent/Teacher Association (PTA) Activities

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

2. Parent/Teacher Conferences and Meet the Teacher

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

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

3. Pre- K and Kindergarten Orientation

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

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4. Curriculum Fairs, Musical Performances, School Plays

PS 165Q sponsors many musical and curriculum-based presentations which provide an opportunity for parents to experience, first hand, the kinds of educational activities their children are taking part in. These events include: a schoolwide Science Fair, A Celebrating Student Accomplishments Fair, Winter Dance and Glee Performing Arts Concerts and Spring Glee, Dance, Violin and Band Concerts, Carnegie Hall's Link-Up Program, a schoolwide Dance Festival, Latin Night and partnerships with professional arts organizations like Twyla Tharp and New York City Center, Ballet Hispanico, The Apollo, Studio in a School, Alvin Ailey, Brooklyn Philharmonic, and Free Style Arts. These special programs are an excellent way for parents to gain a richer understanding of the well-rounded educational opportunities at PS 165Q. Parents are invited to attend these activities as well as participate in their planning and implementation.

5. School Leadership Team (SLT)

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

Through membership on the SLT, parents have opportunity for planning and evaluating school programs and procedures, including this School's Parent Involvement policy and the annual PS 165Q Comprehensive Education Plan.

6. English Language Learner (ELL) Parent Orientations

Annual parent orientations are held for parents of ELLs and potential ELLs, as specified in New York City Department of Education requirements. These orientations are provided so that parents can make informed choices about

programs for their children. Ongoing ESL Classes for adults (“Crossroads Café”) provide opportunities for our Parents to improve their own Reading, Writing and Oral Communication skills in the English Language and to become more proactive in assisting their children with their educational challenges.

7. School Committees

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

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8. School Sponsored Parent Workshops and Classes

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

9. Other School Based Activities

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

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

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

Under a citywide Office of Family Engagement and Advocacy, Parent Involvement is coordinated and uniform throughout New York City. In addition, each District will have District Family Advocate who will work closely with the District 25 Superintendent to assist parents. There

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will continue to be Parent Conferences, ELL Conferences and larger venue Parent Programs and Workshops throughout New York City. There are Citywide events and widespread opportunities for Parent Learning. As these events are announced, the PS165Q Parent Coordinator will make sure that our Parents have every opportunity to take advantage of everything the NYC Department of Education has to offer.

Community Education Councils (CEC)

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

Presidents’ Council

The Presidents’ Council is an organization comprised of representatives from each of the school based Parents Associations. Our PTA Co-Presidents attend the regularly scheduled monthly meetings to share ideas and discuss educational programs. The Council provides an excellent forum for learning about parent

involvement opportunities and how to incorporate these programs into the fabric of PS 165Q.

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

The Edith K. Bergtraum Elementary School

PS 165Q

70-35 150th Street

Flushing, N.Y. 11367

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

Raquel DeMillio, Principal

Rachelle Legions, Assistant Principal

October 26, 2010

P.S. 165 Title I School-Parent Compact

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

The School Agrees:

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

Raquel DeMillio, Principal

Date

The Teacher Agrees To:

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

Teacher's Signature

Date

The Student Agrees To:

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

Student's Signature

Date

The Parent/Guardian Agrees:

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

Parent/Guardian's Signature

Date

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

Thank you.

RD:lm

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

Dear Ms. DeMillio,

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

Parent/Guardian's Signature

Date

Child's Name

Class

Child's Name

Class

Child's Name

Class

**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 204	District 25	School Number 165	School Name Edith K. Bergtraum
Principal Raquel DeMillio		Assistant Principal Rachelle Legions	
Coach N/A		Coach N/A	
Teacher/Subject Area Marcia Barnett		Guidance Counselor Karen Konstan	
Teacher/Subject Area Michele D'Amato		Parent Cecelia Chung	
Teacher/Subject Area Paola Cayea		Parent Coordinator Susan Friedman	
Related Service Provider Hannah Krupchik		Other Debbie Spector	
Network Leader Diane Foley		Other Beth Goldberg	

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

C. School Demographics

Total Number of Students in School	638	Total Number of ELLs	98	ELLs as Share of Total Student Population (%)	15.36%
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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.

