



**THE PARKWAY SCHOOL
17K167**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 17K167
ADDRESS: 1025 EASTERN PARKWAY
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K167 SCHOOL NAME: The Parkway School

SCHOOL ADDRESS: 1025 Eastern Parkway

SCHOOL TELEPHONE: 718 774-2640 FAX: 718 953-1954

SCHOOL CONTACT PERSON: Marc H. Mardy EMAIL ADDRESS: mmardy@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sandra Maxwell

PRINCIPAL: Marc H. Mardy

UFT CHAPTER LEADER: Rose Reid

PARENTS' ASSOCIATION PRESIDENT: Tamara Johnson

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 17 SSO NAME: Knowledge Network

SSO NETWORK LEADER: Dr. Kathleen Lavin

SUPERINTENDENT: Ms. Rhonda Hurdle-Taylor

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
Marc H. Mardy	*Principal or Designee	
Rose Reid	*UFT Chapter Chairperson or Designee	
Tamara Johnson	*PA/PTA President or Designated Co-President	
D. McRae-Nimmons	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Willie Dawkins	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rosita Azuma	Member/Teacher	
Claire Robertson	Member/Teacher	
Janis Boyce	Member/Parent	
Carola Durant	Member/Parent	
Gabrielle Wilson	Member/Parent	
	Member/	
	Member/	

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

- Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Parkway School, P.S. 167, is in the heart of Historic Crown Heights. The recently renovated school building is the highlight of Eastern Parkway. It has a state of the art playground that includes a rock climbing wall. The neighborhood is culturally and ethnically diverse. The area is peaceful and the residents are supportive to the school community.

As a pre-K to fifth grade school, P.S. 167 offers a rigorous curriculum to prepare students to articulate to gifted and talented middle schools. In Language Arts, balanced literacy is used to differentiate instruction to meet the needs of the diverse population of students. The Language Arts program is supported with computer based programs, such as Ticket to Read, to enhance the student performance in comprehension. The school is equipped with lap tops, desk tops and net books. Computer literacy begins in pre-k and expands on each grade. In mathematics, science and social studies project based inquiry approach to instruction is utilized. Students are given the opportunity to construct their own learning, while the teacher facilitates of instruction. In science, the students visit the lab once a week to hypothesize and work on investigations using scientific tools. The science curriculum is supported in partnership with the Prospect Park Audubon Alliance. Students are taught using the constructivist approach for mathematics instruction. Students use prior knowledge to develop algorithms to solve problems that requires analysis and critical thinking.

Core Knowledge is used to increase academic rigor. The faculty works on grade level teacher teams to develop interdisciplinary projects that enable students to take textual information and apply it to real world scenarios. The curriculum is further enhanced by taking students on trips so that they may make text to world connections. This school year many students will visit historic sites in Philadelphia as well as the Smithsonian and White House in Washington, D.C. The fifth grade students will visit SUNY Cobleskill to learn about the fields of anthropology and history as well as the avenues available to pursue higher education.

The school has a dynamic visual and performing arts program. Core Knowledge is used, in conjunction with the New York City and State standards, to educate the students in the fields of visual and performing arts. In addition to a visual arts program, the school has a Steel Pan Band and choir. The performing arts program will expand this school year to include ballet, jazz and tap.

Partnerships have been a key part of P.S. 167's success. Currently the school has a partnership with Hip Hop 4 Life which offers after school classes to students in grades 4 & 5. Additionally, Senator Adams has funded a full scale Theater Program. The program will provide instruction in theater arts as well as introduce them to career opportunities in the theater industry. Students also benefit from the Counseling in Schools Partnership. The partnership offers Art Therapy to students in grades one through five.

Historically, P.S. 167 has served as a resource for new immigrants. The school offers evening adult education classes in ESL. Adult learners also have the opportunity to take GED preparation classes. During the school day, adult education workshops are offered to parents. The topics include mathematics, language arts, starting a small business and technology.

School Vision and Mission

Vision

Our vision of P.S. 167 is based on the belief that our students will successfully meet the educational, physical, emotional, and social demands of the global community. In order to achieve this level of excellence, we feel that it is necessary to provide our students with a nurturing, safe environment where mastery of skills is emphasized, as well as self-esteem and social responsibility. In this environment, a positive, innovative and flexible approach to learning will be provided and supported by the teachers, parents, and community.

As a public institution of learning in the multi-cultural Crown Heights community, we encompass all children, including the emotionally and mentally challenged, the gifted and talented, and English Language Learners. Our mission is to encourage our students to move forward in the knowledge that there is no end to high aspirations and achievement.

We believe in excellence!

