



P.S. 135 SHELDON A. BROOKNER SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 18K135
ADDRESS: 684 LINDEN BOULEVARD,
BROOKLYN, NEW YORK 11203
TELEPHONE: 718-693-4363
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 135 **SCHOOL NAME:** Sheldon A. Brookner

SCHOOL ADDRESS: 684 Linden Boulevard, Brooklyn, New York 11203

SCHOOL TELEPHONE: 719-693-4363 **FAX:** 718-941-0847

SCHOOL CONTACT PERSON: Ms. Pamela Wilson **EMAIL ADDRESS:** Pwilson22@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Marcia Clarke

PRINCIPAL: Ms. Penny Grinage

UFT CHAPTER LEADER: Ms. Ida St. Clair

PARENTS' ASSOCIATION PRESIDENT: Ms. Anastatia John Davis

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 18 **SSO NAME:** Knowledge Network

SSO NETWORK LEADER: Dr. Kathleen Lavin

SUPERINTENDENT: Ms. Beverly Wilkins

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
Ms. Penny Grinage	*Principal or Designee	
Ms. Ida St. Clair	*UFT Chapter Chairperson or Designee	
Ms. Anastatia John Davis	*PA/PTA President or Designated Co-President	
Mr. Collin Thompson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Sheryl O’Neill	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. Marcia Clarke	Chairperson/Parent	
Ms. Audrey Rhoden Barnswell	Member/Parent	
Mr. John King	Member/Parent	
Ms. Donnett Davis Johnson	Member/Parent	
Ms. Charles	Member/Parent	
Mr. Waterman	Member/Parent	
Ms. Stacy Kearney	Member/Teacher	
Ms. Linda Arcadi	Member/Teacher	
Ms. Carolyn Grigg	Member/Teacher	
Ms. Dona Grenardo Smith	Member/Teacher	

(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. 135 is a Pre-K -5 elementary school servicing a population of approximately 770 students. The school has two sites; the main building and the early childhood annex. The main building, located at 684 Linden Blvd. Brooklyn, NY, accommodates Pre-kindergarten, Grade 2 through Grade 5, and Students with Disabilities classes (12:1:1). The Early Childhood Center is located at 5811 Ditmas Avenue, Brooklyn, NY, and welcomes Kindergarten, Grade 1 and one 12:1:1 class.

In 2008- 2009, P.S. 135 was rated as an "A" school by the New York City Department of Education and classified as a "well-developed" school under Mayor Michael Bloomberg's and Chancellor Joel I. Klein's Children First Initiative reforms.

Our school staff consists of 57 teachers of which 100% are licensed and are permanently assigned to the school. 64.9 % of the teachers have more than two years of experience and 63.6% of our teachers have more than five years of experience. 82 % of teachers at P.S. 135 have Masters Degrees or other advanced degrees. We have three administrators, 13 paraprofessionals and two(2) guidance counselors.

The population of children consists of 94.3% African-American, 3.5% Hispanic, 0.4% Asian and white 1.6 %. There are 51.17% females and 48.83% males. Their families are working class poor, many in need of public assistance, with 75.4% of the students receiving free lunch, a poverty indicator. In Grades 3-5, 70.5% of our children have reached the New York State requirements in reading and 81% have reached it in mathematics. Despite socio-economic challenges, we have achieved these significant gains.

Our school's vision/mission is to have a community which guarantees that all children, including students with disabilities, ELL and high achieving students, are given an exemplary education that will allow them to reach their full potential. We want to see all of our children become critical thinkers, leaders and peacemakers of the 21st century. It is P.S.135's goal to provide developmental and enriched programs of instruction that promote high academic standards. In addition to utilizing standard bearing methods of instruction, we will continue to use proven strategies, which encompass the individual learning styles of all students.

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. 135 Sheldon A. Brookner						
District:	18	DBN:	18K135	School BEDS Code:	331800010135		
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	36	35	34		93.7	94.6	95.4
Kindergarten	119	99	100				
Grade 1	113	127	116	Student Stability - % of Enrollment:			
Grade 2	135	126	126	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	127	132	130		93.4	93.1	92.5
Grade 4	129	132	130	Poverty Rate - % of Enrollment:			
Grade 5	132	126	127	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	0	0	0		77.7	77.7	75.4
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	0		6	17	51
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	0	0		7	6	4
Ungraded	0	0	0	Special Education Enrollment:			
Total	791	776	751	(As of October 31)	2006-07	2007-08	2008-09
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	20	27	23	Principal Suspensions	28	17	41
# in Collaborative Team Teaching (CTT) Classes	3	8	19	Superintendent Suspensions	21	12	22
Number all others	28	29	33	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
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09				
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	45	55	57
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	19	23	25				

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	3	0	0	Number of Administrators and Other Professionals	7	19	17
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	6	7
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	82.2	72.7	64.9
				% more than 5 years teaching anywhere	57.8	63.6	63.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	91.0	84.0	82.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.4	96.6	93.9
American Indian or Alaska Native	0.5	0.3	0.3				
Black or African American	94.8	94.3	93.9				
Hispanic or Latino	3.2	3.5	3.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.1	0.4	0.4				
White	1.4	1.6	1.9				
Male	46.5	47.6	49.1				
Female	53.5	52.4	50.9				
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:							
		Elementary/Middle Level			Secondary Level		
Student Groups		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		√SH	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		4	4	3	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:	77.5			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	13.2			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:	18.8			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	42.5						
<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?
-

Our school is making steady gains in the areas of literacy and mathematics. Our special education subgroup has made the necessary AYP gains in literacy.

1. *By using Title I funds and CFE funds we reduced the register in the upper grades allowing for more teacher student interaction.*
2. *Our students have continued to make gains in both the NYS ELA and Mathematics tests.*
3. *Our students are producing a different piece of genre writing each month which is reviewed by the administrators and placed in the students' portfolio.*
4. *Our students are gaining a great deal of background knowledge by implementing the Core Knowledge curriculum. There is greater parent involvement by using the What Every Grader Needs to Know companion book. This makes it easy for the parents to follow along and engage in conversations about the curriculum with their children.*
5. *Our school recently received a new computer laboratory which will allow children to engage in more online research activities.*
6. *Our school incorporated the use of differentiated teaching and learning activities that are closely linked to goal setting and reviewing procedures.*
7. *A brand new Robin Hood library was just completed and was opened in April 2009. Students will be exposed to a state of the art facility in the Robin Hood Library. The library will serve our students as well as the parents and community, and this will enhance family literacy.*
8. *Our school has seen measurable trends in the area of English Language Arts as shown by New York State Test data. There has been a 50% drop in the number of students who attained a Level 1 on the ELA tests from 2007 to 2009. In addition there has been a reduction in the number of students who attained a Level 2 on the ELA tests during the same time period. Consequently our school has experienced measurable growth in the in the percentage of students attaining Levels 3 and 4.*
9. *Another trend that is evidenced by assessment data is the progress of our Student with Disabilities group. Between 2007 and 2009, there has been a slight increase in the number of students who scored a Level 3 on the New York State. However, there was not adequate movement of students from Level 2 to Level 3.*

- 10. A barrier to our school remains the progress of our Students with Disability (SWD). The data trend shown between the years 2007-2009 shows only a slight increase in the movement of students. This lack of adequate yearly progress has highlighted the need to more closely monitor the progress of our SWD group. We intend to focus and support the needs of the staff to aid in the targeted instructional practices needed to generate academic movement within this group.*
- 11. An additional barrier to our school's continuous improvement is having two (2) buildings separated by 1 ½ miles. The students in Kindergarten and First Grade are shuttled there by yellow bus. The location of the annex makes it difficult for articulation and observations to readily occur between the first and second grade teachers unless the administration hires substitute teachers to cover the classes. Some classes are located in the school yard in portables and there is no gymnasium or large holding area in the event of an emergency. The five stories of the building are challenging for some parents to navigate to get to their children's classrooms. Without an elevator, the school is not barrier-free.*

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.

