



P.S. 289

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 17K289
ADDRESS: 900 ST. MARKS AVE, BROOKLYN, NY 11213
TELEPHONE: 718-493-3824
FAX: 718-467-3735

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 289 **SCHOOL NAME:** The George V. Brower School

SCHOOL ADDRESS: 900 St. Marks Ave. Brooklyn, NY 11213

SCHOOL TELEPHONE: 78-493-3824 **FAX:** 718-467-3735

SCHOOL CONTACT PERSON: Dennis Jeffers **EMAIL ADDRESS:** djeffer@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tracia Gill

PRINCIPAL: Dennis Jeffers

UFT CHAPTER LEADER: Dorothy Connelly

PARENTS' ASSOCIATION PRESIDENT: Darryl Butts

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 17 **SSO NAME:** Empowerment #18

SSO NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: 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
Dennis Jeffers	*Principal or Designee	
Dorothy Connelly	*UFT Chapter Chairperson or Designee	
Darryl Butts	*PA/PTA President or Designated Co-President	
Elsa Cumberbatch	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kelvin Fraser	Member/Staff	
Brian Roberts	Member/Staff	
Lino Gomez	Member/Staff	
Deverne Green	Member/Parent	
Jacquelin Floyd	Member/Parent	
Tracia Gill	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The George V. Brower School, P.S. 289, is located in a culturally diverse community of Crown Heights, Brooklyn. This Pre-Kindergarten to fifth grade school serves a population of approximately 750 students from culturally diverse backgrounds. Crown Heights is a community with many immigrants.

Built in 1959, P.S. 289 was renamed The George V. Brower School in honor of Mr. George Brower. Mr. Brower held the position of Commissioner of Parks in the 1800's. The school is bordered on the eastern end by what was once called the Bedford Park, now The George V. Brower Park. The school building is well kept and maintained by the custodial staff. The work of the students can be seen prominently displayed throughout all three floors.

A neighbor to the world's first children's museum, the Brooklyn Children's Museum is one of our collaborating agencies. Other collaborating agencies include Medgar Evers College which provides peer mediation during a time of crisis; DARE Program - a program supported by officers of the 77th precinct which provides training in ethics, multiculturalism and moral values to our students.

For many years, P.S. 289 was the only barrier-free school in District 17. Because of our ability to accommodate the needs of physically challenged students, an association was developed with P.S. 396 in District 75 to accommodate more than 100 SIE VII and SIE III students. Today, P.S. 289 continues to house students and staff of P.S. 396 at P.S. 289.

Our student population is heterogeneously grouped within each grade, with one accelerated class on each grade. There are two pre-kindergarten classes, five kindergarten classes, five first grade classes, six second grade classes, six third grade classes, six fourth grade classes, five fifth grade classes and one inclusion class on each grade level. There are four self-contained classes serving grade levels Kg, 1, 2/3, 3/4 and grade 4/5. Due to the large number of students that fall below the federal poverty guidelines, P.S.289 receives Title 1 funding to supplement our instructional program.

P.S. 289 also employs the practice of multiyear assignment, which allows selective teachers from grades one to four to loop with their classes to the next grade level, spending two to three years with the same group of students. The benefits of this practice enable teachers to hit the road with their students in September, picking up where they left off in June. Teachers are familiar with the learning styles and the academic levels of their students. This practice has also resulted in increased performance by the students of the looping classes. This creates somewhat of a competition among teachers in an attempt to perform better than the looping classes on the individual grades.

The student body is served by 110 professionals and support staff, including one (1) principal, two (2) assistant principals, one (1) IEP teacher, sixty five (65) teachers, two (2) guidance counselors, twelve (12) paraprofessionals, two (2) secretaries, one (1) school safety officer, nine (9) school aides and other support staff.

The vision of The George V. Brower School is to work collaboratively with our parents

and the community-at-large to provide a safe, healthy learning environment and to ensure a well-rounded quality education for all our students in order that they may reach and surpass all city and state standards, and become productive citizens in their future lives.

The **mission** of our school is to ensure excellence for all students including English Language Learners, Special Education and high achieving students by providing a challenging instructional program, an innovative and capable staff, and the resources and materials necessary to ensure success for all students.

P.S. 289 is distinctive in the following ways:

- We are one of the leading schools with exemplary P.B.I.S. practices and behaviors
- We practice multiyear assignment
- Our staff members are empowered to lead and to assume leadership roles
- Professional Grade Learning Communities are held four times per month with or without a supervisor
- Our hallway bulletin boards are given constructive pictorial feedback
- P.S. 289 is one of the schools with the lowest student suspension rates in the City
- Displays of students' art work can be seen throughout the school

Our Greatest Accomplishments over the last couple of years are as follows:

- We were recognized for closing the achievement gap for three consecutive years
- We received a grade "B" on the first school report card, a grade "A" on the second school report card and a grade "B" on the third school report card.
- Our scores improved within our special education population
- Our attendance has improved over the past couple of years

Our most significant aids to the school's continuous improvement are:

- We have excellent teacher retention rate
- Our teachers are dedicated in that they are willing to stay beyond the dismissal time
- Our paraprofessionals go above and beyond the call of duty
- Our teachers assume leadership roles
- We have a significant number of teachers trained in Administration and Supervision

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. 289 George V. Brower			
District:	17	DBN #:	17k289	School BEDS Code #: 331700010289