PART II: ELL IDENTIFICATION PROCESS

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

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

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

All new admissions identified to be English Language Learners based on their Home Language Surveys take the LAB-R and are placed in an appropriate setting with mandated ESL service within ten days of admission. Students whose Home Language Surveys indicate Spanish as a dominant home language are administered the Spanish Language Assessment Battery. Parent Orientations are ongoing, the scheduling determined by patterns of admissions. Parents who cannot attend an orientation are contacted by our ESL staff so that this can be rescheduled in a timely manner, that being within ten days of admission. If it is still impossible to schedule, an orientation may be conducted over the phone with the assistance of a trained interpreter. Ultimately, all newly admitted ELLs have Parent Selection forms completed. All parents who selected bilingual or dual language programs as their first choice are informed as to which schools have these programs available.

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

Since 2005 the overwhelming majority of parents have opted to have their children receive instruction within the framework of the Freestanding ESL program offered at our school. In September 2009, 22 Parent Survey and Program Selection forms were returned. Of these, 21 parents opted for the Freestanding ESL program. One parent changed his selection when he understood that his child would probably have to transfer to another school for the bilingual program. This year, September 2010, 100% of our 20 new ELL admissions opted for a Freestanding ESL program on their Program Selection forms. Our program model is aligned with parent requests. At this time we do not have a bilingual program at P.S. 165. However, Program Selection forms are routinely evaluated by LAP team administrators to assess whether there is a growing desire for Transitional Bilingual Education. If future Program Selection forms indicate a trend toward bilingual education combined with the default option for TBE total 15 or more students across two contiguous grades, a Transitional Bilingual class will be formed.

se to questions 1-6 here

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
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	8	8	16	16	12	8								68
Total	8	8	16	16	12	8	0	0	0	0	0	0	0	68

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	98	Newcomers (ELLs receiving service 0-3 years)	79	Special Education	15
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	1

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	79	0	13	18	0	2	1	0	0	98

Total	79	0	13	18	0	2	1	0	0	98
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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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	5	2	3	7	7	1								25
Chinese	7	3	3	2	2	1								18
Russian	1	2	2	6	3	2								16
Bengali														0
Urdu	2	1	1	1	1	1								7
Arabic	1	1	0	0	0	0								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	0	2	0	0	1	0								3
Other	2	4	7	5	5	4								27
TOTAL	18	15	16	21	19	9	0	0	0	0	0	0	0	98

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.

PART IV: ELL PROGRAMMING

P.S. 165Q employs a Push-In/Co-Teaching instructional model for 80 mandated ELLs. Four ELLs with special education placement are given the designation of “X-coded”, indicating that they are served as per their Individual Education Plan. In order to provide mandated ESL service to all of our ELLs, children often push in to different classes where the ESL instruction is taking place. Instructional integrity is maintained in graded groups. Peer teaching is encouraged in heterogeneous grouping.

Three certified ESL teachers serve our ELLs in Kindergarten and grade one utilizing two instructional models. One model consists of a fully-certified ESL teacher targeting ELL students in the classroom. Fourteen students are served using this model. The teachers use ESL methodologies in their classroom teaching to meet the academic needs and mandates of the ELL students. Two certified ESL teachers serve grades two through five. Common grade classrooms are closely situated enabling efficient pick up and drop off. Explicit ESL instructional minutes are delivered in the program model as per CR Part 154 as follows: 21 Beginning ELLs receive 360 minutes per week of ESL instruction and 360 minutes per week of ELA instruction. 32 Intermediate ELLs receive 360 minutes per week of ESL instruction and 360 minutes per week of ELA instruction. 45 Advanced ELLs receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction.