Goals	Description
Goal 1: By June 2010, 70% of all students including general education, ELL/LEP students and students with disabilities will meet or exceed the Fountas and Pinnell benchmark goals.	Based on our needs assessment, our SLT determined that students in the ELL and SWD subgroups are at risk. Therefore, the progress of these subgroups will be carefully monitored and actions and strategies will be put in place to promote accelerated academic achievement as indicated in Goal 1.
Goal 2: By June 2010, 80% of all students including general education, ELL/LEP students and students with disabilities will meet or exceed the grade level mathematics standard and/or demonstrate proficiency in New York State Mathematics Test.	Based on an analysis of the Accountability Status Report for Elementary Level Math, it was determined that SWDs' and ELLs' performance is moderately below the performance of the All Student Group. Therefore, the performance of the subgroups will be closely monitored and actions will be put into place to promote academic achievement as indicated in Goal 2.
Goal 3: By June 2010, 70% of students including general education, ELL/LEP students and students with disabilities will achieve Adequate Yearly Progress on the New York State Science Test.	Based on our analysis of state school wide data for science, it was determined that student performance was on par with this goal. Continued procedures will be monitored and refined to ensure continued performance at or above the set benchmark in Goal 3.
Goal 4: By June 2010, all students in Pre-	Based on our school's variety of

<p>K –5 will participate in activities related to dance, music, drama, technology and visual arts. Through the implementation of the Core Knowledge curriculum these activities will be aligned with the New York State Standards for the Performing Arts. Success will be measured by a comparison of student involvement in the arts program last year against this year.</p>	<p>performing arts programs and continued growth of our music, drama, technology, dance, and visual arts programs we envision continued student involvement to be an important educational asset. The continued support and collaboration with outside organizations as well as school initiated programs will ensure greater student participation in the arts as stated in Goal 4.</p>
<p>Goal 5: By June 2010, teams of teachers will participate in a minimum of 40 hours of professional development across all curriculum areas including assessments as measured by workshop attendance sheets.</p>	<p>Professional development is based on an analysis of assessment given to the order to allow for a more focused and meaningful learning experiences. Staff members meet on a weekly basis to collaborate, receive instruction or refine curriculum goals and plans to address immediate needs.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-09 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 (SINI/SRAP/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>Goal 1: By June 2010, 70% of all students including general education, ELL/LEP students and students with disabilities will meet or exceed the Fountas and Pinnell benchmark goals.</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><i>Responsible staff members:</i> Classroom Teachers, SETTS, IEP/AIS, Supervisors, Literacy Coach, Data Specialist, Paraprofessionals, Family Worker</p> <p>Provide instruction in a balanced literacy program, aligned with the Chancellor’s Initiative, for 120 minutes per day within a print rich literacy environment which will provide daily opportunities for read alouds, shared reading, guided reading and independent reading.</p> <p>Science and Social Studies will also be included in the 120-minute literacy block of time.</p> <p>All literary instruction will be aligned with the New Performance Standards in English Language Arts and with New York State Learning Standards.</p> <p>Aligned with the NYC uniform core curriculum, the program will include instruction in a systematic scope and sequence of phonics, letter name recognition, phonemic awareness, segmentation, blending, word building and specific listening, speaking and reading comprehension skills (summarizing, main idea, prediction, inference, cause/effect, sequence, drawing conclusions, details, comparing/contrasting, character analysis, vocabulary in context and strategies.)</p> <p>Utilization of graphic organizers and corresponding frames including metacognitive strategies. Teaching Qualities of Writing Program [TQW] Lucy Caulkins, and Primary Units of Study to</p>

assist students in developing their writing skills.

Bag in a Bag, Read-a-thon, and Books and Beyond provide encouragement for reading at home.

Supplemental services with a Special Education Teacher Support Service (AIS)

Assign homework daily in a specific reading skill/strategy.

Students will read 25 books (at least 4 about one subject, by a single author or in one genre)

Provide instruction in the steps of the writing process and varied writer's craft (reports, responses to literature, narrative accounts and narrative procedures).

Use of overhead projectors and smart boards as motivational and instructional tools.

Provide instruction in the conventions of language and grammar.

Provide instruction in strategies to enhance speaking, listening and viewing skills.

Provide instruction in appropriate test taking strategies.

Provide for the continual assessment of student achievement.

Evaluate spring 2010 ELA test scores

Evaluate periodic assessments for grades 3, 4 & 5

Provide small group instruction by the SETSS Teacher. [AIS]

Grade Four including children with disabilities and ELL—(Academic Intervention Services)

Reduce class size for New York State testing Grade 4.

Provide additional instructional time in reading to targeted students through Project RAM.

Provide enrichment based summer school for targeted students.

AIS Extended day will provide small group instruction for two and a half hours (2.5Hrs) per week.

Robin Hood Library –students will be exposed to a state of the art facility

Will enhance family literacy

<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>Resources: Classroom Teachers, Paraprofessionals, Family Worker , Counselor, Supplies, Transportation, and Parents, SBO</p> <p>Funding Sources: SuperStart PreK 049381</p> <p>The following funding streams and resources will be utilized to implement this goal: Fair student Funding (Tax Levy), Title I, Title III SuperStart PreK, <i>C4E</i></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review: October, January, March and May</p> <p>Instrument(s) of Measure: Fountas and Pinnell Benchmark Teacher Observations, Checklists, Supervisor Observations, Program Evaluation, Projects, Review of Student’s Work, ECLAS-2, reading logs, Read-A-Thon, Book in a bag, Poetry Celebration, Writing Celebration, Author Study, Author Visits, Poem in a pocket, Accountable talk and Teacher assessment, Core Knowledge Unit assessments. In grades K - 2, 50% of the students will increase 1 guided reading level by January 2010. ECLAS-2 scores in reading accuracy and comprehension will increase one level in grades K-2 by June 2010.</p> <p>Projected Goal: 70% of students at the appropriate benchmark at grade level achievement of the periodic Fountas and Pinnell benchmark goals.</p> <p>Projected Gain: Students will progress by approximately 17% each benchmark until goal is obtained in May</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-09 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 (SINI/SRAP/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): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: By June 2010, 80% of all students including general education, ELL/LEP students and students with disabilities will meet or exceed the grade level mathematics standard and/or demonstrate proficiency in New York State Mathematics Test.</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>Responsible staff members: Classroom Teachers, SETTS, IEP/AIS, Supervisors, Math Coach, Data Specialist</p> <p>Use the Everyday Mathematics Program and Core Knowledge to provide instruction in basic math facts, problem solving and use of calculators and manipulatives. This curriculum is aligned with the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards, the New York City Performance Standards and the New York State Learning Standards.</p> <p>The principles of learning will be incorporated into all aspects of the Everyday Mathematics curriculum through Accountable talk, fair and credible evaluations, clear expectations and academic rigor</p> <p>Provide instruction in appropriate test taking strategies.</p> <p>Conduct drills (snap math) to support learning of math facts.</p> <p>Facilitate full day school-wide Marilyn Burns workshop for Mathematics focusing on differentiation of instruction</p> <p>Celebrate the 100th day of school PreK –Grade 2.</p>

	<p>Complete Everyday Math Projects.</p> <p>Present awards for academic achievement – Grade 5</p> <p>Math-A-Thon Grade 2 - 5</p> <p>Everyday Mathematics Games</p> <p>Provide supplemental services by a Special Education Teacher Support Service (AIS)</p> <p>Creates holiday packets for students in December, February, and April based on Acuity</p> <p>Identify & support students for intervention through the funded mathematics program and based on teacher recommendations and test scores.</p> <p>Extended Day (AIS) will provide small group instruction for two hours and twenty minutes per week.</p> <p>Use overhead projectors, Smartboards and manipulatives as motivational and instructional tools.</p> <p>Evaluate Spring 2009 New York State Math test scores.</p> <p>Implementation of monthly Math Day & estimation station</p> <p>Reduce class size for New York State testing Grade 4.</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>Resources: 1 Teachers, AIS Support Staff, Materials and Parents. The following funding streams and resources will be utilized to implement this goal: Fair student Funding (Tax Levy), Title I, Title III SuperStart PreK, <i>C4E</i> Source: Tax-Levy (4245) Title I (041602), (91694) – Staff: Materials:</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Intervals of Periodic Review: November, January, March, April Instrument of Measure: Everyday Math Periodic Assessments New York State Math Test, Everyday Math Unit assessment, teacher observations, explorations, projects, portfolios, and teacher-created tests. NYS mathematics exams, formal and informal assessments including classroom. Monthly performance tasks, portfolios and teacher observations and data folios Projected Gain: 10% gain on ITA and Predictive tests, in-house tests. New York State Math Test,</p>
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-09 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 (SINI/SRAP/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): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 3: By June 2010, 70% of students including general education, ELL/LEP students and students with disabilities will achieve Adequate Yearly Progress on the New York State Science Test.</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>Responsible staff members: Classroom Teachers, Science Teachers, SETTS, IEP/AIS, Supervisors, Literacy Coach, Math Coach, Data Specialist.</p> <p>Provide instruction in hands-on inquiry based constructivist science with a focus on interdisciplinary strategies aligned with the NYS Learning Standards. Core curriculum textbook and workbook program, leveled science books for guided reading and classroom libraries.</p> <p>Harcourt Hands on Science Program for Grade K-5</p> <p>Core Knowledge Science</p> <p>Provide Participation in school-wide science fair & Math, Science, Technology Fair (MST)</p>

