



**ELIJAH STROUD MIDDLE SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: ELIJAH STROUD MIDDLE SCHOOL**  
**ADDRESS: 750 CLASSON AVENUE, BROOKLYN, NY, 11238**  
**TELEPHONE: 718-638-3067**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 17K353 **SCHOOL NAME:** Elijah Stroud Middle School

**SCHOOL ADDRESS:** 750 CLASSON AVENUE, BROOKLYN, NY, 11238

**SCHOOL TELEPHONE:** 718-638-3067 **FAX:** 718-638-3515

**SCHOOL CONTACT PERSON:** Claudette Eссор **EMAIL ADDRESS** cessor@schools.nyc.gov

<u>POSITION / TITLE</u>	<u>PRINT/TYPE NAME</u>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Brenda Anthony</u>

**PRINCIPAL:** Claudette Eссор  
TBD

**UFT CHAPTER LEADER:**

**PARENTS' ASSOCIATION PRESIDENT:** Tracey Reid

**STUDENT REPRESENTATIVE:**

*(Required for high schools)* N/A

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 17 **SSO NAME:** Community Learning Support Organization (CLSO)

**SSO NETWORK LEADER:** Lucile Lewis

## 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/RulesPolicies/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
Annette McDonald	UFT Member	
Brenda Anthony	UFT Member	
Claudette Eссор	Principal	
Garfield Harte	Parent	
Lorraine Harte	PA/PTA President or Designated Co-President	
Tracey Reid	PA/PTA President or Designated Co-President	
Tricia Delauney	Admin/CSA	
Roxanne Sargeant	UFT Chapter Leader	

**\* Core (mandatory) SLT members.**

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

## SECTION III: SCHOOL PROFILE

### Part A. Narrative Description

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

MS 353 is a middle school in Brooklyn, New York. Currently, we serve approximately 150 students from grades 6-8. It is a small school which opened in September 2005. This school is part of District 17 and is a Title I School. Eighty five percent (85%) of the student population is entitled to free lunch. The staff includes the Principal, an Assistant Principal, 16 teachers, 1 secretary, a guidance counselor, a parent coordinator, family assistant, and 3 school aides.

The school climate is collaborative and comprised of a dedicated community of learners. Led by the Principal, Assistant Principal and a math coach, all members of the school community are actively involved in the education of our children. All staff work collaboratively and have a strong commitment to improving student achievement. In addition, we are committed to strengthening our instructional, administrative and support staff teams to promote sustainability and build leadership capacity.

The school is housed on the third floor of a building containing an elementary school with grades Pre-K through 5. There are two sixth grade, two seventh grade and two eighth grade general education classes. There are three self-contained special education classes. There are 14 SETTS students and 9 ELL students. These students are fully mainstreamed in age appropriate grades and classes; however there is one freestanding English Language Learners Pullout Program for our ELL students and a resource room program for our SETTS students. All students have access to a full time guidance counselor.

The school community is culturally diverse with students and their families speaking a variety of languages, including English, Spanish, Haitian Creole and Arabic. The school is one of two schools on a campus which partners with community based organizations to provide a variety of skill development and enrichment activities for students and families. There are collaborations with ESPN and CHAMPS sports networks, the Brooklyn Museum, Brooklyn Botanical Gardens, Brooklyn Public Library, the Children's Museum, Urban Advantage, and the Center for Nursing and Rehabilitation.

To provide all students with high quality learning experiences, the school has integrated all of the city mandated literacy and mathematics programs across the grades, with ongoing use of core curriculum materials in all subject areas. In addition, our school provides a variety of day, extended day, after-school and weekend programs that address the academic as well as social and emotional needs of our students. These include Academic Intervention Services (AIS) push-in and pull-out programs, advisory, peer mediation and after school enrichment programs in the arts, mathematics, English Language Arts, science, social studies and recreational sports. Our technology lab also offers every child exposure to technology based intervention programs and project based learning activities in all core disciplines.