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	35	35	36		90.3	90.2	92.0		
Kindergarten	92	99	102						
Grade 1	156	135	133	Student Stability: % of Enrollment					
Grade 2	128	147	106	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	145	135	117		91.0	90.9	90.2		
Grade 4	139	135	117						
Grade 5	137	123	105	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		83.4	80.1	0.0		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		11	21	32		
Grade 12	0	0	0						
Ungraded	4	5	4	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	836	792	740		7	3	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	49	52	49						
No. in Collaborative Team Teaching (CTT) Classes	63	56	45	Principal Suspensions	0	0	0		
Number all others	27	36	42	Superintendent Suspensions	0	0	0		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	22	17	19	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	6	0	0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	66	70	69
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	9	8
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	26	26	24
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	98.6
American Indian or Alaska Native	0.5	0.8	0.4	Percent more than two years teaching in this school	81.8	82.9	78.3
Black or African American	87.9	86.4	87.6	Percent more than five years teaching anywhere	71.2	71.4	72.5
Hispanic or Latino	8.7	9.5	8.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.0	1.1	1.2	Percent Masters Degree or higher	92.0	90.0	96.0
White	1.9	2.3	0.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.0	90.0	92.5
Multi-racial	N/A	N/A	N/A				
Male	54.1	55.2	54.1				
Female	45.9	44.8	45.9				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	✓	✓	✓			
Hispanic or Latino	✓	✓	✓			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial	N/A	N/A	N/A			
Other Groups						
Students with Disabilities	✓ S H	✓	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	✓	✓	✓			
Student groups making AYP in each subject	5	4	3			

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	57.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	18.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	26.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

P.S. 289 has identified the following student performance trends:

ELA: There is noticeable differences in grades 3, 4 and 5. Students performed poorly in the following areas:

- Summarizing the main idea
- Determining the main idea inferred from text
- Making prediction and drawing conclusions
- Identifying details to support the main idea.

To support students in these areas, members of the Inquiry team are focusing on main idea as the learning target. The members believe that when students understand a passage, they would then be able to predict and draw conclusions accurately.

Based on the predictive assessments, students in grade 3 are on par with students throughout the District. Grades 4 and 5 students are 1-2% below the District level.

MATH: The noticeable deficiencies in Math throughout grades 3, 4 and 5 are as follows:

- Measurement
- Decimals

The teachers receive support from the Title 1 push in/pull out staff. These academic intervention sessions will support the students in identifying the skills and strategies needed to master the above deficiencies.

Based on the predictive assessments, students in grade 3 are achieved 62%. This is 9% less than the District. Students in grade 4 achieved 71%. This is 4% less than the District. Students in grade 5 achieved 61%. This is 8% less than the District.

The Principal and staff work collaboratively to create a calm, respectful and orderly environment in which learning can take place.

Students benefit from a standards-based curriculum, including art and technology, with resources that supports learning.

Through regular use of a wide range of relevant data, leaders and faculty have an understanding of the performance and progress of individuals, by group and by subject, which informs instruction and organizational adjustments.

The school has established effective systems for monitoring teaching practice with a clear focus on improving instructional practices.

The school's systems and partnerships support students and their families in continual learning and promote students' personal growth and development.

Leaders use a wide range of data to regularly evaluate the effectiveness of organizational decisions, interventions, professional development supports and deployment of staff and to make adjustments as necessary.

P.S. 289 has been recognized for four consecutive years by the State Education Department for closing the achievement gap. We are proud of this achievement; however, we recognize that helping students to achieve at the highest level is an ongoing process that provides endless challenges. For this reason, teaching and learning, and the quest for educational excellence is our goal.

Four years ago, we implemented P.S.I.S. (Positive Behavior Intervention and Support) at P.S. 289. The philosophy of this program envisioned the notion that if students focused on modeling good behavior, there would be less classroom disruptions and students will achieve at the highest level. Our P.B.I.S. program has helped us to become a model public school in New York City. We believe that our academic success is directly related to this practice in our School.

There are two inquiry teams at P.S. 289. One team focuses on grades K-2 students while the other look at bottom third students on grades 3-5.

Our most significant aids/barriers is getting parents involved in the education of their children and being a part of the school community by coming out to parent workshops, meetings, etc.

We need to promote greater consistency in differentiated instruction based on data so that lesson planning reflects purposeful groupings, students are challenged, tasks accommodate different learning styles and questioning extends thinking, to maximize student learning.

We need to extend and expand communication and collaboration with parents to increase their capacity to assist in their child's learning and to enable them to track progress towards attaining set goals.

We need to extend the analysis of assessment data in all content areas to inform goal setting at all levels.

We need to strengthen teachers' response to all student work, to reflect guiding comments and level of performance, to convey high expectations and clear next steps.

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.

SMART GOAL #1:

By June, 2010, 100% of our parents would have met and discussed student data with school staff during monthly PA meetings, Parent/Teacher conferences and/or Title 1 Parent Meetings/Workshops and would have received monthly written progress reports on their child's progress.

SMART GOAL #2:

By June 2010, 100% of teachers would have analyzed data of cohorts of students and would have used such data to group students for instruction.

SMART GOAL #3:

By June 2010, 100% of teachers would have participated in multiple professional development opportunities on differentiation of instruction to improve instructional practice

SMART GOAL #4:

By June 2010, 100% of teachers will be using conference logs to develop goals with students in all content areas.

SMART GOAL #5:

By June, 2010, 30% of our parent population will be actively involved in school wide activities to support parental involvement.

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): _____

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2010, 100% of our parents would have met and discussed student data with school staff during monthly PA meetings, Parent/Teacher conferences and/or Title 1 Parent Meetings/Workshops and would have received monthly written progress reports on their child's progress.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Parent Coordinator- Monthly calendar and newsletter informing the community of school events • Monthly progress reports to parents about the students' academic performance • Monthly PA meeting • Weekly Wednesday parent workshops hosted by the Parent Coordinator on a variety of topics surveyed by the parents.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title 1 Parent Involvement Allocation • Title 1 ARRA SWP • Title 1 SWP
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Agendas and Attendance Sheets for PA meetings and Parent Workshops • Copies of Monthly Progress Reports • Minutes of Meetings • Copies of monthly calendar and Parent newsletter

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 100% of teachers would have analyzed data of cohorts of students and would have used such data to group students for instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Data analysis by subgroups (gender, ethnicity, ELL, special ed) • Improve support from Title I and out of classroom personnel • Target bottom one third of students for Inquiry Team study • Use of ARIS to retrieve data • Differentiation of lessons • Formal and informal observations • Grade level and faculty conference meetings to discuss best practices to analyze data, and to develop lessons.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Fair Student Funding • Title 1 SWP
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Formal and Informal Observations • Agendas and Attendance from Meetings • Examples of data analysis • Examples of lessons developed in planning meetings • Targeted students progress monitoring by Inquiry Team members and Title 1 AIS teachers