	<p>Computer software and Science trips</p> <p>Participation in Global Learning and Observation to Benefit the Environment (GLOBE)- to improve student achievement across the curriculum with a focus on student research in Environmental and Earth Science.</p> <p>SECME will target grades 4 and 5 during an after school programs continuing in September.</p> <p>Reduce class size for New York State testing Grade 4.</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>Resources: 1 Teacher, 1 AIS Support Staff and Materials Source: Tax-Levy (4245) – Title I (041602), (91694) –Materials:</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Intervals of Periodic Review: October, December, February, April Instrument of Measure: Past New York State Science Tests 02-08 Teacher Assessments, Journals, Portfolios, and the New York State Grade 4 statewide Elementary Science Program Evaluation Test, grades K-5 school-based interim assessments using item skills analysis.</p> <p>Projected Gains: 10% gains as measured by Science Fair Projects, Teacher Observations, Teacher Assessments, Journals, Portfolios, and the New York State Grade 4 statewide</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-09 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 (SINI/SRAP/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): Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all students Pre-K –5, will participate in activities in dance, music, drama, technology and visual arts as a result of participation in our curriculum for the Arts. Through the implementation of the Core Knowledge curriculum these activities will be aligned with the New York State Standards for the Performing Arts. Success will be measured by a comparison of student involvement in the arts program last year against this 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><i>Responsible staff members:</i> Classroom Teachers, Music Teacher, Dance Teacher, Art Teacher, Literacy Coach, Math Coach, Supervisors, The Academy in association with Weill Music Institute and Carnegie Hall.</p> <p>The implementation of the Core Knowledge Curriculum will support a greater understanding of the arts.</p> <p>Dance: Students will identify and demonstrate movement elements and skills. Students will demonstrate basic dance movements that are typical of major world cultures.</p> <p>Music: Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording and producing music. Students will examine the historical development of music over time and compare/contrast various musical pieces.</p> <p>Drama: Students will use creative drama, dance and music to communicate ideas/feelings, imitate experience through pantomime and play. Students will visit theaters, theater-related</p>

	<p>facilities and concerts and be able to discuss, interpret and evaluate theatrical performance using basic theater terminology. Writing and reading plays will be included in the literacy block.</p> <p>Visual Arts: Students will participate in individual and group activities discussing, responding to and making connections between various cultures, artists, specific artworks and styles. Students will utilize proceeding ideas, elements and principals of design, to create their own artwork. Students will extend their learning to various cultural experiences.</p> <p>The Javits Program develops art and literacy skills through the eight intelligences.</p> <p>Band/ Dance Group: students will perform in Holiday shows, class plays, Black History Month Program, Ballet Tech, Chorus, and Seasonal concerts.</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>Resources: 3 Teachers each, Source: Tax-levy (4245) Title 1 Staff: Materials Capezio Ballet Makers Award (costumes)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Art Celebrations/ Displays/ Contests Theatrical Performances Display of murals and of various works of classroom art Student portfolios Concerts Acceptance of students into professional theatrical schools and art programs Early Childhood Center Art Festival Articles in local newspapers Competitions Multi Cultural Day Celebration Ballet Tech Core Knowledge Expositions with art displays ACJW Academy Projects Arts after school dance and band program NYU LEAP for ALLL Residency</p>

	<p>using basic theater terminology. Writing and reading plays will be included in the literacy block.</p> <p>Visual Arts: Students will participate in individual and group activities discussing, responding to and making connections between various cultures, artists, specific artworks and styles. Students will utilize proceeding ideas, elements and principals of design, to create their own artwork. Students will extend their learning to various cultural experiences.</p> <p>The Javits Program develops art and literacy skills through the eight intelligences.</p> <p>Band/ Dance Group: students will perform in Holiday shows, class plays, Black History Month Program, Ballet Tech, Chorus, and Seasonal concerts.</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>Resources: 3 Teachers each, Source: Tax-levy (4245) Title 1 Staff: Materials Capezio Ballet Makers Award (costumes)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Art Celebrations/ Displays/ Contests Theatrical Performances Display of murals and of various works of classroom art Student portfolios Concerts Acceptance of students into professional theatrical schools and art programs Early Childhood Center Art Festival Articles in local newspapers Competitions Multi Cultural Day Celebration Ballet Tech Core Knowledge Expositions with art displays ACJW Academy Projects Arts after school dance and band program NYU LEAP for ALLL Residency</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/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): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 5: By June 2010, all teachers will participate in a minimum of 40 hours of professional development across all curriculum areas including assessments as measured by workshop attendance sheets.</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>Responsible Staff Members: Classroom Teachers, Supervisors, Support Service Teachers, Out of Classroom Teachers, Guidance, Paraprofessionals.</p> <p>Weekly Professional Development (SBO- lunch hour), Professional Development workshops (in school and out of school), Literacy Consultant, ACJW Academy, LEAP for ALLL NYU, Weekly Lunch and Learn, Core Knowledge conference, intra-visitations, buddy teachers, supervisors, grade leaders, mentors, Literacy Coach, Math Coach, and grade-level planning meetings.</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>ACJW residency Title I, Literacy Support Consultant Title I, PD Training Title I, Marilyn Burns Workshops</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teacher observations, evaluation feedback forms, snap shot observations, walk throughs, classroom environment (charts, libraries), student engagement, small group instruction, differentiation of instruction, strategies instruction and accountable talk, grade level beginning and end of year assessments; develop and monitor and evaluate short and long term goals.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	35	35	N/A	N/A	5	9	0	5
1	40	40	N/A	N/A	5	30	1	1
2	48	48	N/A	N/A	0	15	2	1
3	60	60	N/A	N/A	5	15	3	3
4	41	41	15	15	1	10	1	4
5	51	51	15	15	0	30	1	3
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>AIS – ELA during day, small group-pull out/push in program Acuity: Individually Targeted Assessments (ITA) – grades 3-5 Foundations- kindergarten-2nd grade Read 180 – grades 3-5 Scantron Performance Series: Targeted Instructional Assessment – grades 3-5 Wilson – grades 3-5 RIGBY – Special Education Teacher Support Services students - grades 2 -5 Extended Day; Grades K-5 – small group after school ELA Instruction Words Their Way – kindergarten-2nd grade Just Right – kindergarten and grade 2 Reading for Comprehension Readiness – grade 1 Targeted Reading Intervention– grades 3-5</p>
Mathematics:	<p>AIS – Math during day, small group-pull out/push in program Acuity: Individually Targeted Assessments (ITA) – grades 3-5 Everyday Math Games and CD Scantron Performance Series: Targeted Instructional Assessment – grades 3-5 Extended Day; Grades K-5 – small group after school math instruction Mathematic Skills, Concepts and Problem Solving – kindergarten and grade 1 Targeted Mathematics Intervention – grades 2-5</p>
Science:	<p>AIS – Science during school, small group differentiated instruction Harcourt Science – kindergarten – grade 5 SCEME – During school, small group Science club LEGO Robotics – During the school day, small group club</p>
Social Studies:	<p>During School Day – small group Social Studies instruction</p>
At-risk Services Provided by the Guidance Counselor:	<p>During day – small group and 1:1 sessions</p>
At-risk Services Provided by the School Psychologist:	<p>During day – 1:1 sessions</p>
At-risk Services Provided by the Social Worker:	<p>During day – 1:1 sessions</p>
At-risk Health-related Services:	<p>Individual health counseling is being provided by the school nurse to students with health issues that reduce their time on task. Through AIS Health, students develop skills at identifying health related warning signs so that they can take necessary actions and increase their time on task. In so doing AIS Health helps to remove barriers</p>

	to student success.
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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.