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

Instruction is differentiated for different ELL subgroups. SIFE frequently have assigned to them a bilingual teacher or paraprofessional to work with in the content areas during the extended-day period. Lower-level trade books are added to classroom libraries. Native language texts are supplied so the student can begin to scaffold English language learning over a strong native language base. Leap Frog Learning Systems, a research-based learning program, allows the student to work at his own pace, acquiring second language skills independently. Content areas are the focus of our ELL AM Academy, offering these students additional opportunity to strengthen academic skills. ELLs in US schools less than three years (newcomers) receive academic support. Classroom buddies sharing the same native language familiarize newcomers with school routines and expectations. Parent Orientations are routinely conducted where administration, our Parent Coordinator and our ESL teachers familiarize parents about various educational options for their ELL children. Our Parent Coordinator offers classes in English as a Second Language to parents of our newly admitted ELLs. Our ELL AM Academy offers these students additional opportunity to strengthen academic skills. Leap Frog Learning Systems is also utilized in the classroom for these students. Native language texts, leveled libraries and bilingual dictionaries are available in classrooms, as well as in our school library. During the extended-day period, newcomers work with bilingual staff members scaffolding content area material. Data patterns across proficiency levels and grades indicate that ELLs acquire speaking and listening skills before reading and writing. Instructional decisions reflect this sequence of acquisition. Beginning level ELLs receive greater exposure to oral/aural modalities, while more advanced students receive more intensive reading and writing instruction within the Balanced Literacy framework. Academic language is isolated and analyzed,

focusing on Tier Two and Tier Three vocabulary words.

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

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

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

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

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
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
100%	
75%	

50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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?

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

ELLs who have reached proficiency, i.e. those who scored "Proficient" on the NYSESLAT in 2008 and 2009, receive the same test modifications as presently designated ELLs. These modifications are: 1 1/2 extended time, separate location, third reading if the listening

portion of the ELA, etc. Additionally, these former ELLs participate in our Title III ELL AM Academy, where content area Science and Social Studies, as well as English Language Arts, are taught by certified ESL teachers.

New initiatives have been in place since the 2009-2010 school year. Within the framework of the Push-In model, ESL teachers introduce an academic vocabulary component to second language learning. These teachers work with ELLs in their classrooms to extract academic vocabulary from their lessons and utilize practiced strategies to decipher or assign meaning. In addition, ELLs, under the tutelage of their ESL teachers, become adept at breaking down complex sentences to derive meaning from nonfiction text. Analysis of sentence structure, reference clues, academic vocabulary and other lexical items supports comprehension. Co-teaching is an effective model for inclusive practices to accommodate the needs of diverse ELLs. It enables ELLs to meet national, state and core standards and it enhances creative collaboration between ESL and mainstream teachers.

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

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

b) Curriculum Associates - Passwords Series – Social Studies and Science Vocabulary

c) Options - Best Practices in Reading – Pairing Fiction with Nonfiction

d) Rigby - On Our Way to English - leveled libraries

e) Scholastic News Magazine – Editions 1, 2 and 3

f) National Geographic - Nonfiction Reading and Writing Workshops

g) Leapfrog Learning Systems – LeapPad Libraries

h) Internet

i) Word processing

j) Power Point slide shows

k) SMART Board

l) Study Island software

m) Renzulli Learning software

n) Bilingual dictionaries

o) Native language trade books

p) Attanasio & Associates, Inc. – Getting Ready for the NYSESLAT

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

At this time no activities are in place to assist newly enrolled students before the beginning of the school year.

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.

Professional Development and Support for School Staff

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

Improving instruction for ELLs in the classroom has been a schoolwide initiative for the last three years. Professional development is provided at faculty conferences, grade conferences and during staff development days to support this effort. 7.5 hours of ELL training for all staff (excluding teachers who hold ESL or bilingual licenses as per Jose P.) is part of our Title III program for the 2010-2011 school year. After-school staff development workshops focus on sharing best practices within the Push-In instructional model, strategies for strengthening ELLs’ familiarity with academic vocabulary, encouraging greater parental involvement of ELLs and differentiating instruction for ELLs in the mainstream classroom. Records of these professional development activities are maintained by the administration of the school.

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

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?

Parental Involvement

PS 165Q Parental Involvement Policy
(Title I – School-Wide Program)

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

TRANSLATION SERVICES AVAILABLE

For written translation of important school documents, P.S.165 uses the NYCDOE Translation and Interpretation Unit to provide translations in seven DOE-recognized languages. We have translations made in Chinese, Spanish, Russian, Urdu, Korean, Arabic and Bengali. For oral translations we request the services of bilingual paraprofessionals and parent volunteers (Bilingual Buddies) who assist non-English speaking parents. We make use of these staff members during Parent Teacher conferences and other important school meetings (i.e. IEP meetings) and activities. Bilingual Buddies and paraprofessionals also translate at parent workshops and meetings upon parental request.

