



THE ROBERTO CLEMENTE SCHOOL PS19K

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 14K019

ADDRESS: 325 SOUTH 3RD STREET, BROOKLYN NY 11211

TELEPHONE: 718-387-8554

FAX: 718-782-2446

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 19-K **SCHOOL NAME:** Roberto Clemente

SCHOOL ADDRESS: 325 South 3rd Street Brooklyn NY 11211

SCHOOL TELEPHONE: 718-387-8554 **FAX:** 718-782-2446

SCHOOL CONTACT PERSON: Maria Witherspoon **EMAIL ADDRESS:** MWither@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jacqueline Calabro

PRINCIPAL: Maria Witherspoon

UFT CHAPTER LEADER: Patricia Tambakis

PARENTS' ASSOCIATION PRESIDENT: Candida Mejia

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 14 **SSO NAME:** Community Learning Support Organization

SSO NETWORK LEADER: Dr. Yvonne Young

SUPERINTENDENT: James Quail

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Maria Witherspoon	*Principal or Designee	
Patricia Tambakis	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
Candida Mejia	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Janice Meehan	Member/ Secretary	
Laura Keppis	Member/ Treasurer	
Maria Collado	Member/ Parent	
Elena Ibarra	Member/ Parent	
Divina Lopez	Member/ Parent	
Amalia Marmolejo	Member/ Parent	
Jacqueline Calabro	Member/ Chairperson	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Roberto Clemente School (PS 19K) is located in the Williamsburg neighborhood of Brooklyn, NY. The school is in the Community Learning Support Organization, one of the four Learning Support Organizations which comprise the New York City school system.

PS19K is a Title I school, servicing an ethnically diverse, low income/at-risk population of students in grades K-5. Many of the students entering our school have no prior school experience, and approximately 25% of the 409 students are English Language Learners presently including three students in temporary housing (STH). In addition, we serve a large population of students whose families have recently come to the U.S. from countries such as Mexico, Dominican Republic, Yemen, Puerto Rico, etc.

The **Vision** of PS19K is for student, parents and staff to work collaboratively to develop a rigorous and challenging academic, social and safe environment. All members of the community will be responsible and active participants in each child's education while meeting the highest standards and the needs of each individual student.

The **Mission** of the PS19K school community is to meet the needs of our diverse school population and create a safe and secure environment in our school. We are striving towards meeting all New York City and New York State standards while instilling a love of learning for all our children. Mutual respect cooperation and understanding on the part of all participants must be present in the learning process for our students to become life long independent learners, productive thinkers and involved members of society.

The school consists of a full-day Kindergarten, two first grades, four second grades, three third grades, three fourth grades, and four fifth grade classes. We have a self-contained ESL program on grades four and five and an ESL pull-out program for students in grades K-5. In addition to our Special Ed. (12:1) we now have a 12:1:1 class. The average class size is 18-22 in Grades K-3, and 25-30 in grades 4 and 5. Our students are grouped heterogeneously. Our daily attendance rate is currently 95.6%.

We have a full time guidance counselor, a part time mandated counselor, a full time school psychologist, part time social worker, full time family worker, a full time speech teacher and a hearing therapist. Our teams (Attendance committee, Academic Intervention Team (AIS) Pupil Personnel Team, safety crisis Team, Profession Development Team, Grade Collaborative Team, and Data Inquiry Team) meet to discuss the academic and emotional needs of all students. Data is utilized to differentiate instruction and drive instruction based on the strength and weaknesses of all students.

Based on our needs assessment, PSK19 has incorporated Reading First into our K-3 curriculum and Story Town for grades 4 and 5. Reading First is a federally funded program, part of the No Child Left Behind legislation, designed to provide research-based reading programs for students in Kindergarten through third grade. The purpose of Reading First is to ensure that all children read on grade level. Everyday Math is our primary math instructional program. This program incorporates problem solving manipulatives and writing in mathematics. The standards are part of the integrated curriculum. The classroom teachers align their instruction to the NYS standards. The literacy and math programs are supported by coaches who demonstrate lessons and provide monthly professional development workshops.

Grades K-5 follows the city science curriculum which is a blend of FOSS and Hartcourt. The science cluster will provide a variety of materials and non-fiction literature for our students. She will also provide Professional

Development to the staff and organize the annual science fair. Technology will be integrated and utilized in the classroom to reinforce the science curriculum.

Grades K-5 follows the social studies state standards and teaches social studies through document based learning and integrated with reading and writing.

Academic Intervention services are provided to our at risk students during the school day. Additional services include morning tutoring, SES reading and math after-school programs.

PS 19K welcomes parent involvement. Our parent coordinator continues to encourage parents to become an active part of our school community by volunteering their time and talents.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	The Roberto Clemente School PS19K			
District:	14	DBN #:	14k019	School BEDS Code #: 331400010019

DEMOGRAPHICS									
Grades Served in 2008-09:	<input 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 type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		95.1	94.4	94.9		
Kindergarten	0	20	15						
Grade 1	77	62	73	Student Stability: % of Enrollment					
Grade 2	117	93	75	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	135	119	104		92.9	92.7	94.9		
Grade 4	106	119	104						
Grade 5	91	99	104	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					89.8	89.8	89.8		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11					2	4	3		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	526	500	450		19	11	15		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	0	5	8						
No. in Collaborative Team Teaching (CTT) Classes	0	3	7	Principal Suspensions	0	1			
Number all others	54	68	58	Superintendent Suspensions	1	4			
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			
# in Trans. Bilingual Classes	69	36	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	108	109	128	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	9	8	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	40	42	41
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	6	5	2
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	0	0	0
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	95.0	90.5	90.2
Black or African American	0.4	1.2	2.0	Percent more than five years teaching anywhere	80.0	81.0	82.9
Hispanic or Latino	98.7	97.2	94.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.4	0.4	Percent Masters Degree or higher	95.0	93.0	98.0
White	0.8	1.2	1.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.4	97.9	100.0
Multi-racial							
Male	52.3	52.8	55.1				
Female	47.7	47.2	44.9				