Language Allocation Policy

2008-2009

District 18

School: P.S. 135

Principal: Penny Grinage

Assistant Principals: Elizabeth Mitchell, Trevlyn McRae

ESL Teacher: Gina Douglas

Parent Coordinators: Pamela Wilson

Guidance Counselors: Lisa Sher

Math Coach: Christina Dans

Literacy Coach: Sylvia Rollock

P.S. 135 is a Pre K- 5 elementary school located in the East Flatbush section of Brooklyn. The school is serviced by one certified ESL teacher. The total number of students in P.S. 135 is 770. The total numbers of ELLs at P.S. 135 is 29. The percent of student population that is ELL is 14.4%. P.S. 135 is a free standing pull out program. There are three ELLs in the Kindergarten five ELLs in the ELLs in the 1st grade, five ELLs in the 2nd grade, five ELLs in the 3rd grade, four ELLs in the 4th grade, and seven ELLs in the 5th grade- a total of 29 ELLs.

There are 23 ELLs that are in the ESL program for 3 years or less, including three ELLs who are SIFE and 1 ELL in Special Education with 3 years or less in the ESL program. There are 4 ELLs that are in the ESL program for 4-6 years and 1 ELL in Special Education with 4-6 years in the ESL program. There is no long term ELL (more than 6 years) in Special Education. The total number of ELLs by years is 29. The number of ELLs in each language in the Freestanding English as a Second Language Program by grade: Kgn.-1 Arabic and 2 Haitian Creole; 1st grade- 1 Arabic, 3 Haitian Creole; and 1 Spanish; 2nd grade- 1 Spanish, 1 Arabic, and 3 Haitian Creole; 3rd grade- 1 Arabic, 3 Haitian Creole, and 1 Spanish; 4th grade-1 Arabic and 3 Haitian Creole and 5th grade-6 Haitian Creole and 1 Spanish. At P.S. 135 there are 4 Spanish speaking ELLs, 20 Haitian Creole speaking ELLs, and 5 Arabic speaking ELL' s. The total number of ELLs by language is 29.

After reviewing the parent survey and program selection forms, the ESL teacher and the parent coordinator held a meeting and discussed each option. P.S. 135 has only one program, which is the free standing ESL program. The Transitional Bilingual and Dual Language are generally in different areas of Brooklyn and as a result the parents of the ELL students do not want them to travel to these schools. They prefer that they remain at P.S. 135 and receive ESL. In September '08, there were 6 new admits. The parents preferred that they remain at P.S. 135 and the new admits are receiving ESL. In January '09, 3 ELL s were admitted to P.S. 135 and the parents also selected that the children remain at P.S. 135 on the survey. The trend in the program choice is ESL because the parents want the ELLs to remain in the neighborhood school. Other ELLs also admitted for the term 08-09 are in the ESL program.

The Assessment analysis of the LAB- R and NYSESLAT results indicate that the ELLs score at different levels. The LAB-R results indicated that 11 ELLs scored at the beginning level, 2 ELLs scored at the immediate level, and 0 ELL s scored at the advanced level. When the students took the NYSESLAT, the results indicated the following: 7 ELLs scored at the beginning level, 5 ELLs scored at the immediate level, and 4 ELLs scored at the advanced level.

The data patterns across proficiency levels and grades indicate that the ELLs have preformed better on the NYSESLAT after receiving ESL instruction. It also indicated that the ELLs have shown much improvement across the four modalities: listening, speaking, reading, and writing by as a result of instruction in reading, writing and balanced literacy. The ELLs at P.S. 135 took the ELA state test and the NY State Math test in English. The ELLs at P.S. 135 do not receive bilingual instruction. The state tests for ELLs in grades 3, 4 and 5 indicate that more instruction is needed in English since most of the ELLs scored at level 1 and only 2 ELLs scored at level 2. In the grades K-1, 4 ELLs scored at level 1 on the ECLAS 2; two other ELLs scored at level 5 and level 6. In grade two 1 ELL scored at level 6, in grade 3 one scored at level 1, and 4 ELLs scored at level 5 in grade 3. The students that scored low on the ECLAS-2 also need additional English instruction which will include small group instruction in guided reading and guided writing. The school leadership and teachers will give the ELLs more instruction with small groups for guided reading and guided writing. In some of the classes with ELLs, the teachers also provide

opportunities for the ELLs to read big books in their native language and work at the listening center to hear recordings in English.

At P.S 135, the ELA instruction for all ELLs as required under CR Part 154 includes the Literacy Block for beginners and intermediate ELLs. In this block the ELLs are receiving instruction in English.

The plan for the SIFE is the Extended Day program and the AIS program. The plan for newcomers is to give the new ELLs supplementary help in the lower grades to support language acquisition that they are lacking. The plan for long term ELLs will be AIS services during the day as well as extended day after school and referrals to seek out other problems that might be the cause of failure. The plan for ELLs taking the ELA test after 1 year will be AIS, and small group instruction with the classroom teachers for support. The plan for ELLs with special needs will be continued ESL, extended day, and support from staff that works with special needs ELLs. The plan for ELLs to reach proficiency on the NYSESLAT is continued ESL instruction, small group instruction, extended day and continued test preparation.

At P.S 135, the ESL teacher (Gina Douglas) identifies students who may be ELLs by an informal, oral interview conducted in English. The ESL teacher asks the students to read a book and give math facts on the new admit's grade level. The Home Language Identification Survey (HLIS) is given to the student in the language of the parent. The students are tested with the LAB-R within the requisite ten days of admission. The ESL Teacher decides based on the scoring of the LAB-R to place the student in the ESL pull out program at P.S. 135. If necessary, translation services to help the parents are provided by the following pedagogues staff members: Ms. L. Wilson and Ms. Carpentier for Haitian Creole, Ms. Perez and Ms. Nissinboim for Spanish. P.S. 135 will call the translation office to obtain translation assistance for Chinese and Arabic speaking parents.

ELLs are annually evaluated using the NYSESLAT. The ESL teacher administers all four parts of the test to the ELLs from the previous term and to the newly admitted ELLs that have been identified from the LAB-R.

The ESL Teacher, Gina Douglas, and the Parent Coordinator, Pamela Wilson, send out letters to the parents in their native language indicating the three program choices. However, because there is only a pull out ESL Program at P.S. 135, parents are informed that the other programs are not available at this school. The ESL teacher and Parent Coordinator conduct a meeting with the parents to explain each program. The entitlement letters are distributed by the ESL teacher to the parents indicating the day of the meeting. The ESL Teacher makes copies of these letters and the program selection forms. When the original program selection forms are returned, they are placed in the new ELL's cumulative folder. The ESL teacher keeps a copy on file.

Over the last few years, parents have selected Dual Language or Bilingual Programs, but due to the low target population at this school, these programs are not available. The ESL teacher and Parent Coordinator inform the parents that the newly identified ELLs will receive ESL instruction if they opt to remain at P.S. 135.

Programming and scheduling Information:

All ELL's are held to the same high academic standards as the monolingual students. All students participate in 120 minute Literacy Block which consists of a balanced literacy program including read aloud, word study, guided reading, independent reading, shared reading and a writing workshop. The math program consists of Everyday Mathematics and snap math.

At P.S. 135 we utilize different strategies and activities to ensure that ELLs meet the city and state standards. These strategies include: cooperative learning, thematic units, scaffolding, graphic organizers, and differentiated instruction.

The pull out program at P.S. 135 is grouped with mixed grades and mixed proficiency levels. Group 1- consists of Kindergarten and Grade 1. Group 2- consists of grade 2 and grade 3 and one special education ELL. Group 3- consists of grade 4 and grade 5 ELLs. ELLs participating in a pull out program will receive language arts and content areas instruction in English through the use of ESL instructional strategies. The instructional units required by CR: Part 154 requires 360 minutes of ESL instruction for beginners and intermediate ELLs and 180 minutes for advanced ELLs in ESL instruction and English Language Arts. All ELLs must receive the required minutes of instruction.

The target intervention programs at P.S. 135 are the Wilson Program and the Read 180 Program that are taught by the AIS teacher, Ms. Dawn Mugno. In the Read 180 program, the students use laptops. Several ELLs on the testing grades attend this program. There is a new Title III after school program, 3 times a week, for one and a half hours, for ELLs to become proficient in English.