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 100% of teachers would have participated in multiple professional development opportunities on differentiation of instruction to improve instructional practice</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Professional Development by Network Support Team • Modeling of Best Practices by Network Support Team and Classroom Teachers • Mentoring by Staff Developer • Inter Class Visitations • All Teachers will keep an inter class visitation logs: What did I see and learn? How can I adapt these strategies to use with my students?
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title 1 SWP • Fair Student Funding
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Informal and formal observations • Agendas and Attendance data from all professional development activities • Learning Walks • Inter Class Visitation Write Ups by Teachers

<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 100% of teachers will be using conference logs to develop goals with students in all content areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Professional Development for teachers to develop a system for: <ul style="list-style-type: none"> ○ Conducting student conferences ○ Writing Conference Notes ○ Maintaining Conference Logs ○ Analyzing data to create student goals • Teachers will meet in collaborative groups twice a month to discuss their system and how it is improving student achievement. • Teachers will be involved in weekly review of conference logs to inform their instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Fair Student Funding • Title 1 SWP
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Conference logs • Agendas and attendance from professional development sessions • Informal and formal observations

<p>Annual Goal #5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2010, 30% of our parent population will be actively involved in school wide activities to support parental involvement.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Annual Family Literacy Night • Getting at least 75 parents to attend monthly PA meetings • Family Science Inquiry Night • Family Jeopardy Social Studies Night • Title 1 Parent Day • Grade parent monthly newsletter to parents • Monthly student progress reports to parents • Parent Recognition Night (attendance)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title 1 Parent Involvement Funding • Children First Funding • Title 1 SWP • Fair Student Funding • Title 1 ARRA SWP
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Agendas and Attendance records of all meetings and events

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			N/A	N/A	2		3	
1			N/A	N/A	3		2	
2	18	3	N/A	N/A	1		4	
3	9	19	N/A	N/A	48		1	
4	55	33	55	55	38		1	
5	57	41	57	57	48		3	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Read 180 is a researched based intervention program that is designed to meet the needs of students in grades 4 & 5 whose comprehension skills are below proficiency. The students' individual needs are addressed through small group instruction 4x a week during the school day. Read 180 is designed to meet the students' needs through instructional software, high interest literature & direct instruction in reading, writing/vocabulary.</p> <p>Soar to success is a small group reading intervention program. We use authentic literature, reciprocal teaching, and graphic organizers in fast-paced lessons to assist third graders and accelerate their reading growth. Students are serviced three days a week for forty five minutes in groups of five to seven students during the school day.</p> <p>One of the programs used as an ELA academic intervention is the Wilson Reading System. The Wilson system is systematic phonics instruction. It clearly identifies a carefully selected and useful set of sound symbol relationships. This program addresses students who show difficulty with phonological coding deficits, including dyslexia. It is designed for students who struggle in reading specifically in decoding and spelling. The service is provided in a small group of 8 students continuously throughout the school day, including extended day.</p>
Mathematics:	<p>Students are targeted based upon teacher recommendation and assessment scores. We track students' performance as they are tested periodically to ascertain whether they are meeting prescribed goals. Intensive re-teaching is directed at students who demonstrate continued weakness in specific skill areas.</p> <p>Saxon Math is a program designed to provide students with a variety of materials that facilitate discovery, practice and review. Lessons are arranged sequentially along with worksheets that review and reinforce previously taught concepts or skills. The program is an excellent vehicle for both small group and one-on-one instruction. Service is provided before the school day (extended day) – Monday through Thursday, from 8:00 – 8:37a.m.</p>

Science:	Students receive additional tutoring during the school day.
Social Studies	Students receive additional tutoring during the school day
At-risk Services Provided by the Guidance Counselor:	Provides individual and /or group counseling; classroom guidance experiences in areas such as conflict resolution, problem solving, career planning and sexual harassment. Serves as consultant and resource personnel to school, staff and parents. Establishes effective outreach to parents to provide information on available services and resources. Provides guidance and counseling to facilitate the transition of students to higher level schools. Collaborates with community agencies and other community resources to foster opportunities for maximal development of student potential.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	"At-Risk "students receive 1.) Behavioral Modification/Incentive-based therapy (program) 2.) Individual Counseling 1:1 (method of delivery) 3.) Sessions occur 1-2 times weekly for three students and Bi-weekly for the other three students.
At-risk Health-related Services:	N/A

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.

New York City Department of Education
George V. Brower School
P.S. 289
900 St. Marks Avenue
Brooklyn, New York, 11213
Phone: (718) 493-3824
Fax: (718) 467-3735

Principal
Dennis Jeffers

Assistant Principal
Wendy A. Bourne
Shirmell A. Dolphin

**LANGUAGE ALLOCATION POLICY
IN PUBLIC SCHOOL PS 289**

1. LAP Team Members and Meetings

School: PS 289

District: 17

Team Members

Principal: Mr. D Jeffers

AP: Ms. W. A. Bourne, Ms. S. A. Dolphin

ESL Teacher: Ms. Y. Han

Parent Coordinator: Ms. M. Williams

Guidance Counselor: Ms. N. Welch

Literacy Teacher: Ms. Woode

Math Teacher: Mr. Spencer

Related Ser.: Ms. Melchor

2. Teacher Qualification

The ESL teacher is a highly experienced and certified NYS licensed teacher.

3. ESL Demographics

- Total number of students: 925
- Total number of ESLs: 25
- Percentage of ESLs: 2.7 %
- Summary of number of ESLs:

Grade	ESLs
G-k	5
G-1	5
G-2	5
G-3	4
G-4	4
G-5	2

- The languages spoken by ESLs: Spanish, Haitian Creole, French, Arabic
- Type of program: Freestanding ESL
- Language of instruction: English
- Delivery model of types of programs: ESL program and pull-out are offered.