2008-09 TITLE I STATUS				
<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes x No <input type="checkbox"/>		If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
<input type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1	Improvement – Year 2
<input type="checkbox"/>	Corrective Action – Year 1	<input checked="" type="checkbox"/>	Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native	—	—	—			
Black or African American						
Hispanic or Latino	✓	✓	✓			
Asian or Native Hawaiian/Other Pacific Islander	—	—	—			
White	—	—	—			
Multiracial	—	—	—			
Other Groups						
Students with Disabilities	✓ ^{sh}	✓	—			
Limited English Proficient	✓ ^{sh}	✓	✓			
Economically Disadvantaged	✓	✓	✓			
Student groups making AYP in each subject	4	5	4	0	0	0

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	64.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	12.6	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	19.23	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	35.3	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	Proficient
<p>Note: Progress Report grades are not yet available for District 75 schools.</p>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

PS 19K student performance trends show that in English Language Arts, we are still performing below state standards across the grades. Our students scored 51.3% in ELA. In math, we are scoring 65.2% on or above grade level. We are in our fourth year of Reading First, in grades K – 3. We continue to use Hartcourt Story town in grades 4 and 5. This year with safe harbor, our students with disabilities and ELLs made (AYP) Annual Yearly Progress. .

Greatest accomplishments: When we examined the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores for our Kindergarten to Gr. 3 students, we found that 75% of these students are scoring either "strategic" or "benchmark." The Reading First program is beneficial for our students. We have made AYP in ELA and Math. . We have created special education classrooms (12:1 and 12:1:1) in order to accommodate families in the community who have children with special needs. A variety of extracurricular activities are available for the students from the arts to academics. Parent workshops (academic and informational) such as English as a Second Language and test prep for parents are offered during and after the school day. Parents support the school through the "Learning Leaders" volunteer program. PTA meetings are held in the evening, with bilingual translation to accommodate parents' needs. We have a new playground to address the physical activity and health needs of the students.

Significant aids to continuous school improvement: working data room and improved use of data materials, math and reading coaches, excellent student attendance, inquiry team, and a Kindergarten class.

Significant barriers to continuous school improvement: school population is declining due to students moving out of state to other boroughs, or other parts of Brooklyn; lack of qualified/specialized licensed substitute teachers; few teachers comfortable with technology, many parents unable to assist students in reading at home because they do not speak English; and limited parent involvement.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Students in the lowest one third will show a 10% increase in the ELA as per the 2010 New York State English Language Arts Assessment Exam.

Students in the lowest one third will show a 10% increase in the Math as per the 2010 New York State Math Assessment Exam.

To increase the response so that teachers are no longer average but above average in the academic expectation and communication category and increase our score from 7.6 to 8.6 as judged by the Spring 2010 Learning Environment Survey Report.

To increase by June 2010 the number of teachers who integrate technology by 15% to support and enrich the core curriculum.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students in the lowest one third will show a 10% increase in the ELA as per the 2010 New York State English Language Arts Assessment Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Continue Reading First program in Grades K to 3, and Harcourt “Story town” for Grades 4 & 5 in both general, ESL and special education classes (12:1 and 12:1:1) Wilson Reading Program and Wilson Foundations for Special Education Teacher Support Service (SETSS) students, in grades K-5, by special education teachers in daily pull-out small group setting. Students receive morning tutoring and Academic Intervention Support (AIS). After-school services for ELL students, Grades 3-5, in small group settings by licensed teachers, school day ESL pull-out program in grades k-5. SES programs after school for all students, Grades K-5, in small group settings, by licensed teachers and SES staff members. Emphasize enrichment and vocabulary development in all curriculum areas. Establish class reduction for grades k-3 class, enabling teachers to address student needs in a small student/teacher ratio. Continued Grade 4 and Grade 5 self-contained ESL classes. Increase the use of technological software for teachers through PDs. Student use of Leap Frog, RAZ- Kids, ticket to read, Renzulli enrichment, and I station enrichment. Students use their classroom leveled libraries to choose “just right” books throughout the year. Special Education Improvement Specialist will provide additional support.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Year 4 of Reading First grant, monthly professional development, 50% of coach salary provided by grant, staffed by Reading First certified teachers. Wilson provided by Wilson trained SETSS teachers, budgeted from both special needs support services and tax levy. Class reduction from EGCSR state funding Gr. 5 self-contained ESL class through C4E allocation.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

ECLAS – twice yearly, DIBELS – weekly progress monitoring DRA, running records, interim predictive reading tests - two times a year, Interim Targeted Assessment – three times a year, Scantron Ed Performance Series – three times a year. Scores will be obtained from Acuity.