Former ELLs who have passed the NYSESLAT receive time and a half on formal and informal assessments.

Teachers attend Professional Development workshops outside the school conducted by Ms. Marie Rodriguez, the ELL Specialist in the Knowledge Network.

Based on the analysis of performance data without ELL population, additional resources have been put in place. These programs allow the ELLs to have access to additional instructional support from various school personnel such as the AIS/IEP teacher, the Literacy Coach, and Guidance Counselor

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: Bilingual ESL Both Number of LEP (ELL) Students Served in 2008-2009:
29

2008-09 CR Part 154 (A-6)
Program Description

School District: 18
School Building: P.S. 135
Name of Principal: Penny Grinage

Type of Program: Bilingual ESL Both
No. ELL students: 29

P.S. 135 is a K-5 elementary school located in the East Flatbush section of Brooklyn. The instructional program for students at P.S. 135 is consistent with CR Part 154 guidelines and is committed to raising the standards of LEP students in the ESL program. It is a free standing pull out program with a target of twenty-nine. The languages of the students are as follows: five Arabic speaking students, twenty Haitian Creole speaking students, and four Spanish speaking students. The LEP students are served by a licensed certified ESL teacher. The LEP students have 180 minutes of instruction with the ESL teacher and 180 minutes by the classroom teachers.

P.S. 135 will continue to provide its LEP population with successful approaches to ESL through Balance Literacy, Everyday Mathematics, Cooperative Learning, Language Approach, Natural Approach, TPR, and Q-tel to help the students develop all four modalities of listening, speaking, reading, and writing.

Parent / community involvement will be conducted by parent orientation meetings giving them full knowledge of the ESL program at P.S. 135 .

The parent coordinator will conduct a Newcomer parent orientation workshop in October 2008 assisted by the ESL teacher. Brochures and fliers are sent out to the parents in their native language informing them on how to help their child with their classroom/ school adjustments.

Parent – Teacher conferences are held twice a year to inform parents of LEP’s progress in the ESL program.

Programs and activities to assist the newly enrolled LEP students are, extended day program, AIS for grade 2, using "Words Their Way", and "Touch Phonics", AIS for grades 3,4,5 using "read 180 program." The Wilson program for special needs children is used. The LEP students participate in these programs.

Staff Development (2008-2009) at P.S.135

1. Accountable Talk
2. Questioning Strategies
3. Non-fiction Reading and Writing
4. Rubrics Training
5. Balanced Literacy
6. Everyday Mathematics –content and explanations

Tentative Dates for Workshops

Parent Workshops

Orientation Workshops- September 26, 2009

Orientation for ELL parents – October 29, 2009

Staff Development for 2009-2010

September 2009 –May 2010

The Support services provided to LEP students include visiting the guidance counselor, speech teacher, AIS for help in reading and math, SBST team for specialized testing, SETTS for remedial help in math and reading.

Native languages are not available at P.S.135. At P.S.135 there is an insufficient number of students who speak the same language in the same grade and two continuous grades to organize a bilingual program where students are grouped according to linguistic and academic ability.

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2008-09

School District: 18 Type of Program: ESL X Bilingual ___ Both ___ School Building P.S.135

(Complete this form for each school building with LEP students in grades K-6 during 2008-09) Do not include long-term ELLs

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL																		
Arabic (ARB)	1		1	1		1	1		1		1	1		1	NA			NA			
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																					
French (FRA)																					
H. Creole (HAT)	2		2	3		3	3		3		3	3		3	5		5	NA			
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)	NA			1		1	1		1		NA			NA			NA		NA		
Vietnamese (VIE)																					
SUB TOTALS →	3		3	5		5	5		5		3		3	4		4	5		5		

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6

Identified in the Building in 2008-09 27

(Do not include long-term LEPs) (Do not include long-term LEPs)
ESL

Total Number of LEP students in grades K-6 **Served**

in the Building in 2008-09

0 Bilingual 29

(Long-term LEP= over 6 years of service)

Number of Teachers and Support Personnel for 2008-09
School Building: P.S.135

District 18

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2008-2009				Number of Teaching Assistant/ Paraprofessionals*		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers†		Bilingual Program	ESL Program	
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
P.S.135	0	1	0	0	0	0	1
TOTALS	0	1	0	0	0	0	Grand Total 1

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 ESL

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____ 18 _____

School Building: P.S.135

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:25	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:9:10	Foundations	Foundations	Foundations	PREP-Library	Foundations
2	From:9:15	Subject (Specify) Read aloud	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:10:00	Reading workshop Guided reading Shared reading	Reading	Prep- Gym	Foundations	Prep- Art
3	From:10:05	Subject (Specify)	Subject(Specify)	Subject (Specify)	Subject (Specify)	Subject
	To:10:55	Prep- Library	Math	Reading Workshop	Reading workshop	(Specify) Reading workshop
4	From: 10:55	Subject (Specify) L	Subject (Specify) U	Subject (Specify) N	Subject (Specify) C	Subject(Specify) H
	To:11:40					
5	From:12:00	Subject(Specify) Math ESL	Subject (Specify) PREP-Library ESL	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
	To:12:45					
6	From:1:00	Subject (Specify) Writing	Subject (Specify) Writing ESL	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Writing
	To: 1:45					
7	From:1:50	Subject(Specify) Dismissal Giving out Homework	Subject (Specify) Dismissal Giving out Homework	Subject (Specify) Dismissal Giving out Homework	Subject (Specify) Dismissal Giving out Homework	Subject (Specify) Dismissal Giving out Homework
	To :2:35					
8	From:2:40	Subject (Specify)	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify)
	To:3:30					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

SAMPLE STUDENT SCHEDULE 2008-09(Bilingual): Not Applicable

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____ School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)				
	To:					
2	From:	Subject (Specify)				
	To:					
3	From:	Subject (Specify)				
	To:					
4	From:	Subject (Specify)				
	To:					
5	From:	Subject (Specify)				
	To:					
6	From:	Subject (Specify)				
	To:					
7	From:	Subject (Specify)				
	To:					
8	From:	Subject (Specify)				
	To:					
9	From:	Subject (Specify)				
	To:					
10	From:	Subject (Specify)				
	To:					

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) 2-5 **Number of Students to be served:** 18 **LEP** _____ **Non-LEP**
Number of Teachers 1 **Other Staff (Specify)** Reading and Mathematics Coaches

School Building Instructional Program/Professional Development Overview

Public School 135 is a Pre-K-6 elementary school in Brooklyn. There are approximately 778 students at the school of which 22 are English Language Learners. All English Language Learners participate in a free standing ESL Program. The program is designed to support their English language development and to help ELLs succeed both academically and socially. All ELLs are provided the required instructional minutes in ESL according to the NYSED Part 154 requirement. ELL students are grouped according to their level of English language acquisition with peers of the same grade or contingent grades. Students are engaged in activities and subject area work to support listening, speaking, reading and writing in English that reflects high expectations. The primary focus is to ensure that ELLs are ready to participate and meet the demands of a rigorous curriculum that is grade appropriate and standards based at every level. To this end, the school will facilitate an after school program for ELLs.

Title III, Part A LEP Program

Language Instruction Program – Title III Enrichment Program for English Language Learners at PS 135 K.

P.S. 135 will provide an after-school program for LEP students in Grade 2-5 on Tuesday, Wednesday and Thursday from 3:30pm-5:00pm. This ESL enrichment program will follow the extended day program to which all LEP students have been invited to participate. The program will be conducted by a certified bilingual education /ESL teacher to encourage the development of English language proficiency skills in speaking, listening, reading, and writing English.

The ESL teacher will make use of both implicit and explicit language instruction, reading and writing strategies in content areas to strengthen the components of reading (e.g., phonological development, fluency, and comprehension) and writing (grammar, spelling, writing mechanics, and composition) within and across content areas. The ESL Teacher will also focus on vocabulary development, teaching the meaning, (using a variety of methods (visuals, graphic organizers and demonstration). The ESL teacher will integrate the academic language encountered by ELLs in all content areas such as Mathematics, Science and Social Studies with the English as a second language curriculum. The ESL Teacher will employ the Whole Language Approach, Natural Approach, TPR. Approximately 20 students of diverse proficiency levels in grades 2-5 will be served in the extended day program funded by Title III. The language of instruction will be English to help students improve their English acquisition skills. A program supervisor(s) will work with teachers 3 times per week for 1 ½ hours each day, Tuesday, Wednesday and Thursday. The supervisor will facilitate parent communication, ensure student safety at dismissal and support all aspects of program implementation including curriculum and instruction, PD and selection and purchase of instructional materials.