4. Parent Program Choice

- Upon registration the parents complete the HLIS Forms
- The new students who are entitled are tested with LAB-R and /or Spanish LAB and placed in ESL program.
- Parents are invited to a Parent Orientation session on the state standards, assessments, school expectations, community, resources as well as program options.
- The parents complete the Parent Survey and Program Selection Form and their child is placed in the requested program.
- In our school parents choose ESL program.
- Parents of ESLs are notified in English and the languages they understand, of their child's Placement ESL program.
- Our school strives to strengthen the home school relationship, increase parental participation in school activities, and make parents in the educational process.
- A school walk-through is provided to facilitate both ESLs and their parents with the school procedures, settings, and expectations.

5. Assessment Analysis

- ESLs are provided with various forms of formal and informal assessments.
- Assessment is carried out in a variety of ways: *teacher observation, conferencing with the ESLs, articulation with students' teachers, interim assessment, and yearly NYSESLAT administration.*
- All ESLs, other than these here for less than a year, are now required to take the ELA exam.
- Some ESLs must take all other content area mandated exams: Math, Science, and Social Studies.
- The School Leadership Team, as well as cross grade, cross content and cross program teams use data to inform decision-making and drive ESL instruction.
- Ongoing assessment is designed to collect evidence of ESLs' learning and need for improving ESLs' English language proficiency and academic language proficiency.
- Teachers work collaboratively to evaluate ESLs' work and data to ascertain the English language and cognitive demands of tasks aligned to NYC and NYS standards.
- Teachers maintain a portfolio for each ESLs where reading and writing samples are collected by ESLs.

6. Planning for ESLs

A. ESLS' Learning

- In ESL program the ESLs of the Beginning level and Intermediate level receive 360 minutes' ESL service and the ESLs of the Advanced Level receive 180 minutes' service.
- The ESLs participate in a program that is aligned with mandated ESL and content learning standards and the core curriculum.
- In our school ESLs are mainstreamed in classes and participate in various learning activities to improve their language skills.

- The ESLs receive all instruction in English. The ESL teacher uses ESL methodologies for a specific amount time as determined by NYSESLAT scores.
- The ESLs also participate in instructions that are aligned with both ESL standards and ELA standards.
- The ESLs experience the components of Balanced Literacy at the block time (120 minutes) in the morning in our school. The assist the ESLs in developing English language skills and reading comprehension.
- The ESLs demonstrate their learning through measurable products’ development, demonstrations, and exhibits.
- The ESLs are grouped homogeneously or heterogeneously as the situation demands.

B. Content Area Instruction

- The ESL teacher plans for the development of both social and academic language skills. The ESL teacher also demonstrates knowledge about:
 - 1.) Current scientifically based research in the fields of ESL and Cognitive Theory..
 - 2.) Providing academic intervention for ESLs who have the English language deficiency, or low academic proficiency.
 - 3.) Differentiating ESL instructions to align with ESLs’ prior knowledge and their needs.
- The ESL teacher develops English language and cognitive skills through content topics and themes.
- Content area instructions are designed to mediate the ESLs’ learning of various proficiency classifications: *new comers, long-term ESL beginners, intermediate and advanced proficiency levels.*
- The ESL teacher ‘s lesson plans are aligned to meet NYC and NYS ESL standards which there is differentiation for the needs of ESLs in our school.
- Ongoing assessment strategies are used to determine movement towards NYC and NYS content area standards.

7. Resource and Support

- There is library in ESL classroom. The school provides ESLs with appropriate textbooks, fiction and nonfiction story books, magazines, newspapers, charts, maps, posters, graphs, diagrams, and various materials and special resources the ESLs need. Including:
“ Phonics A. B. C. D. ”, “ Connecting Vocabulary A. B. C. D. E. ”, “ Comprehension Connections A. B. C. D. ”, “ Quick Reads A. B. C. D. ”, and “ Just Right P. A. B. C. D. E. ”.
- The ESLs will use utilize technical, digital proficiency including, but not limited to maintenance of an electronic portfolio and learning log, research on the Internet and the continued use of the computer.
- The ESLs go on trips to gain experiences and actively participate in cultural celebrations in our school to build knowledge about cultural awareness and understanding.

7. Language Allocation Program Description

A. Alignment of the ESL standards with the ELA standards

- English language instruction is aligned to ESL standards and ELA standards.
- The ESL teacher scaffolds instruction to support ESLs' participation in content area learning.
- The ESL teacher uses visual and/or manipulative to promote ESLs' understanding of the main academic content.
- The ESL teacher models the use of the English language in ways in which the ESLs are expected to participate.
- During the instruction, the ESL teacher uses ESLs' cultures to connect new language with their prior knowledge.
- Teaching materials include a wide range of print, visual, and digital resources designed for the ESLs' English language proficiency and academic language proficiency.
- English language functions and structures are taught within the content of the lessons.

B. ESL Instruction

- Information from LAB-R and NYSESLAT is used by the ESL teacher to plan ESL lesson plans and deliver ESL instructions.
- The ESL teacher uses scaffolding strategies and Balanced Reading strategies to develop ESLs' English language skills.
- The ESL teacher meets with Math teachers and Literacy teachers on a regular basis to review ESLs' work as well as to plan the next phase of ESL instruction.
- The ESL teacher applies Stage of Language Acquisition, teaching practice in order to focus on Phonics awareness, word families, word and sentence building and integrated area teaching and learning.
- The ESL teacher focuses on word recognition, developing vocabulary, reading comprehension, oral expression, daily writing and integrated content area learning to transfer one level to the next.
- The ESL teacher designs learning activities that make ESLs actively engage in ESL learning activities that build critical thinking skills.
- The ESL teacher must know ESLs' potential and abilities, provide more time, modifies ESL lesson plans, and make curricular adaptations to teach lower level ESLs.
- Reading and writing are integrated to developing critical thinking process in content area for ESLs to write on a daily basis across all content areas so that ESLs' writing skills can be greatly improved.
- The ESLs are required to write on daily basis across all subjects, using a variety written forms including retelling, paragraphs, summaries, stories, journals, brief reports, picture descriptions, charts and other graphs for Math, Social studies, and Science information and explanation.