Professional Development initiatives are in place to help teachers develop and implement rigorous, engaging, needs-based, and data-driven lessons. On site professional development sessions are facilitated by the Principal, Assistant Principal, Mathematics Coach and consultants. Our Community Learning Support Organization (CLSO) and Integrated Service Center also provide staff development workshops for instructional and support staff. Our primary goal is to enable all teachers to be successful in improving student achievement.

**SECTION III - Cont'd**

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

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	Elijah Stroud Middle School						
<b>District:</b>	17	<b>DBN:</b>	17K353	<b>School BEDS Code:</b>	331700010353		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		91.4	90.7	93.0
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		93.2	93.1	89.3
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		88.4	85.0	83.9
Grade 6	53	55	55	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	83	55	61	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	57	77	57		4	13	16
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		4	2	2
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	0	0	1	(As of October 31)	2006-07	2007-08	2008-09
Total	193	187	174		4	2	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
# in Self-Contained Classes	11	20	34	Principal Suspensions	18	74	95
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	30	22	28
Number all others	9	8	11	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0		15	15	15
# receiving ESL services only	8	7	4	Number of Teachers	15	15	15

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	0	4	Number of Administrators and Other Professionals	2	5	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	4	6	6	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	33.3	40.0
				% more than 5 years teaching anywhere	33.3	53.3	40.0
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	67.0	73.0	60.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
American Indian or Alaska Native	0.5	1.1	0.6				
Black or African American	88.1	87.2	84.5				
Hispanic or Latino	6.2	7.0	10.9				
Asian or Native Hawaiian/Other Pacific Isl.	3.6	3.2	1.7				
White	1.6	1.6	1.1				
<b>Male</b>	54.4	50.8	55.2				
<b>Female</b>	45.6	49.2	44.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	√			
Hispanic or Latino		-	-	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
<b>Other Groups</b>							
Students with Disabilities		√	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		4	4	3	0	0	0
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	74.8			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	9.3			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	21.6			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	41.6						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	2.3						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Our needs assessment is informed by schoolwide data for the 2008 and 2009 standardized assessments. Our Progress Report grade of "A" for the 2006-2007, 2007-2008 and 2008-2009 academic years indicates that gains in student achievement, as measured by standardized test scores in ELA and mathematics for 2007 through 2009, are consistent and significant. Schoolwide, the data for English Language Arts show that the percentage of students meeting the standards in ELA moved from 38.6% in 2008 to 44.9% in 2009. The percentage of students meeting the standards in mathematics improved from 55.0% in 2008 to 66.9% in 2009.

The results of the 2009 New York State Science Assessment for grade 8 show a 5% decline in the number of students meeting performance standards. In 2008, 34% of all students scored at performance levels 3 or 4 compared to 28% in 2009. The item analysis of this assessment showed that overall, students are weak in responding correctly to the extended responses and did better on the performance segment of the exam. For social studies, data from the 2009 New York State Assessment for grade 8 show that only 13% of the students performed at levels 3 or 4 on the New York State Social Studies Assessment, with a majority of the students performing at level 2. Thus, for the 2009 – 2010 school year, there will be instruction targeted at improving students' mastery of core skills and content in these two disciplines, with specific emphasis on support for writing extended and short response answers.

Analysis of the data for our special education students indicate that this sub-group did not show improvement in performance on the 2009 New York State ELA Assessment. The percentage of students scoring at level 3 moved from 16.0% in 2008 to 15.0% in 2009. However, for mathematics, the percentage of students scoring at level 3 moved up from 23.1% in 2008 to 30.7% in 2009.

Standardized assessment data for our ELL students showed improvement in English Language proficiency in the 2008-2009 school year, in that the percentage of students meeting the standards is 16.7% in 2009 compared to 0% in 2008. For mathematics, the percentage performing at level 3 moved down from 66.7% in 2008 to 16.7% in 2009. Thus, there was no real gain in math achievement of or ELLs. Further there are severe deficiencies in reading and writing skills, as evidenced by NYSESLAT and New York State ELA Assessment data for 2009.