Mission

By simultaneously and continually developing the faculty in the school community we will support a rigorous and diverse instructional program that rises to the standards put forth by the City and State. We consider ourselves a diverse and collaborative school community dedicated to achieving high standards of academic excellence for all of our students. Within a safe and orderly learning community, we will provide our children with sufficient supplies, materials and 21st century technological resources. We will expose them to cultural experiences and school programs that broaden their understanding, create opportunities for learning, and expand options in their lives. Our ultimate goal is to develop our children, staff and parents into life-long lovers of learning who are able to acquire, use and share knowledge as power.

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. 167 The Parkway								
District:	17	DBN:	17K167	School BEDS Code:	331700010167				
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:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09		
Pre-K	53	54	35		90.2	90.6	91.1		
Kindergarten	71	81	70	Student Stability - % of Enrollment:					
Grade 1	98	88	89	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 2	82	72	80		91.2	91.3	90.6		
Grade 3	79	84	86	Poverty Rate - % of Enrollment:					
Grade 4	110	84	86	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 5	91	90	63		94.0	95.1	92.1		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 8	0	0	0		15	8	76		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 11	0	0	0		3	2	3		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	1	3	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Total	584	549	507						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
# in Self-Contained Classes	32	33	43	Principal Suspensions	19	9	20		
# in Collaborative Team Teaching (CTT) Classes	7	12	15	Superintendent Suspensions	20	15	5		
Number all others	26	27	27	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(BESIS Survey)</i>				Early College HS Program Participants	0	0	0		
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	50	46	37	Number of Teachers	48	49	46		

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	2	0	0	Number of Administrators and Other Professionals	8	13	14
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	5
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	72.9	71.4	76.1
				% more than 5 years teaching anywhere	58.3	57.1	60.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	85.0	86.0	91.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.0	97.5	100.0
American Indian or Alaska Native	2.0	0.7	0.0				
Black or African American	85.6	85.2	84.4				
Hispanic or Latino	10.8	12.6	13.0				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	0.6	0.6				
White	0.3	0.9	1.4				
Male	50.5	51.2	52.7				
Female	49.5	48.8	47.3				
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:	77.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.7	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:	15.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	49.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	4.5						

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?
-

Early Childhood Academy

Literacy

Grades K through 2 are guided by the standards based instructional and assessment plan as outlined in Knowledge Network Balanced Literacy Framework. The Early Childhood Academy uses student anthologies, guided reading books, library books and support materials to address the needs of all learners with intensive, strategic and advanced instructional needs. Teachers use Fountas & Pinnell assessments to monitor student progress. They also use various periodic assessments which include Terra Nova, ECLAS-2 and EPAL to select grades. Teachers monitor students using Running Records Progress Monitoring as well as informal assessments and are able to track student progress through the Wireless Generation MClasshome management system.

The end of year goals were set at each grade based on Beginning of Year (BOY) Fountas & Pinnell Assessment scores. Action plans were created for students who were targeted as at risk. Group goals were established for students who were performing on or above grade level. Additional individual and/or small group instruction was provided by classroom teachers, paraprofessionals and support staff during AIS and the Extended Time Session. Our Beginning of Year data showed that Grade K is on track to meet their end of year benchmark goal. Grades one and two are working towards meeting their mid year goal.

The data from the Fountas & Pinnell Benchmark Assessments and ECLAS results revealed that there is a strong need for phonemic and vocabulary development. Nearly 50% of the students in grades one and two performed on grade level.

Plans have been made to continue professional development based on our findings. There is a tremendous importance in having consistent support for teachers. In addition to professional development, we will Ticket to Read and Earobics programs to address the deficiencies in phonics and vocabulary development. Due to the sophistication of the programs, the levels can be adjusted to meet the needs of every student in early childhood. The at risk students will receive additional support from the Early Childhood Reading Specialist.

Implications for the Early Childhood Literacy Instructional program are:

- The Early Childhood Academy needs a coherent literacy program that builds fluency
- Supplemental materials are needed to develop students' skills in phonics
- Technology in Early Childhood needs to be improved
- ELA PD needs to be targeted to improve specific skills instruction
- PD in differentiated ELA instruction should be increased
- PD in instructional intervention strategies should be increased

Elementary Academy

ELA Needs Analysis

Grades 3, 4 and 5 teachers of our Elementary Academy use balanced literacy to facilitate instruction in ELA. Novels are used to increase academic rigor as well as develop the students' stamina for reading. The 2009 ELA assessments show that 51.3% of grade three students scored at or above the standards. Grade 4 students scored 60.5% passing and Grade 5 students scored 60.9% passing. Although the overall school performance in ELA increased, the performance level was several points below the city wide average.

Significant trends that were revealed in our analysis of the ELA data are:

- Boys perform 15% lower in ELA than girls. With the difference in the current fourth grade being as much as a 25% difference
- Students with disabilities score 35% lower in ELA than students without disabilities

Many programs have been put in place to help us achieve our ELA goals. AIS periods are utilized for additional content instruction which is tailored to the needs of each child serviced. In addition to the aforementioned interventions, new technology based programs have been introduced into the ELA curricula. For example, all students utilize the Ticket to Read program. The program is used on a daily basis in the school and at home. The program increases student's comprehension rates of materials presented and focus on preparing students for the NYS test on their grade level.

