



P.S. 58 – THE CARROLL SCHOOL

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 15K058
ADDRESS: 330 SMITH STREET BROOKLYN, NY 11231
TELEPHONE: (718) 330 – 9322
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 58 **SCHOOL NAME:** The Carroll School

SCHOOL ADDRESS: 330 Smith Street Brooklyn, New York 11231

SCHOOL TELEPHONE: (718) 330 – 9322 **FAX:** (718) 596 – 2969

SCHOOL CONTACT PERSON: Giselle McGee **EMAIL ADDRESS:** Gmcgee@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Megan Bender & Rose Halligan

PRINCIPAL: Giselle McGee

UFT CHAPTER LEADER: Sally Bell

PARENTS' ASSOCIATION PRESIDENT: Valerie Westhoff & Becky Berman

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 15 **SSO NAME:** CLSO

SSO NETWORK LEADER: Margarita Nell

SUPERINTENDENT: Anita Skop

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
Giselle McGee	*Principal or Designee	
Danielle Lehtinen	*UFT Chapter Chairperson or Designee	
Cheri Walsh	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Megan Bender	Member/	
Katie DelloStritto	Member/	
Keith Wynne	Member/	
Jayne Perlman	Member/	
Dinah Gieske	Member/	
Rose Halligan	Member/	
Julie Overeynder	Member/	
Lisa Baker	Member/	

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

- Core (mandatory) SLT members.

Signatures of the member 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.

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.

P.S. 58 is a community elementary school with classes in grades pre-Kindergarten through five. In 2007, we celebrated our 50th Anniversary. Some of our current students are children or grandchildren of former students and some have recently joined us from around the globe: Europe, Central and South America, Asia and Australia. We are a diverse community with families from all socio-economic groups. We value the involvement of our families—students and parents—who together with our staff shape the heart and soul of our community.

We tailor our teaching to the individual needs of our students. We differentiate our instruction to support those who need extra help and to engage those who require additional challenges. Our primary literacy program is the Columbia Teachers College Reading and Writing Workshop Model. We use Everyday Math as our primary mathematics program, adding elements of TERC investigations and Math in the City as enhancements in some areas. Teachers confer frequently with students and collect data through observations and assessments to identify the specific needs of each student throughout the year.

P.S. 58 believes that each child's special interests, talents and gifts should be nurtured and used as a springboard to enhance their learning in school, and out of school. Our approach to teaching is based on the School-wide Enrichment Model, which seeks to infuse enrichment learning opportunities into all aspects of the school curriculum. We offer students access to stimulating educational experiences in multiple subject areas. We have a strong arts program, which includes visual art with one of two certified art teachers and music instruction for all grades, including our well-known strings music program. Our faculty includes two science teachers. Students in all grades learn to use the scientific method to answer questions about their world.

Additionally, we offer our students frequent trips, a visiting authors program and talks with other guest speakers, performances and special projects for individuals and small groups. This exposure leads to independent and active learning in which students are meaningfully engaged.

Some of our many collaborative partnerships include: Pratt Institute, American Ballroom Theater, Classic Stage Company, Days of Taste, the Guggenheim Museum of Art, the Brooklyn District Attorney's Office Legal Lives Program, the French Embassy, French Education in New York, the Piano School of New York, Chess in the Schools, and the Gowanus Dredgers. Our P.T.A. runs a strong and vibrant after school program, with interest courses offered in drama, robotics, music, language, sports and more.

Recent initiatives include the introduction of a Dual Language French/English Program which includes two classes in Kindergarten and in First Grade and will eventually be offered from Kindergarten to Fifth Grade. Our new web site, www.ps58.org, will be a nexus of communications among all parts of our school community. Our Technology Committee, comprised of staff and parents, has outfitted our computer lab, library and classrooms with state of the art equipment. Student community service

initiatives include overseeing school-wide recycling, a computer Mouse Squad, the Little Grass Roots environmental blog, and the Penny Harvest philanthropic roundtable.

P.S. 58 is part of the Community Learning Support Organization.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 058 The Carroll								
District:	15	DBN:	15K058	School BEDS Code:	331500010058				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded		
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	70	74	76		93.3	93.5	94.5		
Kindergarten	87	102	121	Student Stability - % of Enrollment:					
Grade 1	78	93	116	(As of June 30)	2006-07	2007-08	2008-09		
Grade 2	69	67	93		96.8	97.9	94.6		
Grade 3	66	66	67	Poverty Rate - % of Enrollment:					
Grade 4	64	66	67	(As of October 31)	2006-07	2007-08	2008-09		
Grade 5	51	72	64		42.6	37.6	27.8		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 8	0	0	0		1	2	80		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		0	1	5		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	6	0	(As of October 31)	2006-07	2007-08	2008-09		
Total	485	547	602						
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		
# in Self-Contained Classes	34	35	32	Principal Suspensions	4	3	4		
# in Collaborative Team Teaching (CTT) Classes	19	18	28	Superintendent Suspensions	7	2	0		
Number all others	37	35	35	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
(BESIS Survey)				Early College HS Program Participants	0	0	0		
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	12	(As of October 31)	2006-07	2007-08	2008-09		
# in Dual Lang. Programs	0	5	12						
# receiving ESL services only	24	28	22	Number of Teachers	36	42	47		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	0	0	Number of Administrators and Other Professionals	8	9	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	8	10
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	47.2	59.5	63.8
				% more than 5 years teaching anywhere	33.3	31.0	31.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	69.0	71.0	77.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	97.2
American Indian or Alaska Native	0.2	0.0	0.3				
Black or African American	12.6	12.1	8.8				
Hispanic or Latino	29.1	24.3	21.8				
Asian or Native Hawaiian/Other Pacific Isl.	8.2	8.6	7.6				
White	49.9	55.0	58.8				
Male	53.2	52.6	50.2				
Female	46.8	47.4	49.8				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√	-			
Hispanic or Latino	√	√	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	√	√	-			
Other Groups						
Students with Disabilities	√	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	-			
Student groups making AYP in each subject	6	6	1	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	93.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	10.2	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	20	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	60		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	3		

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

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

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

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?
-

What student performance trends can you identify?