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) _____ **Number of Students to be Served:** _____ **LEP** _____ **Non-LEP**

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

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

- PS 289 provides the appropriate support services needed by ESLs to achieve and maintain a satisfactory level of achievement performance.
- The ESLs receive all instructions in English for a specific amount time as determined by their LAB-R and NYSESLAT scores. The ESL teacher uses ESL methodologies to teach ESLs.
- PS 289 provides effective environment where ESLs feel safe, accepted, and confident.
- The ESLs are initially identified by LAB-R.
- The ESLs' English proficiency are annually assessed by the NYSESLAT.
- Each ESLs progress in ESL learning is regularly assessed and ESL instructions are accordingly adjusted.
- Every ESLs individual and special needs are accommodated all the time.
- The ESL teacher plans and delivers instructions that keep ESLs actively engaged at all times in learning activities that develop listening, speaking, reading, and writing skills and build critical thinking skills.
- The ESL program organizes, arranges, orchestrates, and manages time, materials, activities, physical space, special resources, tasks, and assignments so that ESL classroom can run smoothly and successfully and a positive environment for ESLs learning can be created.

2. EXTRACURRICULAR ACTIVITIES

- The ESL teacher integrates literature that reflects various cultures into the different curriculum to enhance the development of ESLs English oral language proficiency and academic language proficiency.
- In ESL program thematic curriculum is used to provide academic intervention for ESLs who have the English language deficiency or low academic proficiency.
- Content area instruction is aligned with the NYC and NYS standards in mathematics, science, social studies, and technology.
- The ESL teacher develops English language and cognitive skills through content area topics and themes.
- An understanding and appreciation of diversity are promoted to develop ESLs' cross-cultural understanding. The ESL teacher uses ESLs' cultures to connect with their prior experiences.
- Differentiation instruction is used to align with ESLs prior knowledge, interest, and needs.
- The ESL teacher uses visuals and \ or manipulatives to promote ESLs' understanding of the main academic content.
- Teaching materials include a wide range of print, visual, and digital resources designed for developing both English language proficiency and academic language proficiency.
- English language functions and structures are taught within the context of the lesson.

3. INSTRUCTIONAL STRATEGIES

- Linking children's homes to school, countries origin to new country and native languages and cultures of English and American experience, a variety of teaching strategies and approaches are being used to make ESLs actively engage in learning activities that bolster critical thinking skills.
- The ESL teacher uses scaffolding strategies and Balanced Literacy reading strategies to improve ESLs' English language skills.
- The ESL teacher modifies ESL lesson plans and makes curricular adaptations to teach lower level ESLs.
- We focus on word recognition (phonics), vocabulary, speech, comprehension, writing and integrated content area to transfer one level to the next.
- Scaffolding strategies are used for predicting, previewing, recognizing sight words, listening for specific purpose, main ideas, using context clues, comparing, contrasting, categorizing in order to gain a deeper understanding of information and for literary, response, enjoyment, and expression.
- Reading and writing are integral to developing critical thinking process in content area for ESLs to write on daily basis across all content areas so that ESLs' writing skills can be greatly improved.
- ESLs are required to write on a daily basis across all content areas, using a variety written forms including retelling, paragraphs, summaries, stories, brief reports, posters, picture descriptions, charts and other graphics.
- Peer tutoring, group organizing and discussing Science and Social studies projects are being implemented.
- Language-rich practices both in personal interactions and through text are provided on a daily basis, using reference books, magazines, textbooks, audio presentations, oral interviews, charts, graphs, maps, and diagrams.
- The ESL teacher uses the five commitments (*Active participation, Social interaction, Integrated language learning, Socio-cultural identity support, Connections to wider contexts*) that frame and guide what she plans and carries out in her ESL classroom to ensure access, participation, meaning making, identity formation, and critical awareness and transformation.

4. PARENT INVOLVEMENT

- Parental support plays an important role in school education. Our school strives to strengthen the home school relationship, increase parental participation, parental support in school activities, and makes parents partners in the educational process. ESLs can become more successful with parental support.

- Parents are provided an Orientation Parents Meeting on the state standards, assessments, school expectations, community resources as well as program options.
- Our school distributes information to parents of ESLs in English or the language they understand eg. Spanish, Haitian Creole, French, and Arabic. When needed, translators on our school staff are provided to facilitate meaningful communication between parents and administrators\staff.
- In September, parents of newly enrolled ESLs are provided with an orientation session. It will be emphasized that:
 - 1) Parents choose the freestanding ESL program in PS 289 on the Parent Selection Form.
 - 2) Parents take an active role in their children's education.
 - 3) Parents read, listen, talk, and work with their children in order to play an important role in their children's future success in school.
 - 4) Parents encourage reading through trips to library and setting time aside to read to their children.
 - 5) Parents take responsibility to make their children become more confident, moral, competitive, and productive in learning.

5. PROJECT JUMP START

- A school walk-through is provided to familiarize both ESLs and parents with the school procedures, settings, and expectations.
- There will be some workshops for parents with their newly enrolled ESLs in PS 289. Parents are asked to identify and use reading and listening strategies to make story and picture books comprehensible and meaningful.

- The games, activities, and technology suggestions can be adapted to meet the needs of ESLs in order to make children identify letters, sounds, shapes, colors, numbers...
- Help children understand the simple words' meanings by visuals and realia.

6. DESCRIPTION OF PROFESSIONAL DEVELOPMENT

ACTIVITIES

- Our professional development plans for 2009-2010 school year are designed to promote high level of academic achievement while integrating school language instruction.
- Our school provides training sessions on both the ELA standards and the ESL standards.
- The topics include:

1) **Scaffolding Strategies**

Teachers scaffold instruction to support ESLs' participation in learning content area to improve academic language proficiency.

2) **Development of Cultural Awareness**

During instruction teachers encourage ESLs to use their native languages to connect with their prior knowledge and experiences..

3) **Methods and Materials**

Teachers use visuals and/or manipulatives to promote ESLs' understanding of the main academic content. Teachers model the use of the English language in ways in which ESLs are expected to participate. Teaching materials include a wide range of print, visual, and digital resources designed for developing both English language proficiency and academic language proficiency. Differentiating instruction is provided with ESLs' prior knowledge, learning, and their needs.