A review of student data, clearly suggest that additional instruction must be provided to allow ELLs to further work on skills in ESL , English literacy and Mathematics. There is a need to support student improved performance on NYSESLAT, ELA and all content area assessments including the Math test, Science test and Social Studies test.

Title III funds will be used to facilitate an after school program. The supplementary program will provide additional instructional time beyond the school day/week. The goals of the ESL program are to enable students to learn English and to support their success in all content area /classroom instruction.

Instruction is conducted in English with the use of ESL methodology designed to help ELLs succeed both academically and socially. Students are engaged in activities and group work that is grade / level specific and reflects the grade curriculum and course of study/focus. The ESL teacher and content area teachers deliver instruction that enables ELL students to engage in listening, speaking, reading and writing in English through peer interaction, small group instruction and cooperative buddy work.

The program will facilitate student work in a small class setting. Teachers working in the extended time program will provide opportunities for ELLs to further develop their skills and knowledge in ESL, English Literacy, Mathematics. Teachers will review student data to plan lessons and guide their practice in the classroom. The program will provide opportunities for students to interact with peers in small groups as well as work individually with the teacher.

The Title III funds will pay for teacher per session and instructional materials to support the learning activities.

The program will be conducted three days each week from January through June 2010. Each session will be conducted for one and a half hour, from 3:30 p.m. to 5:00 p.m. All teachers will be appropriately certified as required by NYS regulations. Instructional materials will include teaching kits, classroom libraries, science kits and other appropriate resources that will support instructional themes in the program.

Parent Involvement

Parents will be notified of the program including the opportunity for their children to participate in the after school classes offered to all ELLs. Parents will be informed and encouraged to support ELL learners in their participation in the program. The school parent coordinator will conduct out reach to support the program and ensure that the ELLs attend the program after school. Ongoing communication will take place throughout the school year. Parent notices will be translated in native language to ensure effective communication with parents throughout.

Professional Development

The ESL teacher will attend monthly training sessions to enhance ESL best practices in the classroom. The training sessions are provided through the LSO partnership and are of no cost to Title III. Workshops at the school for colleagues will support the understanding of ELL issues as well as how to incorporate effective ESL strategies and methodologies throughout the day in the classroom. Teachers working in the Title III program will participate in small focused planning sessions to ensure data driven instruction that is content specific and differentiated for the ELL s attending the program.

Form TIII – A (1)(b)

Title III LEP Program

School Building Budget Summary

Allocation: \$15,000.00

Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, (Note: schools must account for fringe benefits)	\$ 12,083.20	Extended Day Program <u>Teachers Salary</u> 2 Trs. X 1.5 Hrs X 53 Days (3days per wk-Jan-June) 159 Hours X \$49.89=\$7,932.51 <u>Program Supervisor</u> 1 Sup. X 1 ½ hrs X 53 days (3days per wk-Jan-June) 79.5 Hours X \$52.21= \$ 4,150.69
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$ 2,916.80	Instructional materials for Title III Program
Travel		
Other		
TOTAL	\$ 15,000.00	Title III Program Cost

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We met as an ELL/LEP team and developed a plan after canvassing staff members as to what obstacles prevented our school from addressing the needs of the Spanish and Haitian-Creole parents.

We were informed that it was important to send documents to students' homes translated into their native languages, however not all of the parents are literate in their spoken language. An example was given for the parents who speak Haitian-Creole. Prior to the Haitian Revolution in 1986, only French was taught in the schools, while Haitian-Creole was spoken in the homes. It was not taught as a written language until after 1990 when it was recognized as a language. Many parents may not know how to read Haitian-Creole since they were never taught to read and write it in school. In addition, given the high poverty level and political turmoil Haiti has experienced, many parents may not have attended school at all. Based on this information, it is necessary to not only send documents translated into Haitian Creole but also to follow-up with a telephone call.

Staff members who converse with parents by telephone in Spanish and in Haitian-Creole have received higher levels of cooperation and participation in school activities.

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.

Spanish and Haitian Creole are the dominant languages. French, Chinese and Arabic are other languages within the school. P.S. 135 will send parental correspondence in each language that represents students. There are interpretation services during parent conferences and meetings in these languages. P.S. 135 will download and distribute translated parent notices from the Department of Education website.

Part B: Strategies and Activities

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

All parental correspondence (letters, notices, flyers, permission slips, consent forms and parent handbooks) will be translated by school staff or the Translation and Interpretation Unit - from English to the native languages of our school population. P.S. 135 has staff members who offer translation for languages that represents our school body-Spanish and Haitian Creole. The Interpretation Unit is called to translate for parents who speak Chinese and Arabic.

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.

P.S. 135 will interpret parent orientations/meetings and teacher conferences. The translations will be carried out by staff members with the assistance of the Translation and Interpretation Unit.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Within thirty days of a student's enrollment using HLIS (Home Language Identification Survey) and the student emergency card, the parents will state the language if not English in order to receive language assistance to communicate with the Department of Education. The school will post translated signs in the languages indicating the office/room where the translated versions of the Parent Bill of Rights can be obtained.

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:	\$856,878	\$28,126	\$885,004
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,569		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,281	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$42,844		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		0	
6. Enter the anticipated 10% set-aside for Professional Development:	\$85,688		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		0	

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

Based on our Fall 2009 BEDS survey, our current percentage of High-Quality Teachers is 100%

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

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

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

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

SCHOOL PARENTAL INVOLVEMENT POLICY 2009-2010

PART I: GENERAL EXPECTATIONS

P.S. 135, The Sheldon A, Brookner School, agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with section 1118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will provide full opportunities for the participation of students with Limited English Proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under state law in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is used.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving students academic learning and other school activities, including ensuring:
 - ❖ That parents play an integral role in assisting their child's learning;
 - ❖ That parents are encouraged to be actively involved in their child's education at school;
 - ❖ That parents are full partners in their child's education and included, as appropriate, in the decision-making and on advisory committees to assist in the education of their child; *and*
 - ❖ The carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S. 135 will take the following actions to involve parents in the joint development of the District Parents Involvement Plan by:
 - Sharing parental concerns and suggestions with the District on an ongoing basis; *and*
 - According to the District Parental Involvement Plan
2. P.S. 135 will take the following actions to involve parents in the process of school review and improvement by:
 - Notifying parents of any change regarding the school's status
 - Including the School Leadership Team in the planning of the Comprehensive Educational Plan (CEP)
3. P.S. 135 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following programs, Universal Pre-K by:
 - Including parents of Universal Pre-K students in all parent involvement initiatives developed and implemented by the school, the district and the region.
4. P.S. 135 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies by:
 - Issuing a parental survey to evaluate parental involvement in the school. Parental survey will be developed by the parent coordinator who will implement results of the survey into parental involvement initiatives and into the school's parent involvement policy. The role parents will play in the evaluation is by responding to the survey and also addressing concerns to the parent coordinator.
5. P.S. 135 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, through the following activities specifically described below:
 - By providing assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - The State's academic content standards;
 - The State's student academic achievement standards;
 - The State and local academic assessments including alternate assessments;
 - The requirements of Title I, Part A;
 - How to monitor their child's' progress; *and*
 - How to work with educators.