- In Social Studies we have noticed that for the past two years, boys have scored significantly lower than girls
- In Social Studies, last year blacks and Hispanics scored less than whites and Asians
- Over the past few years our bottom third and IEP students have been showing tremendous improvement in ELA and Mathematics

What have been the greatest accomplishments over the last couple of years?

- Level of improvement amongst our IEP students
- Over the past few years our bottom third and IEP students have been showing tremendous improvement in ELA and Mathematics
- As a school our ELA and Mathematics scores continue to rise

What are the most significant aids or barriers to the school's continuous improvement?

- Identifying Economically Disadvantaged students, who we know are underperforming compared to all students
- Bringing these students to the attention of teachers and other staff in the school to provide additional support to them

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.

1. By June 2010, to improve writing mechanics, specifically focusing on grammar and proper punctuation as measured by internal and external assessments. There will be a 3% increase in the scores over last year
2. By June 2010, to improve Math progress for students in the area of measurement as measured by internal and external assessments. There will be a 3% increase in scores of students with regard to measurement which will show improvement in either Everyday Mathematics unit assessments, Acuity/ Predictive and ITA, or NYS Math exam
3. 100% of our faculty will participate in professional development opportunities that will enhance their teaching and learning and turn-key information to peers within 1 month from the date of the professional development. Teachers will lead workshops during professional development days in order to cultivate professional learning communities of commitment, collaboration and collegiality
4. We will sustain our (2) two self-contained kindergarten and first grade classes as well as implement a side by side instruction model for second grade and prepare to implement two third grade side by side classes for September of 2010. We will increase our dual population by 48 children each September
5. By June 2010, all grades will have participated in a least (2) two Enrichment opportunities. Example being: 100% of 5th graders will take part in Ballroom dance, Renzulli Learning, and Shakespeare in the Classroom

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): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, to improve writing mechanics, specifically focusing on grammar and proper punctuation as measured by internal and external assessments. There will be a 3% increase in the scores over last year</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><u>Beginning in September and continuing until June:</u></p> <ul style="list-style-type: none"> • Each teacher is going to use a morning message or time during the morning meeting to have students edit a sentence or paragraph • Used our budget to hire Teachers College Staff Developers to work with our K-2 teachers and students and our 3-5 teachers and students with a real focus on grammar and proper punctuation • Purchased additional calendar days so that more teachers can attend professional development at Teachers College • Hired three (F) status teachers to provide both academic intervention support and enrichment • Our Inquiry Team will target and closely work with our students in order to create systematic school-wide improvements • Hired a part time librarian to enhance the literacy curriculum, teach students research skills, improve literacy and promote a love for reading and writing • Through an SBO vote teachers are given an hour lunch so that once a week they can meet and look at students' work, plan and brainstorm ideas • Teachers are given a sixth preparation period a week where they are given continuous instruction on how to look at data, analyze it, and ways to use it to plan for instruction • Through professional development opportunities, lessons are modeled for teachers so that best practices are shared across the grades • We encourage and provide coverage for inter-visitations and intra-visitations to learn from one another and build capacity

- Our teacher of English language learners receives training to better support these students, in part using a push-in model
- All faculty members are encouraged to attend various professional development opportunities to further their teaching and learning
- Our child study team reviews the needs of students who are not on level in writing and each student is provided with intervention
- Organize parent workshops on a variety of topics from understanding leveled reading to ways to helping your child in writing
- SLT grant committee and administration frequently research and apply for applicable grants to meet the needs of all students
- Our parent coordinator arranges for Learning Leaders to assist teachers
- Partnerships are formed with local and city colleges to provide student teachers in order to share best practices as well as assist our classroom teachers, specialty teachers and service providers
- A “Vertical” ELA team was created to focus on student writing in each grade, and discuss the expected growth from one year to the next
- 100% of teachers in Kindergarten through 5th grade will implement the Teachers College Reading and Writing program
- We encourage and provide coverage for inter-visitations and intra-visitations to learn from one another and build capacity
- Analyze and collect conferring notes in reading and writing, folders/notebooks, portfolios, reading logs and running records
- Share and implement best practices during weekly planning sessions
- Our child study team reviews the needs of students who are not on level in reading and /or writing and each student is provided with intervention
- Organize parent workshops on a variety of topics from understanding leveled reading to ways of helping your child in reading and writing
- Our parent coordinator arranges for Learning Leaders to assist teachers from October to May
- Partnerships are formed with local and city colleges to provide student teachers in order to share best practices as well as assist our classroom teachers, specialty teachers and service providers

Responsible Staff Members: Principal, Assistant Principal, K-5 teachers, AIS teachers, ESL teacher, Parent Coordinator, Child Study team, and SLT Grant committee

<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>Fair Student Funding and Children First Funding will be used to:</p> <ul style="list-style-type: none"> • Hire Teachers College Staff Developers to work with our K-2 teachers and students, and our 3-5 teachers and students • Purchase additional calendar days so that more teachers can attend professional development at Teachers College • Hire three (F) status teachers to provide both academic intervention support and enrichment • Hire a part time librarian to enhance the literacy curriculum, teach students research skills, improve literacy and promote a love for reading
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review of student’s writing in grade meetings • Review of Conferring notes during writer’s workshop • Improvement on “On Demand” writing assessments • Periodic Review of Writing Journals and Logs • Teachers College Writing Assessments • Improvement in student’s daily writing across all subject areas • Improvement in student writing stamina • New York State ELA exam