Collectively the data indicate a need for greater continued focus on improving student achievement in ELA and mathematics, beginning with each child whose performance level does not meet the applicable learning standards. Standardized and periodic assessment data for English Language Arts indicate that students are weak in skills such as critical analysis and writing mechanics, with all students requiring extra instruction and practice in these areas. For mathematics, the data show that school-wide, students are weak in measurement and geometry concepts, mathematical reasoning and number and numeration. In addition, students performed poorly on the extended responses.

The underlying data from the school's Progress Report, Learning Survey, and Quality Review suggest that while we have succeeded in attaining overall ongoing improvement in student achievement, there is a clear need for additional programs and structures that will maximize learning for all sub-groups. There needs to be additional opportunities for more staff members to participate in learning walks and inter and intra-visitations that allow teachers to learn more from each other and be aware of diverse strategies for improving teaching and learning. Further, technology applications such as the creation of websites, blogs, wikis and message boards must be used to broaden collaboration on best practices, enhance parent communication and support online exploration of lesson ideas to enrich and inform teachers' planning for differentiated instruction.

Some of our challenges are: securing funding to sustain a professional development program that insures the delivery of high quality, differentiated instruction to all students; building technological literacy throughout the entire school community; increasing parent and community involvement in school activities; and crafting effective policies and interventions for disruptive and disrespectful students. We are also challenged daily by barriers such as limited space for full development of our PE, performing arts, and assembly programs (we share a gym, auditorium, cafeteria and schoolyard with the elementary school housed in the building).

On the same note, there is the challenge of recruiting fifth grade students, with new schools added yearly and this school being relatively new and not yet well known to parents of fifth grade students. However, our greatest challenge remains that of sustaining the gains we have made in improving student achievement to date. In particular, we need funding to continue differentiation and enrichment activities for diverse learners, develop social and emotional learning partnerships, and support outreach activities that engage the larger community in promoting increasingly higher levels of student achievement each year. We must prevent declines in performance as students move through middle school and insure that they are well prepared for success in high school and beyond.

Despite the challenges referenced above, we are proud to note that as a relatively new school, we have gained recognition for being one of the few middle schools with an "A" performance rating on the Progress Report for 2007, 2008 and 2009. Other accomplishments include: success in procuring grants to improve teaching and learning; strengthening of our instructional, administrative and support staff teams to promote sustainability and build leadership capacity; development of sports partnerships and social and emotional learning programs; implementation of professional development programs to promote teacher collaboration and reflection; whole school movement towards a technology based curriculum, with technology training available for students, parents and staff, after school and on Saturdays; and improvement in parent involvement as measured by our parent survey participation rate, which moved from 15% in 2007 to 49% in 2008 and 62% in 2009.

## 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<p><b>Goal #1</b> By June 2010, at least ninety percent (90%) of all students will score at performance level 2 or better on the New York State English Language Arts assessment.</p>	<p>To promote high quality instruction in English Language Arts for all students.</p>
<p><b>Goal #2</b> By June 2010, at least ninety percent (90%) of all students will score at performance level 2 or better on the New York State Mathematics assessment.</p>	<p>To promote high-quality instruction in mathematics for all students.</p>
<p><b>Goal #3</b> By June 2010, at least eighty percent (80%) of the students in our Special Education Program will achieve a proficiency level of 2 or better on the New York State English Language Arts assessment</p>	<p>To promote high-quality ELA instruction for Special Education students.</p>
<p><b>Goal #4</b>  By June 2010, at least fifty percent (50%) of the students in our ESL program will achieve a proficiency level of 2 or better on the NY State English Language Arts assessment.</p>	<p>To promote high-quality ELA instruction for English Language Learners.</p>
<p><b>Goal #5</b> By June 2010, at least eighty percent (80%) of our eighth grade students will achieve a proficiency level of 2 or better on the New York State Science assessment.</p>	<p>To promote high quality instruction in science for eighth grade students.</p>