Implications for the Elementary Academy Literacy Instructional program are:

- Instruction in literacy needs to be differentiated to meet the needs of all students, inclusive of boys and students with disabilities
- Reading materials that are of high interest to boys should be used to improve reading and writing skills
- Teaching styles should be varied to meet address students' varied learning styles
- ELA PD needs to be targeted to improve instructional practices in teaching students with disabilities
- PD in differentiated ELA instruction should be increased
- PD in instructional intervention strategies should be increased

Accomplishments

- Student progress in ELA & Mathematics consistently increased over the past three years
- Overall growth on high stakes exams
- Increase in the number of students being accepted to gifted and talented middle schools
- Received grants: *Hip Hop 4 Life and Counseling in Schools*
- 50% of Faculty Members participate on Curriculum Planning Team
- Arts program which include a *Steel Band Program and School Choir*

Support Programs

- Provide a variety of support systems for students and staff (*AIS program, professional development*)
- Structure of curriculum (*Balanced Literacy Framework*)
- Created a culture of community of learners
- Implementation of *Principles of Learning (clear expectations, academic rigor)*
- Strong support from *Knowledge Network LSO*
- Strong communication/equity of voice with staff
- Strong school spirit
- Safe and secure learning environment (*few incidents, suspensions, etc.*)

Barriers

- Need for additional funding (*staffing needs, programs, etc.*)

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.

After conducting our needs assessment, the SLT found that boys and special education students underperformed in English Language Arts Assessments during the past three years. As a result, we have made the progress of boys and special needs students a priority goal for the 2009 – 2010 school year.

School Goal #1

By June 2010 70% of all K-2 students will achieve one year's growth as measured of Fountas and Pinnell reading benchmark.

School Goal #2

By June 2010 performance in English Language Arts for boys in grades three through five will improve by 10% from 50% to 60% as measured by our school wide interim assessments.

School Goal #3

By June 2010 performance in English Language Arts of students with disabilities in grades one through five will improve by 25% from 23% to 48% as measured by our school wide interim assessments.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Language Arts
K-2

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 70 % of students will make a one year gain as measured by Fountas and Pinnell running record.</p> <p>The following objectives have been set using students’ instructional levels in Fountas & Pinnell Grade K – 60% benchmark by January-- 70% benchmark by June Grade 1 – 60% benchmark by January -- 70% benchmark by June Grade 2 – 60% benchmark by January -- 70% benchmark by June</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>Teachers will instruct students using the Balanced Literacy. Teachers will use item analysis from ECLAS-2, Terra Nova, EPAL, conference notes and teacher created assessments to differentiate instruction focusing on the needs of each student. Peer learning along with student partnerships and independent activities can allow the teacher more opportunities to conference with each student and become more familiar with the needs of each student.</p> <p>Teachers will integrate technology into lessons to address different modalities and learning styles.</p> <p>Teachers will share goals, concerns and instructional plans with parents and caregivers on an ongoing basis.</p> <p>Students in grades K-2 identified as at-risk of performing below grade level will receive small group/one-to-one extra instruction. The following programs will be used:</p> <p>Kindergarten – Earobics, Voyager Passport, Ticket to Read Grade 1 – Voyager Passport, Ticket to Read Grade 2 – Voyager Passport, Ticket to Read</p> <p>Students will receive daily intervention and monitoring. Students with special needs will receive</p>

	<p>a personal intervention plan based on data from ECLAS-2, Ticket to Read, Earobics, monthly assessments, and each student's IEP. Service providers will support classroom instruction by differentiating instruction based on learning modalities and needs. Students at risk of reading failure in the first and second grade will receive additional support from the Early Childhood Reading Teacher.</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>Title 1 and Tax Levy funds will be used to fund personnel and OTPS allocations.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students in Grades K-2 will be assessed 3 times a year using Fountas and Pinnell Benchmark Assessments. All intensive students will be progress monitored weekly using conference notes and informal teacher assessments. Students are expected to reach benchmark goals for each individual strand. Students in Grades K-2 will be assessed twice a year with ECLAS-2. All students are expected to make at least a one year gain by June 2010. Students in Grades K-2 will be assessed monthly using assessments from the Rigby PM. Students in Grades K-2 will receive midyear and end of year cumulative benchmark assessments using the Terra Nova Assessment.</p>