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, to improve Math progress for students in the area of measurement as measured by internal and external assessments. There will be a 3% increase in scores of students with regard to measurement which will show improvement in either Everyday Mathematics unit assessments, Acuity/ Predictive and ITA, or NYS Math 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><u>Beginning in September and continuing until June:</u></p> <ul style="list-style-type: none"> • Used our budget to hire an Aussie Staff Developer to work with our teachers, parents and students • Hired three (F) status teacher to provide both academic intervention support and enrichment for students • Our Inquiry Team will target and closely work with our students in order to create systematic school-wide improvements • In order to meet our teacher’s needs, we send our teachers to various professional development opportunities offered through our CLSO, UFT, Aussie, and Math in the City • Through professional development opportunities, lessons are modeled for teachers so that best practices are shared across the grades • We encourage and provide coverage for inter-visitations and intra-visitations to learn from one another and build capacity • Our Science specialty teacher and classroom teachers are now collaborating and planning together to see the relationship of measurement across content areas • Through an SBO vote teachers are given an hour lunch so that once a week they can meet and look at students’ work, plan and brainstorm ideas • Teachers are given a sixth preparation period a week where they are given continuous instruction on how to look at data, analyze it, and ways to use it to plan for instruction • A “Vertical “ Math team was created to focus on measurement in each grade, and discuss the expected growth from one year to the next • Our child study team reviews the needs of students who are not meeting mathematical standards and will be provided with intervention opportunities • We plan on conducting our annual Family Math Night for parents and children • Organize parent workshops on a variety of topics from understanding the different strategies of solving problems to grade specific curriculum • Our parent coordinator arranges for Learning Leaders to assist teachers • Partnerships are formed with local and city colleges to provide student teachers in order to share best practices as well as assist our classroom teachers, specialty teachers and

	<p>service providers</p> <p>Responsible Staff Members: Principal, Assistant Principal, Inquiry Team, Child Study Team, Vertical Math Team, Pre-K Social Worker, Social Worker, and Parent Coordinator</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>	<ul style="list-style-type: none"> • Hire an Aussie Staff Developer to work with our teachers and students • Hire one (F) status teacher to provide both academic intervention support and enrichment for students
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review of student's math and science work in relation to measurement • Math conferring notes • Periodic Review of Math Journals • Everyday Mathematics end of unit assessments • Acuity Predictive Math assessments- A quarter of a year growth • ITA Math exams- A quarter of a year growth • New York State Math exam

Subject Area (where relevant): Community Building

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>100% of our faculty will participate in professional development opportunities that will enhance their teaching and learning and turn-key information to peers within 1 month from the date of the professional development. Teachers will lead workshops during professional development days in order to cultivate professional learning communities of commitment, collaboration and collegiality</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><u>Beginning in September and continuing until June:</u></p> <ul style="list-style-type: none">• Used our budget to hire Teachers College Staff Developers to work with our K-2 teachers and students and our 3-5 teachers and students in reading and writing• Focus more PD on technology and use of technology to make it easier for teachers to access and utilize data and communicate their findings with one another while looking at student work• We used our budget to hire an Aussie Staff Developer to work with our teachers and students in mathematics• Hired a data consultant to ensure all teachers are confident in using the new data systems independently• Provide an hour lunch to faculty so that once a week they can meet and look at students' work, plan and brainstorm ideas• Provide a sixth preparation period a week where teachers are given continuous instruction on how to look at data, analyze it, and ways to use it to plan for instruction• Facilitate grade and lunch meetings• Encourage teachers to go to professional development opportunities that are offered by our CLSO, UFT, region, Blueprints for the Arts, etc• Create partnerships with the Brooklyn Botanical Garden, Guggenheim, Legal Lives, Chess, Dancing in the Classrooms, Days of Taste, etc. in order to explore and extend learning opportunities• Teachers are encouraged to participate in continuous learning activities such as working in study groups, Teacher Support groups, and school committees• Provide mentors and buddy teachers to all new teachers and teachers new to the school• E-mail professional development opportunities offered to all faculty• Work closely and share best practices with similar schools to improve instruction• Highlight collaborative communities of practice• Continue to use a professional development planning sheet for teachers to complete after each opportunity <p>Responsible Staff Members: Principal, Assistant Principal, UFT Chapter Chairperson, Parent</p>

	Coordinator and Data Coordinator
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Use our budget to hire Teachers College Staff Developers to work with our K-2 teachers and students and our 3-5 teachers and students in reading and writing • In order to meet our teachers' needs, we have purchased additional calendar days so that more teachers can attend professional development at Teachers College • Hire an Aussie Staff Developer to work with our teachers and students in mathematics • Hire a data consultant to ensure all teachers are confident using the new data systems independently
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Informal and formal staff observations will show vibrant and rigorous classrooms cultures • One-on-one conversations with faculty • Shared language when assessing and implementing instruction • Teachers use data systems to set goals that enable students to make annual yearly progress <p>Comments on the professional development planning sheet</p>

Subject Area (where relevant): French Dual Language Program

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will sustain our (2) two self-contained kindergarten and first grade classes as well as implement a side by side instruction model for second grade and prepare to implement two third grade side by side classes for September of 2010. We will increase our dual population by 48 children each September</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><u>Beginning in September and continuing until June:</u></p> <ul style="list-style-type: none"> • Communicate with French dual language literacy experts • We will participate in professional development opportunities offered by the Office of English Language Learners related to Dual Language and Best Practices for Learning a Second Language, as well as the Community Learning Support Organization ELL Study Group and Native Language Arts study group led by Cynthia J. Felix • Teachers will attend bilingual conferences to enhance teaching and learning • We will implement a structured mentoring program for our new dual language teachers with greater support than previously given covering both team and grade concerns • Teachers will receive books written by experts for professional development sessions and will conduct study groups to discuss the areas they feel are most relevant to their teaching needs and students' academic needs • We will continue to visit similar dual programs and collaborate with them • We will have several parent meetings throughout the year to keep the parents informed and to be pro-active with communication • We will create a student recruitment committee where Francophone parents from our dual language program will prospect diverse communities to recruit Francophone students for the 2009-2010 school year • Our school website will have an area dedicated to the French dual language program <p>Responsible Staff Members: Principal, Assistant Principal, Parent Coordinator, French Dual Language teachers, and ESL teacher</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>	<ul style="list-style-type: none"> • Purchase leveled English and French books for classroom libraries through the ELL grant • Pay for per-session planning through the ELL grant • Hire a French-speaking substitute teacher

Indicators of Interim Progress and/or Accomplishment

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

- Feedback from faculty, parents French embassy and ELL”S specialist will be used to further develop a 3rd grade side-by-side instruction model
- A certified dual language French teacher will be hired
- The side-by-side classrooms will have necessary materials to meet the needs of students
- A school brochure and dual language program description will be created