**Subject Area**  
**(where relevant) :**

**Mathematics**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #2 To promote high-quality instruction in mathematics for all students.</p> <p>By June 2010, at least ninety percent (90%) of all students will score at performance level 2 or better on the New York State Mathematics assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>To accomplish this goal, the action plan will include: Class programs that include ten (10) periods of mathematics; Common preparation periods for team planning; Pacing calendars to drive standards based instruction; Push in and pull out intervention sessions for students at performance levels 1 and 2 or students who are new to the country or New York City; Mathematics blocks to support hands on work with manipulatives; School-wide program for ongoing assessment and skills building; Day and after school academic intervention and test sophistication activities; Charting of results of item analyses from standardized assessments as well as periodic and teacher made assessments; Technology based intervention and enrichment programs; Technology training for all staff to support data-driven instruction.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>CFE, Title1, CMSS and other fund sources will be used to implement a math afterschool program, purchase core curriculum materials for our day program and acquire software and workbooks for academic intervention and skills building. Further, per session and per diem payments will be made for inter-visitations, technology training, and one to one coaching activities by our mathematics lead teacher. The school will be programmed to insure that all teachers have weekly access to site based in and out of class professional development activities, with additional team professional development sessions on selected Mondays and Fridays after school, and on selected Saturdays, with per session payments.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress will be measured by: Results of formal and informal assessments, including all standardized assessments; Report card scores and comments; Rubrics based Portfolio Assessment; Oral and written presentations.</p>

**Subject Area**  
**(where relevant) :**

**Special Education**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #3 To promote high-quality ELA instruction for Special Education students.</p> <p>By June 2010, at least eighty percent (80%) of the students in our Special Education Program will achieve a proficiency level of 2 or better on the New York State English Language Arts assessment</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Our action plan will include provisions for the following: Targeting special needs students for Inquiry team activities; On and off-site inter-visitation activities focused on deepening teachers' capacity to deliver data driven and differentiated instruction for all students; Common preparation periods for team planning; Use of the workshop model to strengthen literacy and numeracy skills; Ongoing assessment to support data driven instruction; Implementation of peer tutoring; Staff training in use of data from IEP's and PIPS to drive instruction; Push in and pull out group and one to one tutoring by intervention staff; Pacing calendars to drive standards based instruction; Day, extended day and afterschool academic intervention and test sophistication activities; Data driven mini lessons based on item analyses from standardized as well as periodic assessment data and data from teacher made assessments; Technology training for all staff to support data driven instruction; A network of peer mentors, consultants, and lead teachers to facilitate differentiated professional development activities for all teachers.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1 funds will be used to purchase special book collections including big books and audio books to support skills building and intervention activities. CFE and CMSS funds will support immersion of students in technology based learning activities – Skills Tutor, Brain Pop, Renzulli etc. In addition, Special Education teachers will be programmed for weekly articulation meetings that allow for data driven and interdisciplinary planning and IEP reviews with the Guidance Counselor, SETTS and selected General Education teachers. CMSS grant funds will be used to pay CLSO support staff for one to one coaching of selected staff and site based teacher leaders for after school and Saturday professional development sessions.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>To assess the extent to which we are succeeding in these areas, we will analyze growth as measured by: Results of formal and informal assessments, including standardized assessments and periodic assessments; Report card scores and comments; Rubrics based Portfolio Assessment; Oral and written presentations.</p>

**Subject Area**  
**(where relevant) :**

**English Language Learners - ELA**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #4 To promote high-quality ELA instruction for English Language Learners.</p> <p>By June 2010, at least fifty percent (50%) of the students in our ESL program will achieve a proficiency level of 2 or better on the NY State English Language Arts assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Our action plan will include provisions for the following: Data driven mini lessons based on item analyses from the NYSESLAT, LAB-R, ELL periodic assessments and teacher made assessments; Common preparation periods for team planning; Use of the workshop model to strengthen reading, writing, listening and speaking skills; Ongoing oral and written assessments to support data driven instruction; Implementation of peer tutoring to strengthen language proficiency; Staff training in use of data from IEP's and PIPS to drive instruction; Push in and pull out group and one to one tutoring by intervention staff; Day, extended day and afterschool academic intervention and test sophistication activities; Technology training for all staff to support data driven instruction; A network of peer mentors, consultants, and lead teachers to facilitate differentiated professional development activities for all teachers.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1 funds will be used to enhance classroom libraries with the purchase of special book collections including big books and audio books to support skills building and intervention activities. CFE and CMSS funds will support immersion of students in technology based learning activities. There will also be a listening center equipped with recorders and headphones to enhance preparation for the NYSESLAT. In addition, the ESL teacher will be programmed for weekly articulation meetings that allow for data driven and interdisciplinary planning and IEP reviews with the Guidance Counselor, SETTS, special education and selected General Education teachers. CMSS grant funds will be used to pay CLSO support staff for one to one coaching of selected staff and site based teacher leaders for after school and Saturday professional development sessions.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>To assess the extent to which we are succeeding in these areas, we will analyze growth as measured by: Results of formal and informal assessments, including standardized assessments and periodic assessments; Report card scores and comments; Rubrics based Portfolio Assessment; Oral and written presentations.</p>