After reviewing our needs assessment, the school leadership team found that the ELL student group has under performed all other subgroups in the past year. As a result, we have made progress for our ELL subgroup a priority goal for the 2009-10 school year. We project an increase in ELA scores for the target groups.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students in the lowest one third will show a 10% increase in the Math as per the 2010 New York State Math Assessment Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Continue Everyday Math across the grades. Emphasis on vocabulary and written math reflections across the grades. ELL students receive academic intervention on a weekly basis. ELL Studies with disabilities receive academic support in morning tutoring. Math coach provides additional support (lesson planning, modeling, etc.) to self-contained ELL, general and special education classes. Professional Development designed around results of custom-made class assessments. Parent workshops twice yearly, offered by math coach. “Game Day” conducted twice yearly, organized by math coach and implemented by teachers. SES programs provide math instruction in small groups after school. Establish additional class for class reduction, enabling teachers to address student needs in a small student/teacher ratio. Continue Grade 4 and 5 self-contained ESL classes. Increase the use of math technology. (EZCBN, Fun Math, Leap Frog)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Math Coach position provided by C4E allocation. Math professional development provided on a monthly basis during school day. Support staff money from Title I allocation, classroom teachers through tax levy. Class reduction from EGCSR state funding. Gr. 5 self-contained ESL class through C4E allocation.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.</i></p>	<p>Monthly collection of data by Math Coach from all classes. Predictive math tests – twice yearly, Interim Targeted Assessments – three times a year. Data analysis through Acuity. Scantron Ed Performance series – three times a year.</p> <p>After reviewing our needs assessment, the school leadership team found that the ELL student group has under performed all other subgroups in the past year. As a result, we have made progress for our ELL subgroup a priority goal for the 2009-10 school year. We project an increase in Math scores for our targeted groups.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): School Environment - Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the response so that teachers are no longer average but above average in the academic expectation and communication category and increase our score from 7.6 to 8.6 as judged by the Spring 2010 Learning Environment Survey Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>PTA meetings held in the morning and evening to enable more parents to attend. Administration has changed the focus of the observation process from “what is being taught” to “what is being learned.” Continued congruence in the implementation of the Individualized Education Plan (IEP) among IEP Team, special education and general education teachers throughout the year. Continued collaboration among service providers throughout the school. Progress reports sent home to parents three monthly. SAVE room addresses Teaching, Respect, Accountability, Integrated Team work school wide. Teaching Matters</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Common preps enable collaboration meetings among teachers. SAVE room from elementary cluster/quota funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.</p>	<p>Continue to increase the number of parents attending PTA meetings. Reduction in suspensions. Parent and Teacher surveys will indicate improved communication about the students’ performance.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by June 2010 the number of teachers who integrate technology by 15% to support and enrich the core curriculum.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional development will be provided by Department of Education specialists to all teachers in accessing and using data from ARIS, ACUITY and MCLASS. Follow-up support will be provided in-house by coaching staff.</p> <p>Technology workshops will be provided by consultants from Scholastic, Teaching Matters, and Renzulli enrichment, in using interactive technology for instruction. (Leap Frog, I-station, EZCBM).</p> <p>Web-based applications, such as Voyager’s “Ticket to Read,” “Reading Academy,” and “RAZ kids” are available for all students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding provided from the 5% of Title I money set aside for professional development for highly qualified teachers.</p> <p>Training will be scheduled for Staff Development Days and /or Saturdays throughout the year.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.</p>	<p>Teachers will share data with coaches in order to set up short-term target goals for their students at monthly professional development grade conferences.</p> <p>Our projected gain is to use technology to evaluate data and to differentiate lessons. Technology will help develop writing skills and assist students’ future technological abilities.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	7		22	22	1	3	1	
1	18		48	48	0	3	2	
2	36		92	92	1	2	2	
3	21		69	69	5	3	5	1
4	31	13	72	72	3	3	4	5
5	51	14	101	101	9	2	3	3
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Voyager Passport – small group during school day Harcourt Intervention – small group during school day Instruction is delivered in small groups of 6-8 students during school hours Wilson Reading, Wilson Fluency and Wilson Foundations – small group during school day, tutoring before school Supreme Evaluation and Kaplan supplementary educational services – small groups after school ESL after school program – small groups instruction using Rigby’s On Our Way to English, Language Proficiency Intervention Kit, and Getting Ready for the NYSESLAT Leapfrog and Leap track supplementary materials – tutoring before school, and small group during school day Renzulli, i-Station, Ticket to Read – internet based reading programs. (RAZ-Kids, Easy CBM)</p>
Mathematics:	<p>Everyday Math and McGraw Hill intervention materials – small group during school day Supreme Evaluation and Kaplan supplementary educational services – small groups after school Morning tutoring in small groups Internet based programs (Easy CBM, Leap Frog) Triumphs Math Program instructs in small groups of up to 8 students during the school day</p>
Science:	<p>Science teacher provides small group support on a weekly basis during morning tutoring and school day. Support staff provides instruction for students struggling in the content areas – especially ELL and students with disabilities. Internet based programs.(edheads.org, national geographic.com, amnh.org./ology, and cyberKides.com/fg/)</p>
Social Studies:	<p>Support staff provides instruction for students struggling in the content areas – especially ELL and students with disabilities.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Support to students exhibiting poor behavior, low self esteem or poor study habits, which could prevent them from advancing academically. Offered during school day in small group or one-to-one setting. Conflict resolution and peer mediation programs.</p>
At-risk Services Provided by the School Psychologist:	<p>Support to students exhibiting poor behavior, low self esteem or poor study habits, which could prevent them from advancing academically. Offered during school day in small group or one-to-one setting.</p>
At-risk Services Provided by the Social Worker:	<p>Support to students exhibiting poor behavior, low self esteem or poor study habits, which could prevent them from advancing academically. Offered during school day in small group or one-to-one setting.</p>

**Health-related Services:
T.R.A.I.T.S.**

**Conducts asthma awareness groups during school day, with students in Grades 3, 4, and 5.
Conflict Resolution Team Service Learning Programs, Character Building and Discipline.**

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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

Form TIII – A (1)(a)

Grade Level(s) k-5 **Number of Students to be Served:** 111 **LEP** 409 **Non-LEP**

Number of Teachers 3 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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.

PS19K provides an English as a Second Language program in order to assist students in grades k to 5 increase language production and proficiency. All ELL students receive the required number of units of ESL instruction. Beginning and intermediate students receive 360 units of ESL and advanced students receive 180 units of ESL. All levels of English Language acquisition are addressed during lessons through the use of graphic organizers and cooperative activities target the four modalities: Listening, Speaking, Writing, and Reading. There are computers in each classroom and laptops are available for the students to use not only for word processing but also for research projects. Best practices such as modeling, scaffolding, hands on activities, the use of graphic organizers and books on CDs. Reader's and writer's workshop are incorporated. Results from ARIS and other assessments are used for differentiated instruction. Technology such as Leap Frog contributes to progress for students that score low on the Listening subtest.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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

Form TIII – A (1)(a) 14K019

Grade Level(s) k-5 **Number of Students to be Served:** 126 LEP 297 Non-LEP

Number of Teachers 3 **Other Staff (Specify)** Literacy coach

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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Title III Instructional Program:

P.S. 19K will use Title III funding to provide an ESL After School program in compliance with NCLB guidelines.