Subject Area (where relevant): Enrichment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, all grades will have participated in a least (2) two Enrichment opportunities. Example being: 100% of 5th graders will take part in Ballroom dance, Renzulli Learning, and Shakespeare in the Classroom</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Expand our visiting author series• The hiring of a full time Drama teacher who will work with grades 1- 5, this initiative will provide students with a great many opportunities for personal growth such as building self awareness, learning of the critic, how to improvise and develop self-respect and team work strategies• The hiring of a full time vocal teacher will allow for students in all grades to have the experience of developing self awareness and respect as well as learning strong musical knowledge and literacy skills• Expand the Legal Lives program for an interested group of fifth graders, students will participate in the “Ask the DA” radio show• Continue Dancing Classrooms and perform at the New York Hilton for the Best Practices conference for parent coordinators• Work with the Guggenheim through Learning Through the Arts program and have children’s work displayed in the museum• Create the Mouse Squad (student- run computer help desk service) sponsored by Bill di Blasio• Chess in the Classrooms will work with grades 1-3 and we will provide after school opportunities for children in grades 4-5• Grade 4 will work with Days of Taste• Children will “Skype” to build relationships with other students around the world to share and communicate ideas.• Teachers will be encouraged to create a blog• Children will address real-world issues via creating a blog, example, 4/5’s blog and 1st grade little grassroots <p>Responsible Staff Members: Principal, Assistant Principal, K-5 Teachers, Parent Coordinator, PTA members, Specialty Teachers</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>Fair Student Funding and Children First Funding will be used to:</p> <ul style="list-style-type: none"> • Hire a drama specialty teacher • Hire a lower grade music teacher who also speaks French • Create an Arts, Culture and Community Committee in collaboration with the PTA • Create partnerships with outside agencies and companies
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Children will be invited to hear authors speak and read • Children will receive a copy of an autographed book by a visiting author • Children in grades 1-3 will either learn how to play chess or learn advanced strategies • Children in grades 4-5 will learn various ballroom dances • Children in grade 5 will learn advanced dance steps • Selected children will have their art work displayed at the Guggenheim • Mouse Squad members will be given a day of professional development to learn how to trouble shoot computer problems and work with others • Children in grade 4 will have an awareness of healthy choices, and be introduced to the basic concepts of food safety

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	5	5	N/A	N/A	0	0	1	0
1	30	30	N/A	N/A	0	0	3	0
2	27	27	N/A	N/A	0	0	2	0
3	25	25	N/A	N/A	1	0	1	1
4	15	15	10	0	2	0	3	1
5	17	17	5	16	5	0	1	1
6								
7								
8								
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: <ul style="list-style-type: none"> ➤ Extended Day ➤ Test Prep ➤ Small Group Instruction ➤ Wilson 	<ul style="list-style-type: none"> ➤ Extended Day provides children 37 ½ minutes of individualized ELA instruction ➤ Test Prep is provided during Extended Day tutoring ➤ Small group instruction is provided either through the pull-out or push-in model ➤ Wilson in small group instruction
Mathematics: <ul style="list-style-type: none"> ➤ Extended Day ➤ Test Prep ➤ Small Group Instruction ➤ Problem Solver Curriculum 	<ul style="list-style-type: none"> ➤ Extended Day provides children 37 ½ minutes of individualized ELA instruction ➤ Test Prep is provided during Extended Day tutoring ➤ Small group instruction is provided either through the pull-out or push-in model ➤ Supplement Everyday Mathematics with the implantation of the Problem Solver Curriculum
Science: <ul style="list-style-type: none"> ➤ Extended Day ➤ Test Prep ➤ Small Group Instruction ➤ Push In 	<ul style="list-style-type: none"> ➤ Our lower and upper grade science specialists provide enrichment classes for children during Extended Day
Social Studies: <ul style="list-style-type: none"> ➤ Extended Day ➤ Test Prep ➤ Small Group Instruction 	<ul style="list-style-type: none"> ➤ In combination with English Language Arts support, the 5th grade “At-Risk” students receive additional instruction. This support will focus on constructive response and document based questions relating to the New York State Social Studies Standards and exam
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ➤ The Guidance Counselor provides at-risk individual and small group counseling sessions during the school day for students in grades 3-5. Through play therapy in both individual and group settings, the guidance counselor helps students whose emotional issues have interfered with their academic progress. Push-in sessions are also conducted to assist with behavior management
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> ➤ The School Psychologist is “on call” for crisis intervention

At-risk Services Provided by the Social Worker:	➤ The Social Worker facilitates socialization groups that focus on listening skills, empathy and discipline. In addition she counsels students individually and in group settings to address discipline, anxiety, family situations, empathy and social skills. Push-in sessions are also conducted to assist with behavior management
At-risk Health-related Services:	➤ The school nurse facilitates asthma awareness workshops monthly for a group of students who have asthma. She also provides training for the use of an Epi-pen

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:** 46 LEP

Number of Teachers: 7 **Other Staff (Specify)**

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

PS 58 (15K058) the Carroll School, is a Pre-K – 5th grade elementary school in Carroll Gardens, Brooklyn. Among the 708 students, 61% are White, 20% are Hispanic, 7% are African American and 12% other. Of these 708 students, 46 are English Language Learners (ELLs). The major languages other than English at PS 58 are Spanish, French, Japanese, Polish, Russian, and Chinese.

One of our goals at PS 58 is to afford students the opportunity for high academic achievement while becoming bilingual, biliterate, and multicultural. We believe that these linguistic and cultural skills will enable them to function more successfully in a global society. We support the language needs of our ELLs through a French Dual Language Program and pull-out ESL model.

ELL Identification Process:

The first step in identifying English Language Learners begins at enrollment, when parents fill out the Home Language Identification Survey (HLIS). If a parent indicates that a language other than English is spoken at home, an informal oral interview is given by our pupil secretary. Parents are then given the appropriate HLIS to fill out in their native language. Translation services are available for parents during the ELL identification process.

The HLIS is then given to Wendy Sharbutt, our LAB-R Coordinator and licensed ESL teacher. Upon reviewing the HLIS, eligible students are then given the Language Assessment Battery (LAB-R) within ten days of enrollment per CR Part 154. The LAB-R is the formal initial assessment used to determine whether a student is eligible to receive ESL services.