**Subject Area**  
**(where relevant) :**

**Grade 8 Students - Science**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #5 To promote high quality of instruction in science for eighth grade students.</p> <p>By June 2010, at least eighty percent (80%) of our eighth grade students will achieve a proficiency level of 2 or better on the New York State Science assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Our professional development plan will include provisions for the following: On and off-site inter-visitiation activities focused on deepening teachers' capacity to deliver data driven and differentiated instruction for all students; Common preparation periods for team planning; Formal and informal observation data and conferences to improve teachers' ability to help students develop higher order thinking skills; Consultants to help with instruction, test preparation, and exit projects; Staff training in the use of technology tools to enrich science instruction; A science fair that requires students to present technology based exit projects; A Saturday technology program to enhance AIS services in science with specific focus on document based inquiry and writing activities and timely completion of exit projects; Focused instruction in test sophistication strategies in day and extended day classes.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding will be allocated for all teachers to be scheduled for a common planning period facilitated by a coach, or Assistant Principal. In addition, an AUSSIE consultant and a science specialist from our CLSO network literacy will team up with the Principal and Assistant Principal to provide differentiated professional development for targeted staff. Further, per session and per diem payments will be made for inter-visitations, technology training, and one to one coaching activities. The school will be programmed to insure that the teachers have access to weekly site based in and out of class professional development activities and workshops on selected Mondays and Fridays after school and on selected Saturdays. Teachers' will be paid for participation in these activities.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The evidence of success in the attainment of this goal includes: Results from standardized and interim assessments; Data from observations of lessons; Needs assessment survey responses; Oral and written presentations of projects, including exit projects.</p>

## REQUIRED APPENDICES TO THE CEP FOR 2009-2010

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (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**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**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**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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

## 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				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	36	36						
7	53	53						
8	60	60	60	60				
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	Intervention activities are done via day push-in and pull-out programs as well as during extended day, after school and on Saturdays. The classes are designed to help students perform well on the New York State English Language Arts Assessment. The students prepare for the exam by examining literary essays, responding to readings, identifying an author's purpose and distinguishing various genres and reading skills. These activities give students an opportunity to enhance their listening, reading, writing and speaking skills and increase their knowledge of various genres and authors. Intervention strategies will also include opportunities for students to revise writing for improvement, with clear expectations for daily writing in every content area.
<b>Mathematics:</b>	Students receive services via the day, extended day and afterschool intervention programs. The classes are designed to enhance students' readiness for the New York State Math Assessment. Students get to review topics they have learned in math classes and analyze questions that help them find out what they know about math ideas, skills, and problem solving. Some activities consist of multiple choice questions, short writing problems, and longer writing problems. Students are asked to solve a problem, show their work, and explain what steps they took or why they think an answer is correct. They use a variety of software programs to reinforce numeracy skills.
<b>Science:</b>	Students who score poorly on unit tests and/or projects are identified for services. They participate in hands-on investigations, observations, and cooperative learning groups to stimulate interest in science related careers. They are tested on their lab skills and general understanding of science. Extended response questions are used to assess writing proficiency and ascertain their ability to apply their knowledge of science. Students also work on science vocabulary terms and complete research projects.
<b>Social Studies:</b>	Students who score poorly on unit tests and projects are identified for services. Projects are developed in coordination with students' social studies teacher, and the technology specialist. Students explore content deeply, as they pursue topics and interest of and engage in inquiry through completion of projects.