P.S. 19K Title III After School program provides our English Language Learners focused language instruction and targeted test preparation for state and city exams. Students in the program will receive small group instruction twice a week from January 5th through May/June 2010 a total of 34 sessions. We will meet Tuesdays and Thursdays for a total of four hours per week from 3:00- 5:00pm. All LEP students from grades three to five are invited to participate in the program.

We project a total of 50 students. To address the range of linguistic and academic abilities among our ELL population, these students will be placed in a program based on data from the NYSESLAT and ELA scores. Three teachers will be used to provide services. These teachers are not ESL certified but have been exposed to ESL methodologies and are experienced with ELL students. An ESL teacher will team-teach with these teachers and rotate between the groups to provide instructional support to ELLs.

As a result of the NYSESLAT subtest which indicates an overall weakness in writing skills and reading , we will be using the following materials for all groups according to levels: NYSESLAT test prep, High - Low leveled readers and Leveled Readers, ESL Easy English News, Writing Fundamentals and Essential Skills.

Professional Development:

A certified ESL teacher and the literacy coach conduct a teacher workshop on the implementations of ESL strategies , assessments and setting up Listening Centers. It will be during the month of January for 2 hours.

The program will be supervised by Ms. Rickey , Assistant Principal, under other after school programs and will be at no cost to Title III. Instructional supplies that are listed have been calculated with Title III funds. Other supplies will not be purchased with Title III funds.

The Beginner and Newcomer Group:

This group is composed of 10 students with very limited English abilities in all four testing modalities- reading, writing, listening, and Speaking. We will focus on the acceleration of both social and academic language development by strengthening student foundation in the four testing modalities. Such skills include phonemic awareness, vocabulary enrichment, early reading skills, sentence writing and recognition, and increased oral and auditory comprehension and fluency. Students will be using the NYSESLAT test prep materials for upcoming exam and language development within the four modalities. In addition, they will be using writing fundamentals, based on models of best practice in writing instruction. They will be exposed to authentic texts enhancing literacy development in accordance to their appropriate levels.

The Intermediate Group:

This group will approximately service 10-12 students. Student in this group scored in the rang of Intermediate on the NYSESLAT test and range from 1-3 on the ELA and Math exams. Test data indicates that their social language is one of their strengths but are still struggling with academic language in both reading and writing. These students will use The ESL newspaper to enhance reading skills through meaningful text. In addition attention will be given to the more complex elements of comprehension and fluency in Reading and Writing such as sentence and paragraph structure, conveying understanding through writing, re-telling, identifying main idea, character analysis, and the use of details.

The Advanced Group:

This group will service approximately 10 students. The focus of the advanced group is to continue to overcome academic weaknesses and reach proficiency on the NYSESLAT. Students will focus on topics of Reading and writing such as genre study, test- taking strategies (scanning, skimming, and re-reading) and making text-to-self, text-to-text, and text-to-world connections. These students will be exposed to real life situations that will help them make the texts connections through the use the ESL News paper.

All of the above levels will be using the Empire State NYSESLAT Test Prep materials, the writing fundamentals, and Essential Skills. This software component automatically records student's results and will be effective for student planning.

Description of Parent Participation:

The ESL Title III After School program will offer all ELL parents the opportunity to participate in the following workshop: Test taking strategies and test information for ELL. The workshop will focus on equipping them with strategies for best supporting their child's academics. This session will educate parents on the components of the upcoming state exams and will be given take home strategies to help their child succeed on these test. Title III will pay per session for 2 hour-one ESL teacher and refreshments for parents during the workshop. The workshop is projected for March 24, 2010 from 3-5 pm. We expect 25 parents to attend. Refreshments will be provided for the parents. In addition we will provide the parents with a lending library and supplies to further support their children's learning.

Form TIII – A (1)(b)

School: PS19K **BEDS Code:** 331400010019

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this home category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	10,776.24	January – April 3 teachers x 2hrs x 27 Sessions x \$49.89 = 8,082.18 1 ESL Teacher x 2hrs x 27 sessions x \$49.89 = 2,694.06 Total: \$10,776.24
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	99.78	Parent Workshop will be held after- school- 2 hour long workshop, offered by an ELL staff member. 1 Teacher x 2hrs x 1 session x \$49.89 = \$99.78
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	6,910.14	ESL Easy English News 20-49 copies- cost per month-61.25 x3= 183.75 Empire State NYSESLAT (Test Prep) Classroom Packages – 30 student books, 1 annotated teacher’s edition, and 1 audio CD\$ 499.95 – 1 set per grade (k-5) Total= 2499.75 Schoolwide Inc. Genre Studies Grades k-5 – Writing Fundamentals Units of Study K-5
Educational Software (Object Code 199)	6,452.95	Essential Skills : everyday English/ first words, and school stories for ELLs. High-Low & Leveled Readers. and Assessment Suite.
Travel		

Other	1,000.00	Refreshments and supplies for Parent Workshop and a Lending Library
TOTAL	\$21,580	

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.

ATS Reports and Home Language Survey are used to assess the language and provide appropriate language translation.

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.

All materials are distributed in both primary languages, taking into account that Spanish is the primary language of our population.

Also, our school has taken into account of families that speak Tibetan and Arabic. We are able to download most letters from the Board of Education website.

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.

All letters, forms, Report Cards and Progress Reports are provided in both Spanish and English to parents. When available, translated versions from the Board of Education are provided.

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.

Our Bilingual Spanish staff as well as the Parent Coordinator is available to provide translations for our Spanish speaking parents.