Subject/Area (where relevant): English Language Arts
Boys Grades 3 - 5

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 performance in English Language Arts for boys in grades three through five will improve by 10% from 50% to 60% as measured by our school wide interim assessments.</p> <p>55% benchmark by February -- 60% benchmark by June</p>
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<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>Teachers will instruct students using the Balanced Literacy. Teachers will use item analysis from interim assessments, acuity assessments, conference notes and teacher created assessments to differentiate instruction focusing on the needs of each student. Peer learning along with student partnerships and independent activities can allow the teacher more opportunities to conference with each student and become more familiar with the needs of each student.</p> <p>Teachers will integrate technology into lessons to address different modalities and learning styles.</p> <p>Teachers will share goals, concerns and instructional plans with parents and caregivers on an ongoing basis.</p> <p>Students identified as at-risk of performing below grade level will receive small group/one-to-one extra instruction with the Title I Reading Teacher.</p> <p>Students will receive daily intervention and monitoring. Students with special needs will receive a personal intervention plan based on data from interim assessments, acuity assessments, Ticket to Read and each student's IEP. Service providers will support classroom instruction by differentiating instruction based on learning modalities and needs.</p> <p>Students will participate in Extended Day Reading Academy for Boys.</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>Title 1 and Tax Levy funds will be used to fund personnel and OTPS allocations.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students in Grades 3 - 5 will be assessed 3 times a year using practice NYS ELA assessments. Students will also take the Acuity Diagnostic Assessment and Predictive Assessment. Progress will also be monitored on Ticket to Read.</p> <p>All intensive students will be progress monitored weekly using conference notes an informal teacher assessments. Students are expected to reach benchmark goals for all interim assessments.</p> <p>All students are expected to make at least a 10% gain by June 2010.</p>

Subject/Area (where relevant): English Language Arts
Students with Disabilities

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 performance in English Language Arts of students with disabilities in grades one through five will improve by 25% from 23% to 48% as measured by our school wide interim assessments.</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>Teachers will integrate technology into lessons to address different modalities and learning styles.</p> <p>Teachers will share goals, concerns and instructional plans with parents and caregivers on an ongoing basis.</p> <p>Students identified as at-risk of performing below grade level will receive small group/one-to-one extra instruction. The following programs will be used:</p> <p>Earobics, Voyager Passport, Ticket to Read</p> <p>Students will receive daily intervention and monitoring. Students with special needs will receive a personal intervention plan based on data Ticket to Read, Earobics, interim assessments, and each student's IEP. Service providers will support classroom instruction by differentiating instruction based on learning modalities and needs. Students at risk of reading failure in the first and second grade will receive additional support from the Early Childhood Reading Teacher.</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>Title 1 and Tax Levy funds will be used to fund personnel and OTPS allocations.</p>

Indicators of Interim Progress and/or Accomplishment

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

**Students in Grades K-2 will be assessed 3 times a year using Fountas and Pinnell Benchmark
Students in Grades 3 - 5 will be assessed 3 times a year using practice NYS ELA assessments.
Students in Grades 3 – 5 will also take the Acuity Diagnostic Assessment and Predictive Assessment.**

Progress will also be monitored on Ticket to Read.

All intensive students will be progress monitored weekly using conference notes an informal teacher assessments. Students are expected to reach benchmark goals for all interim assessments.

All students are expected to make at least a 25% gain by June 2010

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	23	23	N/A	N/A	1	3	0	0
1	47	47	N/A	N/A	4	1	2	6
2	36	36	N/A	N/A	6	0	3	6
3	41	41	N/A	N/A	11	5	5	6
4	39	39	39	39	5	3	2	55
5	49	49	49	49	9	2	4	70
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.).
<p>ELA: Early Childhood Reading Earobics Title I Reading Lab Ticket to Read Extended Time Session Young Readers & Writers Academy for Boys Extended Day Academy</p>	<p>The Early Childhood Reading teacher works with at risk students in grades K – 2. The teacher pulls the student out three periods a week to work on phonics and vocabulary development. The Earobics program is used to develop phonemic awareness. The Title I Reading Lab is used to help emergent readers in grades three through five. The students are pulled out three to five periods per week. They receive instruction to help develop fluency and comprehension. The Ticket to Read program is a computer based program that works on providing students with support in reading comprehension and phonics. The Ticket to Read program can be also is used for enrichment. Students are provided with small group instruction during the Extended Time Session which meets twice a week for one hour and fifteen minutes. The Young Readers and Writers Academy meets once a week after school for two hours. The program runs a four week cycles three times per year. The program has been designed to engage boys in reading and writing. The Extended Day Academy runs for ten weeks and meets once a week for two hours each day. The program focuses on improving students’ reading comprehension skills.</p>
<p>Mathematics: Title I Math Lab Extended Time Session Extended Day Academy</p>	<p>The Title 1 Math Lab teachers works with small groups of at risk students in grades 3 – 5. The students are pulled out three to five period per week to work on computation, math vocabulary and problem solving. Students are provided with small group instruction during the Extended Time Session which meets twice a week for one hour and fifteen minutes. The Extended Day Academy runs for ten weeks and meets once a week for two hours each day. The program focuses on improving students’ computation and problem skills.</p>
<p>Science: Extended Day Science Academy Extended Time Session</p>	<p>The Extended Day Science Academy runs for four weeks and meets once a week for two hours each day. The program focuses on preparing students for the New York State Science Assessment by focusing on the performance indicators and hands on instruction. The classes consist of groups of 12 – 15 students. Students are provided with small group instruction during the Extended Time Session which meets twice a week for one hour and fifteen minutes.</p>
<p>Social Studies: Extended Day Social Studies Academy Extended Time Session</p>	<p>The Extended Day Social Studies Academy runs for six weeks and meets once a week for two hours each day. The program focuses on preparing students for the New York State Social Studies Assessment by focusing on content area strands, comprehension and document based questions. Students are provided with small group instruction during the Extended Time Session which meets twice a week for one hour and fifteen minutes.</p>