Once a student is identified as being an English Language Learner, Ms. Sharbutt sends home an entitlement letter in the home language to inform the parent of the three program choices offered here in New York City – Transitional Bilingual Education, Dual Language, and Freestanding ESL. An orientation meeting is set up with parents to give them the opportunity to watch a video detailing these three programs. At the orientation meeting, parents are given the Parent Survey and Program Selection forms. Present at this meeting is a parent interpreter, Ms. Sharbutt, and the parent coordinator, Joan Bredthauer. If parents are unable to attend an orientation meeting, the ESL teacher sets up an alternate appointment at the parents' convenience. If an alternate time is not available, the parents are given the video to watch at home and asked to return the above forms within ten days.

The criteria used to place identified ELL students into a bilingual, dual language or freestanding ESL program are the Parent Survey and Program Selection Forms. We make every effort to place the child into the program of choice. During the past five years, parent choice has been met 100%. If a parent requests a program not offered here at PS 58 (Dual Language French / Freestanding ESL), we would forward their request to the appropriate person in District 15.

Program models at PS 58 are offered at our school based on parent requests and children's needs. The Dual Language French program was created because we noticed the trend of increasing amounts of French families in our zone. Each child is tested by Marie Bouteillon and Olivia Jones to ensure they are fluent in French before program placement.

Once a child is placed in either the Dual Language Program or Freestanding ESL per parent choice, their progress is evaluated annually through the New York State English as a Second Language Achievement Test (NYSESLAT). Once a child is considered proficient in English, they receive support from the ESL teacher and Academic Intervention for one more year as they transition full-time to their mainstream classroom setting. NYSESLAT data and RMNR Report from ATS indicates that our ESL students' lowest scores are in the areas of reading and writing. Data also shows that ESL students performed lower on the state ELA test than the general population. Extra academic support is given to all ELLs in these areas and in the content area classrooms to help close the achievement gap and to ensure success for all our students.

In order to meet the linguistic needs of ELLs, parental choice, and part 154 mandates, PS 58's Language Allocation Policy will be as follows:

- Dual Language: 50% English & 50% French
- ESL Program Pull Out/ Push In: 100% English

Dual Language:

The Dual Language program at PS 58 is a developmental, language enrichment, bi-literate/bilingual educational program that integrates students who are native English speakers and native speakers of French for all or most of their content area instruction. Therefore, the students of each language group serve as language models for each other. In addition, all students are developing their second language skills while learning content knowledge in both languages.

The Dual Language model language allocation policy is 50% of instruction is in English and 50% of instruction is in French. ELLs & EP students are integrated for all or most academic area instruction. The language allocation policy is carefully planned and strictly observed. The language allocation policy for the Dual Language program at PS 58 is as follows:

Self-contained Simultaneous Literacy Grade K-2:

Teaching Configuration:

Stand Alone classes K and 1:

Within the self-contained configuration, there is one teacher who provides instruction in both languages at separate times. The classroom contains instructional materials in both languages and is organized so that the language of instruction is clearly designated (i.e. color codes for language, signs indicating language of day). The teacher plans what concepts and activities s/he will conduct in each of the languages.

Team Teaching Grade 2:

Within the team teaching class configuration, there are two teachers who provide instruction; one in French and one in English. They follow an alternate day pattern. One day of instruction is in English and one day is in French. Each classroom contains instructional materials in the appropriate language and the teachers plan what concepts and activities they will conduct in each of the languages.

During the literacy block for all six of the Dual language classes, the components of the balanced reading program are introduced in both the student's first and second language according to the alternating language pattern. Units of Study in Reading and Writing will be in an alternating month pattern English and French. Students receive literacy instruction in English and French daily. During this time, teachers will schedule the various components of a balanced literacy program by language. These components include readers workshop, read aloud, shared reading, word study, guided reading, independent reading, partner reading, and writing workshop.

Content Area Instruction:

To ensure that all students meet or exceed the standards, there must be both short and long term planning for content area instruction. It is particularly essential for Dual Language teachers to carefully plan, since he/she must also integrate language objectives into those content lessons.

All content area instruction, whether in one language or the other, becomes an opportunity for language development. Teachers will plan for content-obligatory language objectives (language skills that are fundamental to the content area) in addition to content-compatible language objectives (other related language skills compatible with the content being taught).

Content-obligatory and content-compatible language objectives include the following kinds of language skills:

- Functions (requesting/giving information, comparing/contrasting, describing, retelling, and summarizing)
- Vocabulary (according to the topic/theme)
- Grammar (question formation, adjective agreement, and comparatives)

Content area will be taught as follows:

- Math- English with French previews and Reviews
- Science- English through Clusters
- Social Studies- French and English (We will use Social Studies as the vehicle to introduce French culture to the Dual Language Class and other K classes).

Instructional Resources in French and English:

Classroom libraries that include books and other printed materials are appropriate for both groups of students; those learning English as a second language and those who are second language learners of French.

- Classroom libraries will contain authentic literature, (written by authors in French).
- Content area materials in both languages
- Assessment Tools in both languages

English as a Second Language Pull out/Push in Grades K-5:

For those ELL students who are not in the Dual Language class, English as a Second Language (ESL) is offered. English Language Learners are in self-contained, monolingual classes in grades K-5, and are pulled-out according to their proficiency levels, following Part 154 mandates.

The following chart shows the breakdown by grade:

Grade	# ELLs
K	7
1	4
2	8
3	3
4	3
5	5
Total	30

Instruction in the freestanding ESL program is provided 100% of the time in English. The language acquisition level of the student more than the grade will influence the types of tasks and scaffolds needed to support not only language acquisition but also grade level content-based instruction.

Instruction is based on content and units of study. Instruction is differentiated and scaffolded based on the students' language abilities. Therefore, language acquisition is incorporated into content-based studies and not done in isolation. PS 58 uses the Balanced Literacy model of instruction and the Teachers College Readers' and Writers' Workshops. Instruction is scaffolded using ESL strategies and methods as the student progresses. The Balanced Literacy model of instruction provides skills which can be transferred to L2 as a student progresses, and as the student moves through the language acquisition stages, the use of more context-based vocabulary as well as more contextualized tasks and concepts are incorporated in additional subjects.

PS 58 also recognizes the importance of native language support in developing English proficiency. We offer native language support for newcomers and have been increasing our library of bilingual and native language books. These are available for students to take home and read with their parents in their native language, which strengthens the home school connection.