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>.

Posters are placed in the lobby offering translation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	553,205	69,042	622,247
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,532		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		691	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,660		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3454	
6. Enter the anticipated 10% set-aside for Professional Development:	55,320		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6904	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. **Not applicable.**

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

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

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



The Roberto Clemente School – P.S. 19K

325 South 3rd Street
Brooklyn, New York 11211
Phone: (718) 387 – 8554
Fax: (718) 782 – 2446



Maria Witherspoon
Principal

Martha Rickey
Assistant Principal

PS 19 Title I Parent Involvement Policy

1. PS 19 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - a. Make parents aware of the literacy programs and math programs in the school. Our bilingual counselor will provide a parent workshop to help the parents understand the information. Kaplan and Great Leap’s support staff will conduct on site workshops for the parents to access and interpret their child’s academic intervention data. Title I support staff teachers will meet with the parents to make them aware of the DRAs through written literature and workshops. READ 180 staff support will provide

demonstrations for the supplemental academic intervention program for the 3rd grade students through the use of technology. In the Every Day Math Program, coaches and teachers will provide a program review during the Parent Curriculum Tea.

2. PS 19 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - a. Make parents aware of all school activities and events through the distribution of school notices as well as school calendar. We will send parent correspondence in English and Spanish informing parents of workshops and meetings on various academic issues. On going school leadership team will conduct meeting to review assessment data, obtain feedback and incorporate all information to improve academic achievement. Parents involved in the SLT will attend the Elementary School Principal’s Association conference workshops, which enable the parents to have a better understanding of the elementary school curriculum and child development process.
3. PS 19 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: (e.g. Title III, Third Grade Initiative, etc.) by:
 - a. PS 19 will encourage and train parents to volunteer to assist in lunchrooms, classroom, on trips, and in all other aspects of the school environment.
4. PS 19 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. Our school leadership team will have parental participation with equal teacher-parent participation. Learning leaders will provide parent workshops to train parents to volunteer in various school aspects.

Our School Leadership Team will review the parent involvement policies. We will conduct an informal survey of our Title I parent body to determine their needs at least once per year or as the need arise. In addition, the SLT will review parent programs and policies and make recommendations for changes. The SLT is made up of 50% parents and 50% staff, so there is equal parent participation in the decision making process.

5. PS 19 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and
 - vi. How to work with educators.
 1. Conduct workshops and training programs on topics that are of concern to PS 19 parents.
 - b. PS 19 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 1. To encourage parent participation at Parent Teacher Conferences, Open School week and other open house programs.
 - c. PS 19 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other school staff on how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

Providing meaningful opportunity for parents to become involved in school through workshops geared to give resources increasing family support to better increase children's learning at home.
 - d. PS 19 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
 1. To encourage parent participation at Parent Teacher Conferences, Open School week and other open house programs.

The Pre-K students attend PS 319 Williamsburg Early Childhood Center and; therefore, we do not provide any involvement.

- e. PS 19 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - 1. All correspondence from the school, to parents, will be in Spanish and English. A bilingual translator – the parent coordinator or ESL/Bilingual coordinator will provide translation for parents.

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by our Executive Board meeting on October 16, 2009, and general PTA meetings that will take place on October 16, 2009, and November 12, 2009.

This policy will be adopted by PS 19 at our next scheduled School Leadership Team meeting and PTA meeting and will be in effect for the 2009-2010 School Year. The school will distribute this policy to all parents of participating Title I Part A children on or before December 18, 2009.

PS 19 Principal: _____

PTA President: _____

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

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



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Fax: (718) 782 – 2446



Maria Witherspoon
Principal

Martha Rickey
Assistant Principal

PS 19 School Parent Compact

School Responsibilities:

PS 19 will:

- ⇒ Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Training sessions/workshops on diverse topics will be offered to parents.
 - PS 19 will solicit parent and community input through meetings, interviews, surveys, etc. regarding the education of the students it serves.
- ⇒ Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - PS 19 will convey instructional goals and objectives to parents at school-wide meetings and parent conferences.
- ⇒ Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - PS 19 will inform parents of the individual achievement levels of students.
- ⇒ Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- PS 19 will offer flexible scheduling of parent meetings, training sessions, and various school functions to maximize parent participation.
- The school will send home letters, notices, etc. in Spanish and English so as to enable all parents to have access to school information.

⇒ Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows:

- Parents will be notified of school functions in a timely manner.

Parent Responsibilities:

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

⇒ Supporting my child’s learning by making education a priority in our home.

- As an involved parent, I will support my son/daughter by ensuring that he/she attend school daily and arrive at school on time.
- I will assist my child with all homework and make sure that he/she reads every night.

⇒ Volunteering in my child’s classroom.

⇒ Participating, as appropriate, in decisions relating to my children’s education.

- I will participate in parent groups/activities to contribute to the decision-making process within the New York City Public School System.

⇒ Participating in school activities on a regular basis.

- I will attend school and region parent conferences.

⇒ Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.

- I will seek information regarding my son/daughter’s progress by conferring with teachers, the principal, and other regional personnel.

⇒ Reading together with my child every day.

- I will assist my child with all homework and make sure that he/she reads every night.

⇒ Being aware of and following the rules and regulations of the school and district.

- I will follow the New York Citywide Standards of Discipline.

⇒ Supporting the school's discipline policy.

- I will encourage my son/daughter to follow the rules and regulations of PS 19.

PTA President: _____

PS 19 Principal: _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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. **PS19K student performance trends show that in English Language Arts we are performing below state standards across the grade. Our students scored 51.3% in ELA. We are in our fourth year of Reading First, in grades K – 3. We continue to use Hartcourt Story Town in grades 4 and 5. This year with safe harbor, our students with disabilities and English Language Learners made (AYP) Annual Yearly Progress. .**

1. meet the State's proficient and advanced levels of student academic achievement. **90 minute reading block utilized, after school programs are available to all students, morning tutoring , summer and Saturday programs .**
 - a) 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.