At-risk Services Provided by the Guidance Counselor:	ERSSA Counseling
At-risk Services Provided by the School Psychologist:	ERSSA Counseling
At-risk Services Provided by the Social Worker:	ERSSA Counseling
At-risk Health-related Services:	Asthma Prevention & Maintenance

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 35 **LEP** _____ **Non-LEP** _____
Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Public School 167 is a Pre-K-5 elementary school in Brooklyn. There are approximately 522 students at the school of which 35 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 listen, speak, read and write 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.

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 Math test, Science test and Social Studies test.

Title III funds will be used to facilitate an after school and /or Saturday 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,
- to support their success in all content area instruction and
- to facilitate their integration and full participation in the new school and culture.

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 CORE Knowledge course of study/focus. Students and staff are trained to access technological resources including the smart board and “Brain Pop” to facilitate the learning processes. “Brain Pop” is a license based program that will be used in the ESL class. 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 focus on developing ESL/ELA competencies including listening, speaking, reading and writing in English. In addition, the program will facilitate student work in a small class setting. Teachers working in the Title III extended time program will provide opportunities for ELLs to further develop their skills and knowledge in literacy, Mathematics, Science and Social Studies. The Core Knowledge curriculum will guide the curriculum topics however the instructional design will focus on student needs. 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 group learning activities as well as work individually with the teacher. All groups will be small to ensure a low student: teacher ratio throughout.

The Title III funds will pay for instructional materials to support the learning activities conducted in the after school enrichment program. The program will be conducted two days each week from January through June 2010. Each session will be conducted for two hours, from 2:30 p.m. to 4:30 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 of the CORE curriculum implemented in the program. Students will participate in an out of classroom activity to further connect classroom learning to real world experiences. The program will facilitate funding for transportation to take students to Long Island Game Farm as a culminating activity.

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

PS 167 offers pull-out programs to ELL students. A full time certified ESL teacher serves 35 students. The teacher uses the balanced literacy approach to develop students' vocabulary skills, oral language skills, reading comprehension skills and writing skills. Content area text is also used to strengthen students' vocabulary skills. Content area texts are available in Spanish so that students can continue to learn about the content while still gaining proficiency in English. Student groupings for instruction are based on the proficiency level of students. Beginners receive 360 minutes per week of ESL instruction as well as the intermediate level. Advanced level receives 180 minutes per week of ESL instruction.

The ESL teacher works collaboratively with the classroom teachers in analyzing and planning individual ELL educational needs. Following LAP, the instructional model focuses on teacher modeling, guided practice, independent practice and evaluation. The ESL teacher uses various strategies such as use of context, recognizing words that describe thinking skills, reading challenging but understandable materials to improve students' skills in four modalities. The staff development is an ongoing process. Staff development is done monthly. ESL meetings are held by the ELL regional team.

II. Parent/community involvement:

We distribute school related information to parents of ELLs in English, Spanish, Haitian-Creole and French. All parents of our ELL students are provided an orientation session on state standards and school expectations. The video talks about three programs, it is watched and then discussed with the ELL parents so they understand their choices. The ESL teacher conducts workshops during the school year to engage

parents in school and community related activities. This includes a parent-student Thanksgiving Luncheon. Parents are also invited to chaperone trips coordinated by the ESL teacher for ELL students.

III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development

Staff development is an ongoing process at PS 167K. Teachers are trained to have a better understanding about ESL curricula, assessments and instructional strategies for ELL students. Throughout the school year, teachers are offered with training on how to differentiate instruction. The ESL teacher attends monthly ESL meetings given by the ELL regional team.

The ESL teacher is supported by meaningful building professional development including Balanced Literacy, Core Knowledge, Classroom Management, Early Childhood and Elementary Grade Literacy workshops as well as grade conferences and study groups. Once per month off-site professional development for the ESL teacher is designed to encourage exchange within the staff. Literacy issues, teaching strategies and ethnic sensitivity and awareness are often discussed

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. The PD sessions will focus on instructional strategies to ensure that student needs are addressed during instruction. Short targeted sessions will support a differentiated approach to engage learners of different English proficiency levels within the class. Teachers will work once a month, January through April, for 1.5 hours to review student data and align instruction to best support student growth in ESL / ELA, and Mathematics.