- By undertaking the actions described below:
 - Conducting parent workshops related to curriculum and instruction;
 - Notifying parents of their children's progress and explaining State benchmarks
 - Developing guides for parents to understand the NYS Individual Student Report;
 - Providing assistance on an ongoing basis to individual parents who address their concerns or question to the parent coordinator.
 -
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literary training, and using technology, as appropriate, to foster parental involvement by:
 - Conducting parent workshops;
 - Distribution of monthly parent literacy newsletter with tips for parents.
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and the school by:
 - Providing information through workshops, PTA meetings and parent letters.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Superstart, Home Instruction Programs for Preschool Youngsters and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
 - Having an area in the building designated as the parent room facilitated by the parent coordinator.
- The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parent of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Sending notices home with students
 - Distributing additional notices to parents during arrival and/or dismissal
 - Posting notices on the parent bulletin board located inside the main lobby or outside the parent coordinator room 201.
- PIP Distribution Date: **9/29/09**
- PIP Evaluation Date: **June 2010**

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

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

The Sheldon A. Brookner School
P.S. 135/District 18
718-693-4363, fax 718-941-0847

Penny Grinage, Principal
Elizabeth Mitchell, Assist. Principal
Trevlyn McRae, Assist. Principal, ECC

SCHOOL-PARENT COMPACT 2009-2010

The Sheldon Brookner Public School 135 and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

SCHOOL RESPONSIBILITIES

We, the **STAFF** of PS 135, will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Ensuring a safe and healthy environment > Providing professional development to staff > Working together with parents
- Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Conferences will be held on the following dates:
 - FALL-** *Tuesday, November 10, 2009 – afternoon, 1:00-2:30pm*
Tuesday, November 10, 2009 – evening, 6:00-8:30pm
 - SPRING-** *Tuesday, March 16, 2010 – afternoon, 1:00-2:30pm*
Tuesday, March 16, 2010 – evening, 6:00-8:30pm
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Student Progress Reports will be distributed in October, January and May.
 - After each marking period a Report Card will be produced for each student;
 - As needed, school personnel will contact parents by written letter or telephone call when specific concerns arise.
 - Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - During the school day by telephone or visiting the school. Meetings with teachers that are pre-arranged.
 - The Parent Coordinator, located in Room 201 and contacted by cellular phone at (347) 563-4729 or by email, pwilson22@schools.nyc.gov
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Classroom volunteers attend a Learning Leaders orientation, (contact the parent coordinator for more information)
 - Classroom observations can be arranged.
- Provide a welcoming environment for students and parents.
- Involve parents in the planning, review and improvement of school's parental involvement policy, in a organized, ongoing, and timely way.
- Provide each parent with an individual student report about the performance of their child on the State assessment in at least English Language Arts and Mathematics.

PARENT RESPONSIBILITIES

We, as **PARENTS** will support our children in the following ways:

- Ensuring my child is in school by 8:20 AM each day and prepared for instruction;
 - Monitoring attendance;
 - Talking with my child each day about his/her school activities;
 - Scheduling daily homework time;
 - Providing an environment conducive for study;
 - Ensuring homework is completed correctly to the best of my ability;
 - Monitoring the amount of television and the types of shows my child watches;
 - Participating, as appropriate, in decisions relating to my children's education;
 - Promoting positive use of my child's extracurricular time;
 - Participating in school activities/functions on a regular basis, including attending PTA meetings and parent workshops;
 - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate including completing a school lunch form;
 - Reading together with my child on a regular basis;
 - Ensuring my child has a library card;
 - Communicating positive values and character traits, such as respect, hard work and responsibility;
 - Helping my child accept consequences for negative behavior;
 - Being aware of and following the rules and regulations of the school, district and region;
 - Supporting the city and school's discipline policy;
 - Express high expectations and offer praise and encouragement for achievement;
 - Review Compact with my child and file copy of Compact in a secure place.

STUDENT RESPONSIBILITIES

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

- Come to school ready to do my best and be the best;
- Come to school with all the necessary tools of learning- pens, pencils, books, etc. and other supplies requested by the teacher;
- Listen and follow directions given by the teacher and other school personnel;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow rules of conduct in the classroom and the school;
- Follow the schools dress code;
- Ask for help when I do not understand something;
- Do my homework every day and ask for help when I need to;
- Study class lessons and prepare for tests;
- Read at least 30 minutes every day outside of school time, individually and/or with my parents;
- Get adequate sleep every night;
- Use the school and public library to get information and to find books that I enjoy reading;
- Give my parents/guardians all notices and information I receive at school.

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. *See page 9 of CEP*
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - At P.S. 135 we make every effort to:
 1. address the needs of all the children in the school, and particularly the needs of low academic achieving children and those who are at risk of not meeting the adequate yearly progress required by the state. Students who are part of a target population based on performance are monitored to evaluate that the implemented strategies and/or programs are effective and will ensure they make measurable gains.
 2. differentiate instruction in all curriculum areas to support the achievement of all students across a wide performance field. Individually created benchmarks have been implemented in for our gifted programs in order to differentiate and continue to in order to differentiate instruction and continue to set rigor in the classroom.
 3. use periodic assessment data which is evaluated by item skills analysis and teachers provide specific targeted instruction (TIA) in areas of deficiency or concern using small group instruction and computer assisted/generated assignments such as Acuity and Scantron Performance Series.
 - 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.
 - *AT PS 135:*
 - *We have increased the amount and quality of learning time in all subject areas*
 - *An AIS/IEP teacher provides at-risk intervention services during the day to students in all grades and students who are struggling and are at risk of not making adequate yearly gains.*
 - *Students who scored a Level 1 or 2, including ELLs scoring below proficiency on the NYSESLAT are seen in small groups for individualized delivery of instruction.*
 - *Academic Intervention Services (AIS) personnel provide additional instruction for at risk students.*
 - *ECLAS, City and State exams, Acuity reports, unit reviews, monthly genre writing, reports, projects, computer assignments and all other assessments are used by teachers to differentiate and drive instruction.*
 - *During the literacy block, teachers conference with children to help them improve in areas of weakness.*
 - *Help provide an enriched and accelerated curriculum.*

- *Through differentiation, students are given the opportunity to excel and have access to a variety of additional resources to facilitate research and completion of projects in all curriculum areas.*
- Meet the educational needs of historically underserved populations.
 - *Extended Day Program for Grades K-5*
 - *ELL after school program, three day a week, for ELL students.*
 - *AIS intervention three days per week, 50 min each day.*
 - *AIS personnel provide additional instruction for at-risk children in the areas of writing and math. Assessment data is examined and then, Instructional Targeted Assessments (ITA) created.*
 - *The Wilson Reading Program is Grades 3-5.*
 - *The Read 180 Program is for targeted students in grades 3-5*
 - *The Performance Series program is used in order to monitor and adjust assessment instruction to the student's level.*
 - 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.
 - *Guidance services will be used to improve the conflict resolution skills of students.*
 - *Guidance counseling is provided during school hours in a small group or individual setting depending upon the needs of the child. The purpose is to help the children develop knowledge and understanding of themselves and others to better reach their full potential.*
3. Instruction by highly qualified staff.
- All recruited teacher will be appropriately certified.
 - Highly Qualified candidates are obtained from the DOE Hiring Fairs
 - Teachers receive ongoing Professional Development once a week.
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.
- *The school provides professional development in the areas indicated by the academic needs of the students. Professional development will take place on days as prescribed by the DOE guidelines and the Chancellor's designated Conference Days. As per our school SBO, teachers will also meet for one hour during lunch every Monday for professional development.*
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- *The Principal in collaboration with the integrated services center' (ISC) Personnel Manager and Liaisons, will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Teachers are recruited from the DOE Hiring Fairs.*
6. Strategies to increase parental involvement through means such as family literacy services.
- *The school will continue to implement the position of a full time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns.*
Training for parents and community members will include:
 - *Support for parents' understanding of, and participation in instructional activities*
 - *Parent literacy development workshops*
 - *Family literacy program in the new Robin Hood Library conducted by the certified school librarian.*
 - *Support for increased parent participation on the School Leadership Team and subcommittees*

- *Family support resources in the community in the areas of career development, health, and social services, etc.*
 - *Outreach and recruit programs/services for children and youth (tutorial, self –esteem, health, emotional support, mentoring, athletic skills, fine and performing arts)*
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. *Our two full day PreKindergarten classes teach the children early literacy, mathematics readiness skills and social skills to prepare them for Kindergarten. Through the support of NYU Child Study Parent Corps program, parents are invited to play a key role in their child's education via weekly parent workshops and counseling sessions.*
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.
- *At P.S. 135, we 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. Teachers meet periodically to participate in staff development to better understand and interpret test data and implications to drive instruction. Teachers will have many opportunities to discuss assessments particularly at the following times:*
 - *Chancellor's Conference Day*
 - *Monthly Faculty Conferences*
 - *Weekly Professional Development*
 - *Individual meetings with Literacy and Math Coach when requested.*
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.
- *At P.S. 135, we coordinate and integrate the following federal, state and local services and programs:*
 - *OST after school program funded by the N.Y.C.D.Y.C.D. (New York City Department of Youth and Community Development)*
 - *Leadership Skills program: to build character education, funded by a NYS Violence Prevention grant*
 - *Campaign for Fiscal Equity: to reduce class size*
 - *Title III funding for an English Language Learners after school program to become proficient in English*

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

Not Applicable

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.