Date	Topics	Presenters	Participants
September 3, 2009	Scaffolding Strategies	School Team	All staff
September 4, 2009	Development of Cultural Awareness	School Team	All staff
October 26, 2009	Methods and Materials	School Team	All staff

7. SUPPORT SERVICES

- Our school provide the appropriate support services needed to achieve and maintain asatisfactory level of academic performance.
- Our school provides an extraordinary number of before and after school programs to enhance and support ESLs' learning. Among these are: morning tutorials for literacy and math and after school program.
- Our Title 1 teachers have push-in and pull-out approaches and differentiating instruction sessions to give ESLs an individual help to promote ESLs' language skills.
- Some educated parents volunteer to work in class to help ESLs to read and write. Parents are encouraged to use their native languages to enhance English proficiency because there is need for social and academic language development in both the native language and second language through experiences that develop ESLs language skills.

ESLs learn computer skills in the Computer LAB, do Science experiments in the Science LAB, draw pictures and make objects in the Art Room, solve Math problems and complete Social Studies projects with peers' help.

8. ASSESSMENT

- The School Leadership Team as well as cross grade, cross content and cross program teams use data to inform decision-making and drive ESL instruction.
- Ongoing assessment is designed to collect evidence of ESLs' learning and need for mid-course changes that are systematically implemented across grades and programs.
- There are various forms of formal and informal assessments: initial LAB-R yearly NYSESLAT administration, Interim assessment testing, teacher observation, conferencing with ESLs, articulation with ESLs' teachers. All ESLs, other than those here for less than a year, are required to take the ELA exam. Some ESLs must take all other content area mandated exams: Math, Science, and Social Studies.
- Teachers work collaboratively to evaluate ESLs' work and data to ascertain the English language and cognitive demands of tasks aligned to NYC and NYS standards.

- Teachers maintain a portfolio for each ESLs where reading and writing samples are collected periodically by the ESLs, teachers and parents.

Part C:

1. Number of Teachers and Support Personnel

2. Sample Student Schedules

Part C: CR 154 – Number of Teachers and Support Personnel for 2009-2010

School Building : PS 289

District : 17

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

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals		Total
Appropriately Certified		Inappropriately Certified Or Uncertified Teachers				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	ESL Program	Bilingual Program	
N/A	1	N/A	N/A	N/A	N/A	1

CR PART 154 (A-7)

ELEMENTARY SCHOOL STUDENT SCHEDULE 2009-2010

Student Proficiency Level: Beginning x_ Intermediate _x_ Advanced ____ **Grade Level; First**
School District ; 17 _____ **School Building: PS 289 _____**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:30 To:9:20	Subject (Specify) ESL/Lit	Subject (Specify) ESL/Lit	Subject (Specify) ESL/Lit	Subject (Specify) Lit/Science	Subject (Specify) Lit/Writing
2	From:9:25 To:10:15	Subject (Specify) ESL/Math	Subject (Specify) ESL/Math	Subject (Specify) ESL/Soc. St.	Subject (Specify) Computer	Subject (Specify) Lit/Soc. St.
3	From:10:20 To:11:10	Subject(Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
4	From:11:15 To:12:05	Subject (Specify) Lit/Soc. St.	Subject (Specify) Lit/Science	Subject (Specify) Lit/Soc. St.	Subject (Specify) Lit/Science	Subject (Specify) Lit/Soc. St.
5	From12:10: To:1:00	Subject (Specify) ESL/Science	Subject (Specify) ESL/Science	Subject (Specify) Lit/Soc. St.	Subject (Specify) Math	Subject (Specify) Lit/Soc. St

6	From:1:05	Subject (Specify)				
	To:1:55	Lit/Soc. .St.	Lit/Soc. St.	Math	Library	Math
7	From:2:00	Subject (Specify)				
	To:2:50	Lit./Soc. St.	CP/Music	Math	Math	Math

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.

See #6 above (6. DESCRIPTION OF PROFESSIONAL DEVELOPMENT ACTIVITIES)

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10 A-2

School District: 17 Type of Program: ESL Bilingual Both
 (Check one only)

School Building P.S. 289

(Complete this form for each school building with LEP students in grades K-6 during 2007-08)

Language	K		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Ident	Served	Ident	Served	Ident	Served	Ident	Served	Ident	Served	Ident	Served	Ident	Served

	ified	Bil	ESL																		
ic (ARB)			1			5						1			1						
ali (BEN)																					
ian (BOS)																					
ese (CMN)																					
h (FRA)						1			1			1						1			
eoole (HAT)									2												
(HIN)																					
ese (JPN)																					
an (KOR)																					
n (POL)																					
guese (POR)																					
an (RUS)																					
ish (SPA)			1			3						1			3						
amese (VIE)																		2			
y			1																		
 ALS			3			9			3			3			4			3			

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6
Identified in the Building in **2008-09**
 (Do not include long-term LEPs)

Number of LEP students in grades K-6 **Served**
 in the Building in **2008-09**
 (Do not include long-term LEPs)

Bilingual

ESL 25

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our school distributes information to parents of ESLs in English or in the language they understand eg. Spanish, Haitian Creole, French, and Arabic. When needed, translators or our staff are provided to facilitate meaningful communication between parents and administrators / staff. Our translation needs for conferences, parent orientations, and school notices include:

- Home Language Identification Surveys (HLIS)
- ATS system provides information of the primary language of the students (RHLA)
- Interviewing teachers
- Interviewing parents
- Interviewing students
- Parent coordinator interviews
- Informal oral communication with parents and teachers
- Attendance in PTA meetings
- Analyzing the existent translated materials

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 findings of our school's written translation and oral interpretation needs indicate that there is a need to provide these services for parents in the following languages: Spanish, Haitian Creole, French, and Arabic.