Form TIII – A (1)(b)

School: 167

BEDS Code: 331700010167

Funding Allocated \$ 15,000.00

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

Allocation Amount:		
Budget Category	Budgeted Amount \$15,000	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$ 9,878.22	(Example: Approximately 200 hours of per session for ESL/ GenEd teacher to support ELL Students: 200 hours x \$49.89) Extended Day 3 Trs x 2 Hrs x 2 days Wk x 15 Wk x \$ 49.89 = \$ 8,980.20 Professional Development 3 Teachers X 1.5 hrs X 4 Sessions x \$ 49.89 = \$ 898.02
Purchased services		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,671.78	Purchase Big Books, shared reading books, writing books (McGraw Hill Treasures) supplemental reading materials/ Kit, skills books, trade books, word cards, books on CD, CD player, supplemental math books/kit
Educational Software (Object Code 199)	\$500	ESL Class License for "Brain Pop"
Travel	\$950	Transportation to take students to Long Island Game Farm
Supplemental Textbooks		
TOTAL	\$15,000	

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.

Our plan for students' academic language development is based on ongoing assessments of students' achievement in content areas as well as language skills. We use five key strategies to help ELLs develop their academic language.

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.

Parent Surveys and Program Selection forms are used to gather data to align services offered with parent requests. We provide information to our ELL parents during Parent-Teacher Conferences, Parent Association Meetings, Parent Workshops or individual meetings, and we invite them to our classrooms, so they better understand their options.

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

The data reflects a strong need for written and oral translation services. Parents of ELL students indicated that there was a need to translate notes sent home on a daily/weekly basis from classroom teachers as well as Progress Reports sent home on a monthly basis. The parents also expressed their reluctance to visit the school for parent-teacher meetings because translators may not be available to translate for them. The information will be reported at the Parent Association Meetings.

Part B: Strategies and Activities

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

The school will duplicate and distribute translated copies of letters to the parents of non-English speaking parents. We will use the Department of Education's translated copies of centrally distributed letters and in-house school staff will provide Spanish and French letter translations of school based letters.

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.

School staff will provide Spanish, Haitian-Creole, Arabic and French translations as necessary for parents of non-English speaking students

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>.

The school will provide copies of the Parent Bills of Rights to all parents and will post it in conspicuous places within the school. The school safety plan will include procedures for ensuring that parents are in need of language assistance services and are not prevented from reaching the school's administrative offices solely due to language barriers.

LANGUAGE ALLOCATION POLICY

School/District: 17K167

Date: Revised December 2009

Our LAP team consists of following members:

Principal: *Marc H. Mardy*

Assistant Principal: *Marcia Bolden*

Parent Coordinator: *Paulette Holland*

Parent: *Tamarah Johnson*

IEP Teacher: *Leonnie Bernard*

ESL Teacher: *Rose Julien*

Guidance Counselors: *Vicente Morgan, Pearl Bowie-Harmon*

There are 522 students and 39 of them are ELLs, approximately 7.5% of total student population.

Languages spoken other than English are Spanish, French, Haitian Creole, Yoruba and Arabic.

The total number of ELLs per grade is as follows:

K-5; First-5; Second-7; Third-8; Fourth-12; Fifth- 2;

The orientation video in parents' native tongue about three programs were watched and discussed by the ELL parents, so they understood their choices.

After reviewing the Parent Survey and Program Selection forms for the past three years, we found out that all our ELL parents had chosen to place their children in the ESL class instead of TBE or Dual Language ones.

The ESL program offered at our school is aligned with parents' requests. We provide information to our ELL parents in Parent-Teacher Conferences or individual meetings, and we invite them to our classrooms, so they better understand their options.

The number and percentage of ELL students at different proficiency levels is as follows:

Beginner - 10

Intermediate - 22

Advanced - 7

The data patterns reveal an uneven language development in the four modalities. Students usually demonstrated better scores in listening and speaking than reading and writing. Speech scores were superior to listening. The patterns across proficiency levels reveal the weakness in listening, reading and writing. For listening, we will have our ELLs do more phonics work, listen to more audiocassettes, so they can enhance their listening skill as well as familiarize themselves with the standard spoken language. For reading and writing, students learn more strategies such as recognizing cause and effect, comparing and contrasting and making predictions, etc. and practice more writing exercises by using four-square. ELLs in the primary grades receive intensive instruction focusing on the five major components of reading: phonics, fluency, phonemic awareness, comprehension and vocabulary. In addition, the McGraw Hill Treasures program is used by the ESL teacher to support ELL students.

Our plan for students' academic language development is based on ongoing assessments of students' achievement in content areas as well as language skills. We use five key strategies to help ELLs develop their academic language.