<b>At-risk Services Provided by the Guidance Counselor:</b>	All students have access to a counselor as needed. One to one and group counseling are offered. In addition, the guidance counselor coordinates an advisory and peer mediation program as part of day school intervention activities for students.
<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologist works with the guidance counselor to provide evaluation and develop IEPs for selected students. Functional Behavior Assessments and Behavior Intervention Plans are done to strengthen support for our most at-risk students.
<b>At-risk Services Provided by the Social Worker:</b>	All students have access to a social worker. One to one and group counseling are offered with the social worker teaming up with the school's guidance counselor and psychologist to craft IEPs and strengthen interventions.
<b>At-risk Health-related Services:</b>	All students have access to a health professional as needed. Site based assistance is offered and arrangements for emergency medical care are made by the school nurse.

## APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

*NCLB/SED requirement for all schools*

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

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

**Form TIII - A (1)(a)**

**Grade Level(s)**      **6-8**

**Number of Students to be Served:**    **LEP 9**

**Non-LEP N/A**

**Number of Teachers** 1

**Other Staff (Specify) N/A**

### **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.

Currently our school has a population of 150 students, 9 of whom are English Language Learners (ELLs). Six (6) of our ELLs come from Spanish speaking countries while 3 are Arabic. There are 4 ELL students in the 6<sup>th</sup> grade, 4 in the 7<sup>th</sup> grade and 1 in the 8<sup>th</sup> grade. ELL students participate in a free standing English as a Second Language (ESL) pull-out program with services provided by a licensed ESL teacher. All students receive academic instruction as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is data driven and customized to meet the needs of all ELLs and the NYC performance and NYS learning standards. Students are identified by the Home Language Identification Survey and the Language Assessment Battery Revised (LAB-R) which includes an interview of the parent(s) and student by our ESL teacher and Principal. Students are administered the New York State English as a Second Language Achievement Test (NYSESLAT) yearly, to assess progress and determine continued eligibility in the program.

In the ESL classroom ELL students are grouped according to their proficiency level. They are observed for verbal communication skills and are provided with feedback. The materials used are of high interest base to maximize language development. A language and print rich environment provides support for cognitive language acquisition. The curriculum also includes stories about families, life in a new country, as well as adjustment to new surroundings. It is also sensitive to the ethnicity, culture and customs of each student. The ESL teacher and content area teachers meet regularly to ensure curriculum alignment. In addition, ELL students participate in all school wide programs. They receive AIS services from a literacy and math teacher in the day and extended day programs.

The goal of the program is for all ELLs to attain proficiency in English within 3 years. Grade level academic work is provided in English only and ESL strategies are incorporated to foster English proficiency. Students are placed in small flexible groups for targeted instruction based on LAB-R, NYSESLAT and DRA results. Beginner students (5 total) and Intermediate students (2 total) receive 360 minutes a week of ESL instruction while Advanced level students (2 total) receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly. Students are offered ESL content area instruction aligned with the NYC and NYS standards in ELA, math, science and social studies.

Since all students are expected to meet all performance standards and benchmarks, our instructional program offers all students, including our ELLs, day, extended day and after-school instruction in literacy and math each week. Classwork focuses on reading writing, speaking and listening skills. The program is content based, using social studies and science concepts to amplify ELL's language development. Students are able to improve their writing skills through the use of inquiry based activities and thematic units with culturally relevant materials such as novels and magazines that encompass both fictional and non-fictional materials. The literacy component also focuses on test sophistication activities linked to the skills that are assessed on the standardized assessments, including the NYSESLAT. Similarly, the math component provides for practice in problem solving and other assessment based activities that help students develop proficiency in mathematics. Our social studies and science program allow for enhancement of literacy and numeracy skills, as the writing process is used to prepare students to do research and write in different genres.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development plans include workshops to allow teachers to expand their repertoire of skills and knowledge. Workshop titles include Culture and Cultural Diversity; BICS/CALP Language Acquisition; Newcomer Frustration and Differentiated Instruction. In addition, throughout the year, the ESL teacher participates in school based and citywide professional development for teachers of English Language Learners. At common planning sessions, the ESL teacher also collaborates with other teachers to strengthen instruction for ELLs.