B) Reading First (K-3) and Harcourt Story Town (4-5) and Everyday Math (k-5) are used as our core curriculum.

2. Instruction by highly qualified staff. **100% of the staff is currently highly qualified.**
3. 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. **classroom teachers and coaches 3-5 common preps available weekly for each grade level and congruence with support staff.**
4. Strategies to attract high-quality highly qualified teachers to high-need schools. **We have a structural mentoring program supporting new teachers, professional development within the school and by (SSO) school Support Organization, network specialist and attend professional conferences. We also utilize our staff expertise to provide the opportunity to share best practices.**
5. Strategies to increase parental involvement through means such as family literacy services. **PTA meeting offered in the evening and morning in Spanish and English. PTA meetings coordinated with our community based organization (St. Nicholas). Parents along with the parent coordinator attend workshops, provide preparation writing classes for the High School Equivalency Diploma Exam, computer classes, and Nutrition classes through Cornell University.**
6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **We have ongoing communication with daycare and invite throughout the year to participate in holiday events.**
7. 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. **We use diagnostic assessment to access and provide instruction and ongoing assessment to evaluate the level of performance through the program and provide differentiated instruction.**
8. 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. **(AIS) Academic Intervention Service, morning tutoring, at risk, on line active enrichment to support the curriculum, and Kaplan. Through professional Development and Technology Friday, teachers are provided with varied forms of assessing students in order to diagnose the performance level and to plan accordingly to provide differentiated instruction. DIBELS**

and progress monitoring, Scantron Educational Performance, and end of the unit assessment are ways to ensure that student's difficulties are identified and provided with appropriate assistance. These are on going assessments.

9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. **Our regular school programs and after school programs are supported by Title I , Title III, and Tax Levy funds. We have a SINI grant. We utilize all funds to support our core curriculum.**

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.

10. Use program resources to help participating children meet the State standards.
11. Ensure that planning for students served under this program is incorporated into existing school planning.
12. 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;
Help provide an accelerated, high –quality curriculum, including applied learning; and
 - b. Minimize removing children from the regular classroom during regular school hours;
13. Coordinate with and support the regular educational program; collaboration between support staff,
14. Provide instruction by highly qualified teachers;

Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; Provide strategies to increase parental involvement; and

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

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

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

NCLB/SED Status: Restructuring Year 2 - Focused **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. **We made AYP in ELA for English Language Learners and Students with Disabilities subgroups only through “Safe Harbor” requirements.**
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. **See Action Plans – Page 12-13**

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
 - (a) **2008-09 anticipated Title I allocation = \$572,176 10% of Title I allocation = \$58,292**
 - (b) **provides compensation for staff to attend professional development workshops after school**
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

Experience staff members in all core areas will continue to provide quality staff development and training for new teacher.

¹ School Under Registration Review (SURR)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Letters will be sent home at the beginning of the school year in Spanish and English informing the parents of the school's status. It will also be addressed during PTA meetings.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

Attachment B

SCHOOLWIDE PROGRAM PLANNING PROPOSAL

Signature Page

Due by April 30, 2009

District	14	School	PS 19-K, Roberto Clemente	Grade Levels	K - 5
_____		_____		_____	
Team Chair/Contact Person			Maria Witherspoon	Tel #	718-387- 8554
		_____		_____	

SIGNATURES:

_____ School Leadership Team Chairperson

_____ PA/PTA President

_____ UFT Chapter Leader

_____ Principal

_____ Student (HS Required, Middle School Optional)

Planning proposals from all schools should be submitted by **April 30, 2009** to:

Gwendolyn Hopkins
Director, NCLB/SED Program Support and Compliance
Office of School Improvement, Division of Teaching and Learning
New York City Department of Education
52 Chambers Street, Room 213
New York, NY 10007

If you have questions or concerns, please contact the persons listed on Page 9 of the accompanying memorandum.

SWP PLANNING PROPOSAL - PAGE 2

School Leadership Team Membership

A School Leadership Team (SLT) has been established according to Chancellor’s Regulations and the program guidelines described in this document. Please print names and constituencies of all team members, including parents. A student member is required for high schools and is optional for middle schools. The SLT must include a 50/50 balance of staff and parents. If not, a letter from the SLT Chairperson should be attached, describing how (and when) balance will be achieved).

Note: Student and CBO members are not included in the 50-50 parent/staff balance requirement.

<u>Name</u>	<u>Constituency Represented</u>
_____ Maria Witherspoon	_____ Administration
_____ Jacqueline Calabro	_____ Teachers ESL – K-5
_____ Nancy De Los Santos	_____ Parents
_____ Amalia Marmolejo	_____ Parents
_____ Candida Mejia	_____ Parents, PTA President
_____ Elena Ibarra	_____ Parent
_____ Divina Lopez	_____ Parent
_____ Patricia Tambakis	_____ Teachers, UFT Chapter Chair
_____ Laura Keppis	_____ Treasurer –Guidance Counselor
_____ Janice Meehan	_____ Secretary – AIS K-5
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

DIRECTIONS:

The planning proposal should be completed by the School Leadership Team in consultation with school staff and parents. Please complete all questions. Use additional pages if necessary.

1. School Description

Describe the student population, demographics of the school and the community in which it resides, the organization of the school, important strengths and needs, major initiatives in which you are currently involved and any other information that makes the school unique.

The Roberto Clemente School (PS 19) is located in the Williamsburg neighborhood of Brooklyn, NY. The school is in the Community Learning Support Organization, one of the four Learning Support Organizations which comprise the New York City school system. We are proud to announce we received a "Proficient" rating on our 2008-2009 Quality Review.