SIFE students are assessed to see their weakness and strengths. We have individual meetings with parents and try to have individual plan for each SIFE student.

Our long term ELLs are given a complete assessment for these students, find out their areas of deficiency and help them get necessary learning strategies. At the same time, we would help them refine and enhance their prior knowledge and boost their self-esteem.

Newcomers work in pairs with students in the advanced language level. Their different cultural backgrounds are considered as assets. Students challenge, support and learn from each other. We give newcomers assessments first, then set individual goals for each student and teach them with ESL methodologies.

For ELLs having special needs, the ESL teacher familiarizes himself with students' IEP and works closely with the Special Education teacher. Each student is different; therefore, the ESL teacher tries to accommodate their special needs, and improve their four language skills.

For students reaching proficiency on the NYSESLAT, our ESL teacher continues to support them in their academic language development as well as content area studies. The ESL and classroom teachers work together and occasionally pull out the students for one year after they test out of the program to provide continuing support as necessary.

Our school offers a pull-out ESL program to ELL students. A full time certified ESL teacher serves 39 students. Groupings for instruction are based on the proficiency level of the students. Beginners receive 360 minutes per week of ESL in instructions as do the intermediate level students. Advanced level students receive 180 minutes per week of ESL instruction.

We use McGraw Hill Treasures, trade books in various languages and skills books which include content area as well as language materials, Santillana's Open Doors, Intensive English, Addison-Wesley's Story Club, ESL Teacher's Holiday Activities, and Harcourt's ELL Support Kit.

The ESL teacher works collaboratively with ELA teachers, analyzing and planning individual ELL's educational needs. Following our Language Allocation Policy, the instructional model focuses on teacher modeling, guided practice, independent practice and evaluation.

The ESL teacher is supported by meaningful building professional development including Balanced Literacy, Core Knowledge, Classroom Management, Elementary and Upper Grade Literacy workshops as well as grade conferences and study groups. Once per month off-site professional development for the ESL teacher is designed to encourage exchange within the staff. Literacy issues, teaching strategies and ethnic sensitivity /awareness are often discussed.

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:	662,672		662,672
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,627		6,627
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,884		12,884
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	24,934		24,934
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 167, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 167’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 167 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 167's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 167 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 167 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

PS 167 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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.

PS 167, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 167 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and

- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Marc H. Mardy on October 30, 2009.

This Parent Involvement Policy was updated on December 15, 2009.

The final version of this document will be distributed to the school community on December 21, 2009 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

P.S. 167 is committed to ensuring that all targeted students receive the necessary support to meet the academic standards. We currently have a Title 1 Reading Lab and Title 1 Math Lab. Students receive small group, hands on instruction. The Scott Foresman Reading Program is used to improve students' reading comprehension skills. Intervention in reading is further supplemented with skills books such as Focus on Main Idea, STARS and Key Links. In the Title 1 Math Lab students engage in hands on inquiry based learning projects. They use the problem solving strategies to create algorithms and then apply them to real world scenarios. The Title 1 Math Lab uses the New York State Coach, AIM Higher and math games to engage students and address their individual needs.

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

At P.S. 167 the faculty works together to meet the needs of the students. The teachers have common planning time. We conduct team meetings where we are able to plan across grade levels with AIS teachers and Classroom teachers. The Curriculum Team and Data Inquiry Team meet twice a month to discuss programs and strategies to meet the needs of our targeted students. Interim assessments are used to monitor students' progress as well as plan for instruction. The administrative team reviews student progress on a regular basis and creates plans for improvements.

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;

Through a variety of programs, students at P.S. 167 are provided with opportunities to meet and exceed state standards. Extended Day Academies in ELA, Math, Science and Social Studies; Extended Time Session Tutoring, and A.M. Tutorials are available for remediation and enrichment. We have a Reading Specialist for at risk students and a Reading Specialist for Enrichment Students. Faculty members receive training on how to differentiate instruction to meet the needs of the students. Our Extended Day ELA and Math Academy will provide test-taking strategies and support to accelerated students as well as at risk students. To aid students with coping strategies and problem solving skills, a peer mediation program and study skills groups are facilitated by our guidance counselors. Exposure to various community based organizations, such as Hip Hop 4 Life and NY Arts Council, are common place at P.S. 167.

4. Coordinate with and support the regular educational program;

The faculty at P.S. 167 utilizes common planning time to collaborate and plan for the instructional needs of the students. Teacher Teams meet on a regular basis to discuss student achievement and progress. Then they develop strategies for enrichment and remediation. The Inquiry Team also meets regularly to identify school trends and develop plans to address deficiencies in performance.

5. Provide instruction by highly qualified teachers;

Wherever possible, all recruited teachers will be appropriately certified. They will be monitored through Principal counseling, administrative support, as well as, staff developer. Furthermore, in school support will be provided by lead teachers and buddy teachers.

Additionally, the Knowledge Network LSO content specialist and ISC coordinators will provide assistance to faculty members.