Not Applicable

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

The elementary level of instruction generally consists of English vocabulary and grammar. This type of instruction is throughout our district and the ESL teachers adhere to this type of instruction.

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?

ELLs are placed in senior teachers classes who demonstrate good instruction practices. NYSESLAT test prep books were ordered to prepare the ELLs for the NYSESLAT test. The ESL teacher will set goals based on the results from the NYSESLAT test for the following term.

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.

With the staff working together as a team, the ELLs will continue to become proficient in English. The ELLs will continue to develop sheltered content instruction by the ESL teacher and a balance literacy curriculum by the classroom teachers.

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.

The process our school has engaged in to assess whether this finding is relevant to our schools educational program include the following

- Comparison of New York State content and process strands to the Everyday Mathematics curriculum
- Analysis of Pre-May goals for grades 3-5
- Item skill analysis of 2009 New York State mathematics exam grades 3-5
- Creation of Smart Goals that align with New York State standards

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

Applicable Not Applicable

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

The evidence that supports the relevance of this finding is:

- Some of the Everyday Mathematics lessons do not have a grade appropriate NYS standard as the focus of the lesson
- Many Everyday Mathematics lessons do not provide the depth in a topic needed to align to NYS standards
- Teachers must supplement lessons to achieve all Pre-May performance indicators
- Teachers need to supplement lessons in the problem solving process strand because Everyday Mathematics does not provide enough depth in problem solving

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.

Our school will address the relevant issues by:

- Providing teachers with professional development to ensure that all Pre-May performance indicators are taught before the New York State math test
 - Teachers will have a pacing calendar to ensure that NYS math standards are taught before May
 - Teachers will have additional test preparation materials that align with the New York State standards (New York State Coach, Triumph Learning)
 - Additional problem solving instruction will be done in the classroom, including Problem of the Day
-

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.

Our school has assessed the relevance of these findings by taking the following steps:

- Formal and informal observations by administrators
- Teacher feedback
- Using the findings from the previous year Quality Review

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?

The evidence dispels these findings for our school. Our school uses the following programs and strategies to meet the diverse needs of students.

- Balanced Literacy using the Workshop Model supported by centers
- Differentiated Instruction that uses targeted small group instruction, tiering, choice activities, Bloom's Taxonomy and Multiple Intelligences approach
- Project-Based Learning Activities

- Comprehension Strategies to promote student thinking
- Writing in different genres to strengthen student writing skills
- Utilize non-fiction texts and magazines (National Geographic) to address gender concerns
- Intra-visitations school wide and off-site training for teachers throughout the school year

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.

The process our school has engaged in to assess whether this finding is relevant to our school's educational program include the following:

- Formal and informal observations by administrators
- Classroom support by coaches

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

Applicable Not Applicable

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

The evidence that dispels the relevance of this finding is:

- Observations and classroom visits show that teachers:
 - Use the workshop model when conducting math lessons
 - Mini lessons
 - Group and partner work
 - Share
 - Include the use of manipulatives in most lessons
- The use of technology is also evident in our school
 - All teachers use overhead projectors and calculators
 - Teachers have and use Smart Board Technology during math lessons (approximately two teachers per grade)
 - New technology lab – curriculum includes interactive math lessons

Participation in MST (Math Science Technology Fair)

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.

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.

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.

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?

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.

P.S.135 will continue QTEL training, PD, and school based polices (LAP) for the classroom teachers in order for them to be aware of the many plans

For our ELLs to succeed academically in school.

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

Applicable Not Applicable

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

All teachers are sent to Professional Development training, all teachers attend the weekly staff development training , and teachers with ELLs articulate with the ESL Teacher.

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.

P.S.135 classroom teachers and the ESL teacher will continue to attend these workshops and work together as a team to get the ELLs proficient in English.

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.

The classroom teachers receive the NYSESLAT scores at the beginning of the school year. The classroom teachers are aware of the proficient levels of the ELLs. The ESL teacher also informs the classroom teacher the length of time the ELLs have been in the U.S., the type of program the ELLs will attend, and the progress of the ELLs.

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

Applicable X Not Applicable

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

The ESL teacher will give the classroom teacher a weekly articulation form to be completed on what the ELLs are learning in the classroom and the needs of the ELLs. The ongoing communication between the classroom teacher and the ESL teacher allows the ESL teacher to plan and group the ELLs in the ESL class.

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.

Not Applicable

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.

Professional development at P.S. 135 is ongoing. The professional development is designed to broaden the staff's knowledge and improve student performance. The teachers attend weekly professional development training to increase their understanding on curriculum, data, special education topics, differentiated instruction and behavior management.

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

Applicable X 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?

Professional development for all staff related to special education is ongoing. The general education teachers and cluster teachers participated in professional development outlining the law Chapter 408-IEP Distribution. All teachers, para-professionals and related service providers are given the opportunity to review the student's IEP. General education teachers participate in the development of the IEP. The staff attended professional development related to differentiating instruction to meet the diverse needs of the students. The self-contained special education teachers, the SETSS and the Integrated Team Teachers also attended professional development on differentiating instruction and lesson planning to meet the needs of all students in your classroom.

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.

The IEP teams at our school are dedicated to creating quality Individualized Education Programs. The IEP teams are currently following the New York City-Department of Education Standard Operating Procedures Manual. When developing an IEP for a student the team considers the child's current academic performance. Once the present levels of performance are discussed the team considers accommodations that the student may require. The student's present level of performance is aligned with the accommodations and modifications throughout the IEP. The accommodations are determined by analyzing the student's strengths and weaknesses. The team determines the accommodations the student will need in order to improve performance. Academic management needs (graphic organizers, visual aids, preferential seating) are indicated to support the instruction of the general and/or special education teacher. Students with social/emotional issues are given behavioral goals and a Functional Behavior Assessment and Behavior Intervention Plan is developed if necessary. Testing accommodations are created for the student to assist the student during testing to make gains. Promotional criteria are determined by the IEP team. When determining modified promotion criteria the teacher reviews the performance indicators for the student's current grade, considers the students rate of learning, assessments, achievements and supports to project the percentage the child can achieve in one year.

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?

Professional development for the staff and IEP team is ongoing. The school staff participated in a professional development on differentiating instruction. The general education teachers and cluster teachers participated in professional development outlining the law Chapter 408-IEP Distribution. All teachers, para-professionals and related service providers are given the opportunity to review the student's IEP. Members of the SAT viewed a webinar detailing the New York City-Department of Education Standard Operating Procedures Manual. The IEP specialist has been invited to train the teachers in developing a quality Individualized Education Program. Teachers have attended professional development hosted by SETRC. The special education teachers attended training on teaching special needs students, collaborative team teaching and promotional criteria.

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.)

Data as of 1/13/10

Grade Level	Temporary	Shelter	Doubled Up
Pre-Kindergarten	0	0	6
Kindergarten	2	2	5
Grade 1	1	1	12
Grade 2	1	1	8
Grade 3	1	1	5
Grade 4	0	0	7
Grade 5	1	1	6

2. Please describe the services you are planning to provide to the STH population.
 - *Parent Coordinator will provide basic school supplies and uniforms when needed*
 - *Academic Intervention offered as needed – Extended Day 50 minutes 3 times per week*
 - *Arrange Transportation (yellow bus or Metro cards for students)*
 - *Guidance Counselor and Social Worker will provided crisis counseling as needed*
 - *Selected grade 4 and 5 students are invited to participate in the Penny Harvest Committee and related community service activities*
 - *Outreach provided by guidance counselor and parent coordinator to parents of Students in Temporary Housing to access after school programs and counseling outside of the school*
 - *Open library hours in the Robin Hood Library before school from 7:30-8:00 a.m., during lunch hours 11:00 a.m. – 1:00 p.m. and after school 2:40-3:30 p.m.*
 - *Parent Coordinator provides workshops*

Part B: FOR NON-TITLE I SCHOOLS

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