PS 19 is a Title I school, servicing a large population of students whose families have recently come to the US from countries such as Mexico, Dominican Republic, Yemen, Puerto Rico, etc. Our children are mostly a low income/at-risk population of students in grades K-5. Many of the students entering our school have no prior school experience, and approximately 34% of the 456 students are English Language Learners. Through our work with our students, we made "Adequate Yearly Progress" in all areas except for ELA in English Language Learners. Our students enjoy coming to school – our daily attendance rate is 95%!

The school consists of a full-day Kindergarten, four first grade, four second grade, four third grade, four fourth grade, and four fifth grade classes. The English as a Second Language (ESL) program serves English Language Learners, and our Special Education program (12:1 and Collaborative Team Teaching/CTT classes and two SETSS teachers) serve our Students with Disabilities population.

Based on our needs assessment, PS 19 has incorporated Reading First into our K-3 curriculum and StoryTown for grades 4 and 5. Reading First is a federally funded program, part of No Child Left Behind legislation, designed to provide research-based reading programs for students in Kindergarten through third grade. Everyday Math is our adopted primary math instructional program. The literacy and math programs are enhanced by coaches who demonstrate lessons and provide monthly professional development to our teachers. Sound standards are part of the integrated curriculum and research projects will be the focus of the classroom teacher.

The science cluster provides a variety of materials and non-fiction literature for students. In addition, she provides PD to the staff, and organizes our yearly science fair. Technology is used in the classroom to reinforce our curriculum and provide word processing and research.

Many programs are available for our at-risk students. Academic intervention is offered to students throughout the school day. Based on Reading First assessments, periodic assessment results, and teacher-made assessments, students are provided either push-in or pull-out intervention services. We offer morning tutoring, reading and math after-school, and Saturday Test Prep classes to provide opportunities for students to receive extra assistance.

We have started a TRAITS program (Teaching Respect, Accountability, Integrity and Teamwork Skills), and a Grade 4 conflict resolution program, which have helped improve student behavior.

The students enjoy using our new playground, and games at lunch and in math teach cooperation and academic skills.

PS 19 welcomes parent involvement. Our parent coordinator has encouraged more parents to become part of the school day as they volunteer their time and talent. PS 19 believes in our motto, "All Hands Working Together!"

SWP PLANNING PROPOSAL - PAGE 4

2. Collaborative Experience

Describe the conditions/experiences that exist which have prepared your school to collaboratively and effectively restructure its educational programs.

PS 19 is well prepared to restructure its educational programs. We have a team approach to our planning, with administration working collaboratively with staff and parents. Among the features we have in our school are the School Leadership Team, cabinet, Inquiry Team, UFT Consultation Committee, reading and math coaches, Academic Intervention Support team, Parent Coordinator, School Based Support Team and Pupil Personnel Committee. We have professional development twice a month with ongoing support from the coaches. Our faculty has monthly staff meetings to share information, and the UFT Chairperson provides monthly newsletters. We have common prep times for each grade, where teachers can review data on their students and plan lessons. PS 19 also has strong support from our Community Support Organization. We are involved with outside agencies, such as Studio in a School and LEAP. Our parents are involved in the

PTA, with an executive Parent board, and the Title I Parent Committee. A bilingual lead teacher provides information to parents on the English Language Learner programs that we offer for their children.

3. Current Whole School Reform Initiatives

Indicate whether your school is currently participating in any of the following whole school reform initiatives, which engage schools in discrete planning activities:

_____	Schools Under Registration Review (SURR)
_____ X	Title I Restructured School
_____	Middle School Improvement Grant
_____	Small Learning Communities (SLC)
_____	Middle School Model B ___ Model C ___
_____	Other : _____

4. **Needs Assessment**

What comprehensive needs assessment activities do you plan to conduct this winter/spring in order to design an effective educational program to set and meet high standards for all students?

This spring the Leadership Team conducted a survey of our staff to get their responses to what is going well and what requires improvement or change. The parents will be sending their survey home in May.

When writing our Comprehensive Education Plan (CEP), we have reviewed data available online and from monthly assessments. We recently completed a Quality Review, and our school's rating has improved to "Proficient" status.

As part of our Title I School Improvement grant, PS 19 has proposed the following programs:

School-Wide Retreat for teachers, administrators, and interested parents

- Analyze accountability data
 - Identify support for English Language Learners
 - Analyze current student achievement data and ongoing teacher assessment data to develop a needs assessment
 - Create task force, comprised of grade-level/subject area teams to plan curriculum
 - Assess the effectiveness of current academic intervention services, fine tune and strengthen these services, plan future AIS and select appropriate, additional services
 - Align resources to support emerging instructional priorities
 - Assess the effectiveness of current professional development and plan future professional development
 - Assess and plan methods to increase parental engagement
- Summer Planning Institute for Teachers** to
- Analyze current student achievement data and ongoing teacher assessment data to develop a need assessment
 - Assess the effectiveness of current academic intervention services, fine tune and strengthen these services, plan future academic intervention services, and select appropriate, additional services
 - Align resources to support emerging instructional priorities
 - Develop advisories to support students
 - Assess the effectiveness of current professional development and plan future professional development

5. **Communication with the School Community**

a. How did your School Leadership Team inform parents and staff about the Schoolwide Programs Planning Initiative? Did your school provide information in both English and native languages of parents, as appropriate? (Attach copies of letters, notices, and flyers).

The School Leadership Team informed staff about the Schoolwide Program Planning Initiative through notices on the staff bulletin board and lunchtime staff meetings.

The parents were informed by the Principal at PTA and Title I meetings. The meetings are held in English and Spanish.

b. How will your team ensure ongoing communication with staff and parents?

Our team will ensure ongoing communication with staff and parents through monthly faculty and PTA meetings. Notices are made available on school calendars (from the Principal to the staff and the Parent Coordinator to the parents), posted on staff and PTA bulletin boards, and in letters sent home to parents with their children.