Additional steps to ensure that ELLs will meet or exceed standards include; ongoing professional development for all teachers. The 7.5 hours of required ESL training will be provided with various professional development opportunities, including workshops in our building led by Ms. Sharbutt

on ESL methodologies and best practices, through workshops in our network and our CLSO, through the UFT, and through calendar days at Teachers College.

Parental involvement and community building are also recognized as essential for student success. Our school partners with the Fifth Avenue Committee on Adult Education, a neighborhood organization that offers free English lessons for adults. Our school offers many ways for parents to get involved, including the parents of ELLs. Within the ESL program, we have popular Potluck dinners several times a year where parents can meet other parents and families. These celebrations with the families are essential for community building and for outreach to assess the needs of the parents. We also provide homework support and tutoring for students when the parents do not speak the target language.

The ESL program at PS 58 follows the Part 154 mandates providing 360 minutes of ESL for Beginners and Intermediate students and 180 of ESL and 180 minutes of ELA for Advanced students, students in the Dual language French program also receive at least 180 minutes of Native Language Arts. Students who have reached proficiency receive intervention services and participate in the 37 ½ minutes Extended Day program.

To support instruction all classrooms will have:

- Print rich materials
- Word Wall with pictures
- Multilingual and multicultural libraries
- Listening Centers
- Strategy charts related to current unit of study in Reading, Writing and Math
- Charts modeling correct language usage
- Flow of the Day times with pictures

Our plan for Students with Interrupted Formal Education (SIFE) includes identifying these students as soon as possible when admitted. We then make individual learning plans according to their needs. For any long term ELL student who needs extension of services, we offer them academic intervention based on their specific needs. AIS is available for both upper and lower grades, and in content areas.

Newcomers to this country receive mandated 360 minutes of ESL instruction a week. They are taught in small groups for maximum opportunities to work on listening, speaking, reading and writing. They are given instruction in both basic interpersonal communication skills (BICS) and content area instruction, as well as taught using collaborative interactive projects involving music, drama, and the arts. We have a newcomers group that receives additional instructional support before school as part of the extended day program.

Additional support for ELLs that are newly arrived, long term ELLs or students with interrupted education will be provided through:

- Intervention (During School for grades K-5)
- Extended Day Program (Before school grades 1-5)

The ESL teacher collaborates closely with Special Education teachers and the Resource Room to give students extra support for the ELA test. In addition, the ESL program has regular meetings with the School Based Support Team (SBST) to closely monitor the ELL students who have Individual Education Plans (IEP). This collaboration allows us to focus on our students' specific academic needs and to monitor their progress and adjust instruction as needed.

Our transition plan for students reaching proficiency level is to provide them with extra support while the ESL teacher is pushing in to their classes with word work and strategies for both reading and writing. Close communication with classroom teachers also helps to target and focus on students' specific academic goals and needs. Students reaching proficiency level are also involved in the reading buddy program and peer tutoring.

The ESL program utilizes a wide variety of instructional materials. Fiction and non-fiction books are used as part of regular and Balanced Literacy programs. Collaborative meetings with regular classroom teachers provide additional support to ELL students on the Teachers College writing workshop and reading workshop models and benchmark books. Also incorporated in the program are photography, realia, bilingual dictionaries, picture dictionaries and computer software.

After analyzing data and NYSESLAT, LAB-R and TCWRP assessments and test results for the past five years, we have noticed several trends in the data. We use the Teachers College assessments to measure early literacy skills of our ELLs. Newcomers to the country struggle with speaking and listening, while students who have been in the country for longer need extra support in reading and writing. Our ESL teacher has a Newcomer group during extended day to address the speaking and listening needs of these students. School-wide, our ELLs greatest challenge is in reading and writing. Teachers, coaches and paraprofessionals are all aware of these challenges and work together to help bridge this achievement gap. Ongoing professional development will continue to address these needs.

The LAP team will revisit this policy in August; changes will be made based on NYSESLAT and other data.

The LAP team members are as follows:

Giselle Gault McGee, Principal

Jayne Perlman, Assistant Principal

Wendy Sharbutt, ESL Teacher and LAB-R Coordinator

Joan Bredthauer, Parent Coordinator

Marie Bouteillon, Dual Language French Teacher

Cynthia Felix, CLSO Special Populations and Data

Valerie Westhoff, Parent

Lori Glazer, School Counselor

Olivia Ramsey, Teacher

Greer Patterson, teacher

Amber Drabot, Teacher

Vanessa Handal, Teacher

Eunick Giles-Velez, Teacher

Title III Program Description:

Part I: Multicultural Curriculum Unit for Grade Two

In order to increase knowledge of world cultures, develop an appreciation of cultural diversity, and expand awareness of their own language and culture, students in the second grade will participate in a project based, multicultural learning experience.

The targeted population will be the 122 students across the second grade, including all English Language Learners and students in the general and special education population. The targeted subgroup from this population is the 7% of the second grade who are English Language Learners, and an additional 6% that are considered proficient. This data was collected from parent surveys, LAB-R administration, and the annual New York State English as a Second Language Assessment Test.

The purpose of this program is to celebrate the diversity of cultures within our student body and to bring a greater understanding of the various countries and cultures represented. This project will be inclusionary, with multiple entry points for all students to participate across multiple subject areas. As a result of this project, students will be able to demonstrate a greater understanding of the concept of culture through comparisons of the culture they studied and their own.

This project meets the learning standards for English as a Second Language developed by the State Education Department of New York; Standard Five: "Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds."

The language of instruction will be English. Students will complete interest surveys, writing responses, research an area and complete a project on that country. We will examine music, art, architecture, food and how each country uses water. Students will choose teams/small groups based on their preference sheets. Students will self-assess their understanding using rubrics and provide feedback on projects to other students. They will participate in an oral presentation and complete a reflection and evaluation piece in June.

We will also team up and collaborate with an area high school and partner with high school students interested in the architecture and cuisines of the target countries.

A sampling of the countries represented in our second grade includes France, Japan, Poland, Puerto Rico, Mexico, Panama, Ireland, Kenya and the Dominican Republic.