The written translation needs of the school are the following:
Translation into Spanish, Haitian Creole, French , and Arabic of letters sent home as:

- Home Language Surveys
- Parent Survey and Program Selection Form
- Translated parent notices from the Department of Education website
- Letters about students' progress
- Letters about students' attendance
- Informative letters sent to parents about school events
- Flyers
- Posters and signs
- Student Report Cards

The oral interpretation needs are the following:

- Oral translation at the Parents Orientation session
- Oral translation at PTA meeting When needed
- Oral interpretation when principal and teachers have conferences with parents
- Oral translation at Teacher – Parent Conferences and Open School Nights
- Use of translators to make phone calls to parents when there is need

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 provide written translation services through the use of NYC DOE Translation and Interpretation Unit, which provides a staff of professional translation services for eight standard languages by a network of qualified vendors.

We will be using the NYC DOE translation unit for all translations needs; including the many materials and forms already translated and available on the DOE website.

- All parental correspondence (letters, Notices, Flyers, Permission Slips, Consent Forms, and Parent Handbooks) will be translated by school staff or the Translation and Interpretation Unit, from English to the native languages of our school population.
- There will be translators of all letters and notices that go to parents throughout the school year. These include the school code, our proposed uniform code continued in 2009 – 2010 academic year, the student conduct code, the student/school contract, lunch forms, registration forms, school PTA Meetings, programs supplemental to school day, special citywide meetings and/or workshops for parents of ESLs, promotion requirements and guidelines, graduation issues, intermediate school choices, school transfer choices, classes or academic trip options, and standardized exam notices among others.
- We will translate documents that contain individual, student-specific information, including a student’s health, safety, legal or disciplinary matters, entitlement to public education or placement in any special education, ESLs, or non-standard academic programs.

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

Our school will provide translation services by the translations unit and school staff members who are conversant in the different languages so that they will be able to facilitate articulation between parent and teacher, parent and administration, and parent and the other school staff members.

The following oral interpretation services will be provided by our school staff for Spanish, Haitian Creole, French, Arabic, Chinese:

- Oral translation at the Parent Orientation session
- Oral translation at Parent-Teacher Conferences and Open School Nights
- Oral translation at PTA meetings, IEP meetings, workshops, and any other meetings when necessary
- Oral translation when principal, guidance counselors, and teachers need it
- Use of translators to make phone calls to parents when needed

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

- Our school will fulfill Section V11 of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.
- We will translate letters and notices to parents in the appropriate languages for our school.
- We will use in-house staff to provide translations.
- We will have translated all annually recurring types of letters and notices – *school code, discipline code, uniform code, promotion criteria, exam schedule, Parent-Teacher Meetings, student accountability, graduation requirements, program selection, alert holdover notices, supplemental school activities, and NYSESLAT notification.*
- The school will post the translated signs in all eight covered languages indicating the office/room where the translated versions of the Parent Bill of Rights and a copy of the written notification can be obtained.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	772,125	143,199	915,324
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,722		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,432	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	38,632		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		7,160	
6. Enter the anticipated 10% set-aside for Professional Development:	77,264		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		14,320	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.6
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.

Staff members who are not highly qualified received professional development to assist them both in house and in locations through-out the City. Staff members who are working on their qualifications and are qualified using the criteria set forth by the City, receive tuition reimbursement at the CUNY rate.

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

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

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

SCHOOL PARENT INVOLVEMENT POLICY

PART 1 – GENERAL EXPECTATIONS

The George V. Brower School (P.S.289) agrees to implement the following statutory requirements.

- The school will put into operation programs, activities and procedures for the involvement of parents of Title 1 eligible students consistent with **Section 1118 – Parental Involvement** of Elementary and Secondary Education Act (ESEA). The programs , activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title1, Part A parental involvement requirements , to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP) , parents with disabilities, and parents of migratory children. This will include providing information and school reports required under **Section 111 – State Plans** of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable , in a language parents understand.
- The school will involve the parents of children served in Title 1, Part A program in decisions about how the Title 1 , Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental Involvement means the participation of parents in regular , two – way, and meaningful communication involving student academic learning and other school activities, including ensuring-

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- >> that parents play an integral role in assisting their child's learning;
- >> that parents are encouraged to be actively involved in their child's education at school ;
- >> that parents are full partners in their child's education and are included , as appropriate , in decision – making and on advisory committees to assist in the education of their child.
- >> the carrying out of other activities , such as those described in Section 1118- Parental Involvement of ESEA.

PART 11 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

• The school will , to the extent feasible and appropriate , coordinate and integrate parental involvement programs and activities with Super Start Plus for Pre-school Youngsters, the Learning Leaders program and other programs , and conduct and \or encourage participation in activities, such as Parent Resource Center, that support parents in more fully participating in the education of their children by:

- >> inviting parents to attend open school day\ night , so they can meet with their child's teacher :
- >> providing workshops for the parents in the areas that will address their needs : for example, managing money , helping your children at home;
- >> having a share session for parents, when they can meet and share ideas with each other;
- >> inviting parents to participate in the P.B.I.S. Family Literacy Night;

• The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of Title 1 participating children in an understandable and uniform format , including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by:

- >> advertise parent coordinator's parent workshops, PA meetings and all other events on outside board
- >> sending home newsletters and calendars of programs and upcoming events;
- >> Sending letters home to parents, written in English, Spanish and Haitian Creole

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.

SECTION VI: ACTION PLAN

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase parental participation by 10% in the following areas: *Parent workshops held by Parent Coordinator *PA monthly meetings *Return of the Learning Environment Survey *Learning Leaders Volunteer Program *Open school (afternoon and evening)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>*Parent Coordinator will conduct survey to determine areas of interest for Parent Workshops Topics *Increase the distribution of parental notices for parent workshops, PA meetings etc. by classroom teachers *Staff(administration, teachers, paraprofessionals, school aides and security) will actively encourage parents to attend workshops and PA meetings and all parental activities</p>

	<p>*Send notes of appreciation to parents, who attend parental activities frequently.</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>*Parent Coordinator *Teachers *Principal *Assistant Principals *Title 1 funds to purchase refreshments, raffle items, Metro cards and supplies for workshops</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>*Survey parents by class to see how often they receive flyers concerning parent activities *Monitor attendance sign-in sheets for parent workshops, PA meeting, Parent/Teacher Conference, P.B.I.S. Family Literacy Night, Title I meetings, etc. *Monitor Learning Leaders volunteers to determine frequency.</p>

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.