6. **Determination of Voluntary Participation**

What procedures were used to determine that parents, staff and administrators would agree to participate in Schoolwide Programs? Include documentation of the outcome of staff and parent votes). Attach attendance sheets and minutes of all meetings. (See Page 7 of the accompanying memorandum for voting procedures.)

Voting was conducted with staff and parents in April 2009. We received 86% approval from staff, including DC 37 members, through a secret paper ballot.

We received unanimous approval from parents, through a show of hands.

7. Shared Decision-Making Process

Please describe the process your team will use to make decisions.

Our team makes decisions through consensus. We will use data from committees such as the Inquiry Team, cabinet, Title I parents' committee to make informed decisions. In addition, we will use information provided by subcommittees of teachers and parents to provide ongoing progress of our activities and programs.

8. Feedback and Approval

What process will your school use for feedback and approval of the 2009-2010 Comprehensive Educational Plan your team develops? How will your plan be submitted to the constituencies that your team represents for approval? (Examples: Oral or written presentations at staff and parent meetings, mailings, describe others).

Feedback and approval of the 2009-2010 Comprehensive Educational Plan will be accomplished through a newsletter, monthly staff and parent meetings, school calendar, and letters home to parents. School cabinet members and PTA executive board members provide input and review the draft of the school's Comprehensive Education Plan (CEP.)

Student test scores and staff/parent surveys will be used to assess the effectiveness of our programs and services.

9. Technical Assistance

What technical assistance, if any, has your school received this winter/spring or do you plan to utilize in planning for next school year?

We received support from a staff member of the NYC Title I Regional School Support Center, who reviewed this application and provided us with feedback.

We plan to contact this support center and the Office of School Improvement to aid us in implementing instructional reform strategies, and increasing parent involvement.

SWP PLANNING PROPOSAL - PAGE 8

10. Planning Activities

What planning activities do you plan to conduct this winter/spring to prepare for your school year? Complete the chart below.

Schoolwide program next

Activity	Who will participate?	Where will it take place?	When will it take place?
Faculty Conference	Principal, AP. Staff	Auditorium	Monthly
Parent meeting	Principal, Parent Coordinator, Parents	Auditorium	Monthly PTA meeting
UFT Chapter mtg.	UFT Chair, staff	Teachers' Room	Monthly
Professional Development	Outside providers, staff	School	Monthly
Parent Workshops	Parent Coordinator, coaches and lead teachers, or outside providers, and parents	PTA room or Library	Varied schedule: Some weekly, some monthly
Data review team	10 teachers and administrators	Library	Summer 2009
Title I Parent Meeting	Principal, Parent Coordinator, and parent members of the team	Principal's office	Quarterly
School Leadership Team	Administration, parents and teachers	Library	Monthly

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to

teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

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

Our cabinet reviews data and school performance in the various programs that have been offered in the past years.

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

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

X Applicable

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

Our ELL and Student with Disabilities groups made Adequate Yearly Progress under Safe Harbor guidelines.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. ***Continue to use a research-based reading program throughout the grades. Distribute the standards for current grade and the grades above/below, and curriculum maps. Analyze and utilize ongoing data to plan instruction to promote student achievement. PD support from central will provide ESL methodologies to all staff.***

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

Since we use Everyday Math, the findings would apply to our school.

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

X **Applicable**

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

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

Since we know that the inclusion of process strands is an issue with Everyday Math, we plan to examine the state standards and compare with the standards from Everyday Math and address, on a grade level, those standards which are not being covered.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. **Schools administrators and coach observe strategies and assess program fidelity the teachers use in the classrooms.**

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

X **Applicable**

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? **Observations revealed a need for improved use of differentiated instruction.**

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **We will address through PD, grade conferences, and inter-visitation. Additional support from central in how to implement differentiation in the classroom.**

2B – Mathematics Instruction

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

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

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

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. ***School administrators and coach observe strategies and assess program fidelity the teachers use in their classrooms.***

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

x **Applicable**

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? ***Observations revealed a need for improved use of differentiated instruction and collaboration in math activities. There is a need for inclusion of technology.***

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. ***We will address through PD, grade conferences, and classroom inter-visitation. Additional support from central is needed in how to implement technology in the classroom.***

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

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

x **Not Applicable**

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? ***We have a high level of senior, experienced teachers. Attrition from accessing due to declining student population and retirement of senior staff.***

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. ***Test data show that ELL students made AYP in ELA through "Safe Harbor" guidelines.***

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

x **Applicable**

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? ***ESL teachers are provided with PD to address the needs of ELL students. However, general education teachers with ELL students in their classes do not receive this training.***

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. ***We would like additional training from central for all teachers, not just ESL teachers.***

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. ***Data information has been distributed to all teachers in a timely manner.***

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

x **Not Applicable**

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? ***Teachers have received data information at the beginning of the school year. Progress monitoring by teachers and support staff is ongoing.***

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. ***Teachers will share concerns at PD or grade meetings.***

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

x **Applicable**

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? **Teachers have received all the relevant documents for their students with disabilities. To date, PD has not been addressed how to implement the IEP in their class**

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **In house PD will be conducted by IEP Team and special education support staff.**

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. **Teachers collaborate with IEP Team to review IEP's on a yearly basis.**

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

x **Applicable**

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? **Observations have shown limited use of differentiated instruction in the classrooms.**

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **IEP Team will provide PD in how to align modifications on IEP to classroom instruction.**

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Up to date there are 3 students identified as STH population.

2. Please describe the services you are planning to provide to the STH population.
 - We set-aside the title I funds to provide educational support services.
 - We provide basic emergency supplies such as school uniforms, books, and personal hygiene supplies.
 - Availability to before and afterschool programs and summers programs with an educational focus.
 - Counseling services
 - Parent involvement activities
 - Intervention programs such as nutrition and linkage with housing
 - Transportation once the student is permanently housed
 - Outreach efforts to identified the STH population and offer assistance
 - Work with the school liaison
 - Data collection to assess the needs/progress of STH

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.