Activities will include cultural trips, Pen Pals, gallery exhibitions to display student work, and a multicultural exhibit. The project will culminate in a grand Multicultural Celebration. The final event will include foods from the countries researched, music and art from these countries, architectural displays and will include families, students and staff.

Coordinating this project is Wendy Sharbutt, a certified ESL teacher, as per SAM #53, FY 10. The initial scheduling will begin in February, when our ESL teacher will collaborate with the second grade teachers during their weekly planning meetings. Ms. Sharbutt will instruct on ESL methodologies and best practices.

Per-session meetings after school will also be utilized. Teachers will meet twice a month beginning in October and ending in May for a total of 20 sessions. As a study group they will engage in creating benchmarks and goals for English Language Learners. They will create end-of-unit goals that include language objectives focusing on language development at all stages in all four language skill areas (Speaking, Listening, Reading, and Writing). In addition, teachers will focus on identifying scaffolds, language structures and functions for the literacy and math units of study. They

will also develop rubrics for each unit and use performance-based assessment scoring guides to collect evidence of student learning and assess the progress of each student on a unit-by-unit basis. Teachers will document the curriculum and assessment process in a teacher portfolio or learning log. Participants will use various professional books and articles on second language acquisition to guide their conversations.

The project will begin in mid-March/ April. We will also collaborate with the Art teacher Megan Kimball, science teacher Mr. Wynne, and music teachers Sarah James and Steven Cedermark on this project so that the curriculum unit spans across the content area classes. Parental involvement will also be crucial for the success of this project.

Part II: ELA Test Prep for LEP students:

We want to continue to reduce the achievement gap between our English Language Learners and the general education population. NYSESLAT data indicated that our ESL students' lowest scores are in the areas of reading and writing. Data also shows that ESL students performed lower on the state ELA test than the general population.

The targeted population will be current LEP students in grades 3-5. The targeted subgroup will be the proficient / former ESL students in those grades. We currently have 17 students in grades 3-5 who are identified as ELLs and who would benefit from ELA test prep, according to the NYSESLAT and ELA data.

The language of instruction will be English. The test prep workshops will focus on New York's Learning Standards for English as a Second Language, Standard 3: "Students will listen, speak, read, and write in English for critical analysis and evaluation."

Starting in February, this group will meet once a week, after school, for an hour and a half. The duration of this project will be ten weeks.

1 TR x 1.5 hrs x 10 sessions x \$49.89 =

There will also be a Saturday Academy before the ELA exam to provide extra support.

\$ Of TRs x # of hrs X # of sessions x \$ 49.89 =

Supplemental materials will be purchased for the students to work on at home, tailored to meet their individual educational needs.

In January, we will invite parents to attend an informative meeting on the program and ways they can help their child better prepare for the ELA exam. We will have an interpreter on hand and our parent coordinator will be there to explain the materials and resources available. Events like this also help to strengthen the home-school connection.

Coordinating this project will be Wendy Sharbutt, our ESL teacher, a certified ESL teacher, as per SAM #53, FY 10.

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.

Additional steps to ensure that ELLs will meet or exceed standards include ongoing professional development for all personnel who work with English Language Learners, including classroom teachers, dual language teachers, as well as paraprofessionals, administration, guidance

counselors, secretaries, and our parent coordinator. To ensure that teachers teaching ELLs are provided with targeted professional development, we will offer workshops for staff on the theory and practice of second language acquisition and scaffolding the balanced literacy units. The 7.5 hours of required ESL training will be provided with various professional development opportunities, including workshops in our building led by Ms. Sharbutt on ESL methodologies and best practices. Ms. Sharbutt is a licensed pedagogue with a Masters Degree in Teaching English as a Second Language, and a certified ESL teacher, as per SAM #53 FY 10. We will also utilize professional development opportunities through workshops in our network and our CLSO, through the UFT, and through calendar days at Teachers College.

Ms. Sharbutt will lead monthly workshops on ESL methodologies and best practices, during lunch time or afterschool, and calendar days are offered at Teachers College on a monthly basis.

For the 2nd Grade Multi-Cultural Celebration, Per-session meetings after school will be utilized for planning direct instruction. Teachers will meet twice a month beginning in October and ending in May for a total of 20 sessions. As a study group they will engage in creating benchmarks and goals for English Language Learners. They will create end-of-unit goals that include language objectives focusing on language development at all stages in all four language skill areas (Speaking, Listening, Reading, and Writing). In addition, teachers will focus on identifying scaffolds, language structures and functions for the literacy and math units of study. They will also develop rubrics for each unit and use performance-based assessment scoring guides to collect evidence of student learning and assess the progress of each student on a unit-by-unit basis. Teachers will document the curriculum and assessment process in a teacher portfolio or learning log. Participants will use various professional books and articles on second language acquisition to guide their conversations.

Parent Involvement:

PS 58 will use Title III funds to purchase additional bilingual books for the Parent Resource Room. Parents of ELLs will have the opportunity to borrow books and videos in English, Spanish, and French in a variety of topics including instruction, health and parenting. Books are available in French and Spanish for students to take home to read with their parents, strengthening the native language fluency in the home.

In January, we will invite parents to attend an informative meeting and potluck dinner about the ESL program. Meetings like this are crucial for community building and for gauging the needs of our parents. We will pass out surveys and have informal discussions about what more PS 58 can do to assist parents of ELLs. At this meeting, parents can learn about their options for preparing their students for the ELA exam in April, and find out information about the ELA test prep after-school program for their children. They will be given information on ways they can help their child better prepare for the ELA exam and find out what materials are helpful for them. We will have an interpreter on hand and our parent coordinator will be there to explain the materials and resources available. Events like this also help to strengthen the home-school connection, and help parents to meet other parents who speak the same home language as them and find out about academic support for their children.

At PS 58, we have an open-door policy with parents. Teachers frequently call home to discuss student progress, and we have a wonderful paraprofessional named Anna Gonzales who is an excellent resource for Spanish-speaking parents. Ms. Gonzales frequently calls, and meets with parents, and is always available to assist with filling in forms and impromptu translation. Ms. Gonzales will be present at all ESL meetings and potluck dinners.