The school administers in-house assessments on a regular basis to students in grades Kindergarten to grade 5. The results of these assessments are broken down by skill, gender and nationality. The data is then discussed with Administration and the staff. Students needing academic intervention participate in our extended day program, our push in/pull out program and our afterschool program. This is an ongoing process.

2. School wide 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.

The students participate in extended day, push in/pull out and afterschool programs. In addition, our grade 4 and grade 5 students participate in READ 180, a literacy program to improve reading strategies and comprehension.

Our teachers participate in the writing of our enriched thematic Core Knowledge curriculum.

Our underserved, low academic achieving children and those at risk of not meeting the State academic content standards receives academic intervention from our Title 1 staff throughout the day. These students also participate in our intensive extended day program. Our guidance counselors, resource room teacher, social worker, school psychologist, ESL teacher and IEP teacher participate in offering academic intervention services and counseling to our students.

Our Inquiry teams meet daily to work with our lowest third performing students. There are two teams that focus on grade 2 and grade 4. Information and data are shared with the classroom teachers who are also a part of the Inquiry Teams.

3. Instruction by highly qualified staff.

Staff members who are not highly qualified received professional development to assist them both in house and in locations through-out the City. Staff members who are working on their qualifications and are qualified using the criteria set forth by the City, receive tuition reimbursement at the CUNY rate.

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.

All staff members receive ongoing professional development to enable the students 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.

P.S. 289 conducts parent meetings on a weekly basis (Wednesdays) by the Parent Coordinator. The topics vary and include preparation for the citywide ELA and Math exams. Additionally, P.S. 289 hosts an annual Family Literacy Night with a turnout of over 300 family members.

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

Our preschool children receive instruction in all curriculum content areas which serves as a foundation for transition into Kindergarten.

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.

Teachers administer in house assessment on a daily basis. The results of these assessments are shared with teachers and Administration. Professional development takes place on the effective use of data to drive instruction.

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.

Instruction is differentiated to meet the needs of students. Deficiencies are identified and the students receive tutoring in their area of deficiency. The students are reassessed over a period of time.

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

The students participate in assemblies on violence prevention and bullying. These assemblies take place with our SAPIS worker and our guidance counselors. Administration also participates in these workshops.

Student representatives on each grade participate in the Nutrition committee which meets twice per month.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

The curriculum at P.S. 289 is aligned with the State 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?

The Core Knowledge curriculum and balanced literacy program models used at P.S. 289 are aligned with the State Standard. The Core Knowledge curriculum addresses all the curriculum areas.

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.

Although the findings are not applicable to P.S. 289, we would welcome any support that is available.

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.

P.S. 289 uses the Everyday Math series which is aligned to the State Standards.

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?

The evidence can be seen in the increase rate of the citywide math scores in grades 3, 4 and 5

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.

The Core Knowledge curriculum at P.S. 289 is aligned with the State Standards

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?

The evidence can be seen in the increase rate of the citywide ELA scores in grades 3, 4 and 5

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.

P.S. 289 uses the Everyday Math series which is aligned to the State Standards.

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

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

P.S. 289 uses the Everyday Math series which is aligned to the State Standards.

Applicable X Not Applicable

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

The evidence can be seen in the increase rate of the citywide Math scores in grades 3, 4 and 5

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

We had no teacher turnover during the 2008-2009 school year.

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?

We had no teacher turnover during the 2008-2009 school year.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

This finding is not relevant to our school's educational program. Professional Development opportunities regarding curriculum, instruction and monitoring progress for Ells are offered by our school.

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?

Classroom teachers were provided with information about QTEL training (Quality Teaching for English).

- **Language Allocation Policy (LAP) and plans for ESL instruction were shared with teachers through professional development and other workshops by administrators, school support team, and ESL teacher.**

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

The finding is not applicable, but our school still needs additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

This finding is not relevant to our school's educational program.

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?

- There is specific monitoring of the ELL students' academic progress of English language development.
- The NYSESLAT yearly scores and the LAB-R scores were reported to all teachers so that the data could be used to inform instruction. The parents were also informed about the results.
- The data were aggregated for proficiency level of ELL students, students time in the United States, and ESL program in which the students were enrolled.

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.

The finding is not applicable, but our school still needs additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

There are a few General Education teachers who are unfamiliar with the terminology in the IEPs. They do lack familiarity with the modifications that would support the student in the classroom.

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?

The few general education teachers mentioned lack the knowledge regarding behavioral support plans for the special education students. That is, behavior modification, reward systems, and signed contract between teacher, parent, student and guidance counselor.

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.

The general education teachers would benefit from more ongoing professional development to familiarize them with items on pages 3, 4 and 6 of the IEP.

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.

Special education teachers do refer to the IEPs of the students they teach for test modifications. The information on the IEP is used to drive instruction along with the other data in the classroom.

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

Applicable Not Applicable

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

IEPs do include behavior Intervention plans if necessary. Teachers also keep behavioral logs and anecdotes for a period of time .Students are discussed at bi-monthly meetings by the school support team. The progress of these students is discussed and suggestions are made to support continuous progress. At P.S.289 there is alignment with the goals, objectives, modified promotional criteria and the state standards.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

P.S. 289 has a reported number of 20 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

The Guidance Department will aim at providing the following services:

- **Will provide families with assistance, information and guidance during enrollment, when needed.**
- **Will service students with individual and/or group counseling if appropriate.**
- **Will make sure that parents/ guardians are informed of the educational services and related activities available to their children within the school and in the immediate community.**
- **Will work in the coordination of such activities with school personnel and other agencies.**
- **Will provide parent /guardians with relevant information as to the opportunities available for them to participate in their children's education.**
- **Will ascertain the students needs for school supplies, uniforms, and any other necessary items and/or services, making sure these are procured so as to ensured these students full and equal opportunity to succeed in school.**
- **Will make appropriate, needed referrals to outside agencies.**

Part B: FOR NON-TITLE I SCHOOLS

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