We also assist parents in need of translation through the DOE Translation Unit by Phone. They offer many additional languages and can conference with the teacher/administrator with the parent from their offices.

OPPORTUNITIES FOR PARENT INVOLVEMENT AT PS 165Q

SCHOOL BASED ACTIVITIES

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

Parent/Teacher Association (PTA) Activities

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

Parent/Teacher Conferences and Meet the Teacher

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

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

Pre- K and Kindergarten Orientation

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

Curriculum Fairs, Musical Performances, School Plays

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

School Leadership Team (SLT)

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

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

English Language Learner (ELL) Parent Orientations

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

School Committees

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

School Sponsored Parent Workshops and Classes

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

Other School Based Activities

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

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

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

With the recent reorganization of the Department of Education, June 2007, there is now a citywide Office of Family Engagement and

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

Parent Lobby Day

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

Community Education Councils (CEC)

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

Presidents' Council

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

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

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)	7	7	1	2	4	0								21
Intermediate(I)	0	8	5	12	5	2								32
Advanced (A)	11	0	10	7	10	7								45
Total	18	15	16	21	19	9	0	0	0	0	0	0	0	98

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0							
	I	5	1	2	2	0	1							
	A	7	13	10	6	0	5							
	P	3	2	9	7	6	8							
READING/ WRITING	B	5	1	4	3	0	1							
	I	10	5	10	8	0	3							
	A	0	5	7	4	6	10							
	P	0	5	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	7	2	0	18
4	1	7	0	0	8
5	4	6	3	0	13
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	0	9	0	3	0	1	0	16
4	0	0	2	0	6	0	1	0	9
5	1	1	7	0	3	1	1	0	14
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	3	0	6	0	0	0	10
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3	1	2	0	6	1	0	0	13
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

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 V: ASSESSMENT ANALYSIS

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

NYSESLAT Modality Analysis results for 2010 support these findings:

Listening/Speaking – Beginning –	0 all grades
Intermediate –	K-5, 1-1, 2-2, 3-2, 4-0, 5-1
Advanced –	K-7, 1-13, 2-10, 3-7, 4-6, 5-8
Proficient –	K-3, 1-2, 2-9, 3-6, 4-10, 5-4
Reading/Writing - Beginning –	K-5, 1-1, 2-4, 3-3, 4-0, 5-1
Intermediate –	K-10, 1-5, 2-10, 3-18, 4-0, 5-3
Advanced –	K-0, 1-5, 2-7, 3-4, 4-6, 5-10
Proficient –	K-0, 1-5, 2-0, 3-0, 4-0, 5-0

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

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

In Grade 3, three ELL scored Level 1, nine ELLs scored Level 2, three ELLs scored Level 3 and one ELL scored Level 4 on the NYS Math assessment. In Grade 4 two scored Level 2, six scored Level 3 and one ELLs scored Level 4. One fifth grade ELLs scored Level 1, seven scored Level 2, three scored Level 3 and one scored Level 4.

One ELL scored level one on the Native Language version of the NYS math test.

Ten ELLs took the NYS science test in Grade 4. One ELL scored Level 1, Three ELLs scored Level 2 and six scored Level 3.

Thirteen ELLs took the NYS Social Studies test in Grade 5. Three scored Level 1, two scored Level 2, and six scored Level 3. One ELL scored Level 1 on the native language version of the test.

Additional Information

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

Part 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		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 25q165

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	306,946	19,354	326,300
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,069	194	3,263
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15,347	*	
4. Enter the anticipated 10% set-aside for Professional Development:	30,694	*	

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

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

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

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

3. Instruction by highly qualified staff.

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.

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

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

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.

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.

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.

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.

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 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	yes			257,836		16,21,22,26,27,29,30,39,40
Title I, Part A (ARRA)	Federal	yes			19,160		15,16,37,39
Title II, Part A	Federal	yes			36,273		5,16,21,22,25,26,27

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.

Title III, Part A	Federal	yes			15,280		15,16,25,26,30,32,33
Title IV	Federal			n/a			
IDEA	Federal		no				
Tax Levy	Local	yes			2,669,432		5,15,16,17,21,22,25,26,29,30,39