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

Professional development will be provided by the administrative team, UFT Center Specialist, Knowledge Network Content Specialist, Educational Consultants and ISC support personnel. The school's curriculum team will target the assessed pedagogical needs of the staff with differentiated high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results. Professional Development will be provided through study groups, classroom inter-visitations, and regional training. Administrators are also afforded the opportunity to hone their skills through cohort meetings, LSO Principal and Assistant Principal Conferences and Labor Union (CSA) training sessions.

7. Provide strategies to increase parental involvement; and

Parents are encouraged to become an important part of the school community. Through several means: educational and social, parents are shown that they play an integral role in the school and that they contribute to enhancing the education of their children. Weekly, Saturday and evening workshops are frequently scheduled for parents to acquaint them with instructional initiatives and state assessments. Events such as Family Movie Night, Book Fairs, Assemblies and Arts celebrations are part of the parental involvement activities at P.S. 167.

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

P.S. 167 is committed to supporting the needs of all students by collaborating with local community based organizations and local agencies. We currently house a social worker from New York Psychotherapy. The therapist provides mental health services to students and families. Also, we have collaborated with local agencies to provide parents with information about obtaining health insurance, food stamps and housing assistance. This school year we have a partnership with the NYC Adult Education Office. They currently operate an evening ESL program and GED program. We will continue to foster partnerships with federal, state and local agencies to provide services to the students and families in our school community.

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

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

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

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Our schools' curricula committees meet to discuss and review our educational program including our effectiveness in meeting the NYS Standards.

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

Applicable X 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?

Our curriculum addresses skills as well as topics related to the standards. We will need further the refinement in aligning our curriculum maps with our interdisciplinary approach for all students including students receiving special education services and English Language Learners.

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.

Most of the related issues in our curriculum development will require professional development and as such funds will be needed to provide the necessary services.

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.

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

Applicable X Not Applicable

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

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

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

Applicable X 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?

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.

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?

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.

Our administrative cabinet, School Leadership Team and personnel committee discuss staffing issues related to this finding.

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

Applicable X Not Applicable

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

In observing school's teacher turnover rate from our own records as well as that from the state's school report card, we note a declining trend in teacher turnover.

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.

N/A

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.

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

Applicable X Not Applicable

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

Our ESL teacher is participated in numerous ESL professional development sessions including QTEL. In addition, the ESL teacher and the administration crafted our Language Allocation Policy.

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.

N/A

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.

Our data team regularly examines the data of all of our ELL population.

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?

We carefully monitor the performance of our ELLs including those in early childhood. All students in the intensive category are progress monitored with interim assessments and receive the appropriate intervention. ELL student in the Strategic level are monitored monthly. Regular conferences between the ESL teacher and the classroom teacher and administration are held to monitor the progress of these students.

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.

N/A

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.

The PPC team and the administration has made similar observations regarding students receiving special education services, particularly with those general education teachers who have students in their classrooms with IEPs.

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

X Applicable Not Applicable

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

Based upon the administration's observations, this finding is relevant.

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.

We will embark upon a similar professional development course for the general education teachers that we have held for the special education teachers in the recent past. We will need additional funds to carry out this process one-shot professional development sessions are not usually effective. Rather, multiple workshops followed up with ongoing classroom based specialist consultants have proven to be extremely effective.

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.

Our PPC team and administration regularly discusses these concerns.

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

X 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?

A recent intensive review of our IEPs indicated that the above finding is relevant.

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.

WITH ASSISTANCE OF THE LSO WE ARE IN THE PROCESS OF REVIEWING ALL OF OUR IEPs AND WE ARE PROVIDING PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE FOR ALL TEACHERS WHO COMPLETE IEPs. IN ORDER FOR THIS PROCESS TO MOVE IN A MORE EXPEDITIOUS MANNER. THE ISC HAS ALSO SUPPORTED THE SCHOOL WITH TRAINING OF TEACHERS AND SERVICE PROVIDERS.

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.)
There are 10 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
We believe that in meeting the needs of all students. The SLT and PA work closely to ensure that families in temporary housing are supported emotionally and students are supported academically. STH are provided with counseling services and academic intervention services. They are also provided with instructional supplies such as notebooks, pencils and book bags. The PPC looks closely at students in temporary housing to ensure that their housing disposition is not affecting their performance in school.

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).
There are 10 students in temporary housing currently enrolled.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
The school will collaborate with the STH Family Assistant to ensure that students are provided with transportation services to attend school. Additionally, students will be provided with all instructional materials which include book bags, note books, writing utensils and classroom supplies. The guidance counselor will work closely with the family to monitor the students' and ensure that the students' social and emotional needs are addressed. Students in Temporary Housing will be invited to attend Extended Day Academic and

Extracurricular activities. Transportation services will be arrangements will be coordinated to allow for their participation in these programs.

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.