Form TIII – A (1) (b)

School: P.S. 58 BEDS Code: 331500010058

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) Per session Per diem	\$9,000.00 \$5,986.80 \$3,013.20	Study Group 10 hours X \$49.89 X 12 Teachers ELA Test Prep Study Group – Direct Instruction for ELL students
Purchased services High quality staff and curriculum development contracts.	0	
Supplies and materials Must be supplemental. Additional curricula, instructional materials. Must be clearly listed.	\$4,500	Leveled Books, General supplies, Program and or newsletter for culminating event, Parent lending library, multicultural library, Materials to work on projects.
Educational Software (Object Code 199)	0	
Travel	\$500.00 \$210.00 \$240.00 \$ 60.00	Bringing parents to visit multicultural areas with and without their children using public transportation and admission. Brooklyn Museum \$10 per adult plus \$4 Metro card pass (17 adults plus their child admitted for free). Ellis Island Museum \$12 per adult including ferry ride plus \$4 Metro card (15 adults plus children free) Metro Cards for 15 children to accompany adults on trips.
Other	\$1000.00	Parent Involvement; Refreshments, incentive materials and supportive resources

TOTAL	\$15,000.00	
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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.

Our school uses the parent Home Language Identification Survey (HLIS) to assess students' and their families' written translation and oral interpretation needs. Parent correspondences are sent home in the students' home language, when applicable. Translators are also provided for parents during conferences

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

Major findings of our school's written translation and oral interpretation needs indicate the dominant language is English. When necessary accommodations are made to support the needs of families who require written and/or oral translations in other languages

Part B: Strategies and Activities

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

The parent coordinator utilizes the DOE Translation Unit, as well as parent volunteers, selected teachers and professionals to translate school correspondence when necessary. In addition, selected teachers and paraprofessionals provide oral translations for telephone correspondence and meetings. If needed, outside vendors are used for translation services.

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.

The parent coordinator works with bilingual members of the school community, including parent volunteers, selected teachers and paraprofessionals, to meet the needs of these families and children. When necessary, the DOE over-the-phone translation service is employed.

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>.

P.S. 58 will provide written and oral translations when needed for families with English as a second language.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

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

Applicable Not Applicable

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

We are always revising instruction and assessing our curriculum for alignment to the New York State standards.

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.

The School Leadership Team, Academic Intervention Team, Inquiry Team, grade leaders and teachers will review the curriculum to ensure all components of reading are incorporated and make revisions when necessary in order to meet the needs of all students.

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.

Teachers in Grades Kindergarten through Five use the Everyday Math program which provides instruction aligned to New York State standards. We also hired an AUSSIE consultant to work with teachers and students from Kindergarten through Fifth grade to provide support, supplementary materials and to ensure consistency throughout the grades.

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

Applicable X Not Applicable

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

Our math curriculum, in addition to supplemental resources and assessments meets the needs of our students by providing them with a needs-appropriate New York State standards aligned curriculum

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

We utilize the Reading and Writing Workshop methodology developed at Teachers College as the core of our literacy instruction. In Reading Workshop, students are explicitly taught the strategies and habits of effective reading through whole group and small group instruction, and 1:1 conferring. We tailor our teaching to the individual needs of our students so they learn to talk, think, and write well about their reading, and to live richly literate lives. Teachers confer frequently with students and collect data through observations and assessments to identify specific needs of each student throughout the year.

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

Applicable Not Applicable

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

Direct instruction and individual seatwork are not the predominant instructional strategies used by teachers in our school. We differentiate our instruction to support those who need extra help and to engage those who require additional challenges.

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

2B – Mathematics Instruction

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

Through supervision of instruction, walk-throughs, teacher, student and parent feedback, we are able to evaluate student engagement and pedagogical practices which impact student achievement. We cultivate self-reliant teachers who are continuously improving their practice.

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

Applicable Not Applicable

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.

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?

Informal and formal observations, teacher, student and parent feedback, our Progress Report and Quality Review support our findings that students are highly engaged in mathematical learning.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

One-to-one conversations and a review of our school demographics and organization indicate a low turnover of teachers.

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

Applicable Not Applicable

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

School demographics clearly show that we have a low turnover rate of all teachers.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed

mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

Teachers are given hard copies as well as e-mailed copies of monthly professional development opportunities offered by the CLSO, region, UFT, etc. The school schedule, written daily on the enlarged wipe off board, in the main office indicates staff meetings and professional development opportunities, including ELL workshops. In addition, we produce weekly notes which highlight our successes and areas of concern.

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

Applicable Not Applicable

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

Our staff attends ELL workshops and institutes sponsored by the Office of English Language Learners.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Weekly grade and lunch meetings, faculty conferences, data conferences with our data consultant and Inquiry team work address the use of data and the monitoring of student work.

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

Applicable Not Applicable

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

Data gathered from several sources (Teachers College Reading and Writing assessments, Spelling Inventories, Acuity, and Weekly Assessments) is used to differentiate instruction as well as differentiate professional development. Weekly grade and lunch meetings, and our Teacher Support group sessions are used to share data and discuss appropriate instructional strategies.

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.

Every teacher and paraprofessional met with our IEP Coordinator and received training on how to read and implement a student IEP. Additional trainings were provided during faculty conferences and during Teacher Support group sessions. Every general education teacher and service provider received a copy of their students' IEPs and are familiar with accommodations and modifications. Every

paraprofessional knows they have access to students' IEPs. The IEP teacher frequently communicates relevant information to all staff members regarding special education initiatives and best practices.

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

Applicable Not Applicable

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

Every teacher has a copy of their student's IEPs in their classroom. The Child Study Team and the IEP teacher supply teachers with information regarding behavior modification programs and best practices for students with disabilities.

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

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 review their students' IEPs for modifications and accommodations for each student. Teachers have promotional criteria checked for each grade they teach.

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

Applicable Not Applicable

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

Teachers use the promotional criteria to monitor each child's progress towards meeting the standards for the grade. They use these criteria to create the goals of the IEPs.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

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).
As of this date 10/30/ 09 there are 2 students who reside in temporary housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
These two students are from the same family and are provided with supports. Each are seen at-risk by our social worker and are able to attend a community after-school on a scholarship. Money is put aside to cover the cost of any school trip or activity such as the purchase of books at a Book Fair. These students were also given supplies such as a back pack and notebooks. The parent is also given support with conversations with the Social Worker and Parent Coordinator.
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.