**Form TIII – A (1)(b)**

**School: N/A**

**BEDS Code: N/A**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	N/A	N/A
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	N/A
<b>Educational Software (Object Code 199)</b>	N/A	N/A
<b>Travel</b>	N/A	N/A
<b>Other</b>	N/A	N/A
<b>TOTAL</b>	<b>0</b>	

## 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.

ELL students report that they do not get much help at home as most parents do not read, write or speak English; To meet the language translation and interpretation needs of our students and their families, we utilize our bilingual school aide and teacher of Spanish to facilitate parent conferences and telephone calls to families through use of DOE sites we are able to send home notices in all applicable languages. However, for parents who speak Arabic we need to hire foreign language translators/interpreters who will assist us in reformatting documents and notices for them. Our Spanish teacher helps to prepare our ELL students to meet assessments and accountability goals as set forth by DOE and NYSED.

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.

Most ELL families are unable to provide the help their children need because they do not speak English. Parents are anxious to be involved in their children's education but are hindered by the language barrier. As noted previously ELL students also report that notices and telephone calls to their homes are not meaningful to parents who do not read, write or speak English. Therefore they do not have help at home. These findings were reported to the school community at staff planning meetings, PTA and SLT meetings.

## **Part B: Strategies and Activities**

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

The DOE has provided us with translated documents in a number of languages. On-line documents will be downloaded and printed for distribution. We will make every effort to ensure that students take notices home to parents as well as have the parent coordinator contact parents. We expect that by providing foreign language translators who will translate documents and notices in the language our parents speak and/or read we will empower them to help their children with homework, projects and other school activities. DOE vendors and selected school staff will be called upon written translation services.

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

We will use bilingual school staff to meet our needs for oral interpretation services. Our oral interpretation team will communicate with parents and others about AIS, Learning Standards, Open School, After-school programs, holiday events, PTA and SLT meetings. Team members will also serve as proctors and tutors for ELL assessments and attend major events as interpreters. This will enhance parental involvement in school activities and promote improved student achievement.

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>.

A directory of translation services providers will be maintained and shared with parents of ELLs and the entire school community. Further, we will make document A-663 available to all parents and staff members. In addition, posters advertising interpretation and translation services will be downloaded from the DOE site and placed on hallway walls to notify parents of these services.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$192,518	\$48,585	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,925		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$489	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$9,630		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,429	
6. Enter the anticipated 10% set-aside for Professional Development:	\$19,252		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$4,859	

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

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

**N/A**

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

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

### **School Parental Involvement Policy**

#### **I. General Expectations**

MS 353 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 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 I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - - that parents play an integral role in assisting their child's learning;
      - that parents are encouraged to be actively involved in their child's education at school;

- that parents are full partners in their child's education and 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 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. MS 353 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Parents will be actively involved in the monthly School Leadership Team and PTA meetings, where they will be invited to participate fully in decision making. In addition, MS 353 recognizes the importance of parental involvement in student achievement and will encourage regular communication between staff and parents through a variety of means. Parents will be invited to participate in all school functions including PTA Meetings, and Parent/Teachers Conferences. A full time family worker and a Parent Coordinator will be assigned to facilitate collaborations throughout the school community.

2. MS 353 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: same as above
3. MS 353 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: This includes allocating budgeted resources to allow parents to establish structures and communication systems for community involvement on a large scale and utilizing various funds as applicable to implement planning sessions and workshops for parent involvement.
4. MS 353 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: NOT APPLICABLE
5. MS 353 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it and explaining what role parents will play)

6. MS 353 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

In addition to surveys and learning walks, we will engage parents in a thorough analysis of student achievement and attendance data, in order to identify and meet the needs of all students, especially our "most at risk" students. Our analysis will include a review of:

- Item analyses, raw and scale scores on standardized assessments – Acuity Reports
  - AIS data, conferences with students regarding weaknesses, strengths, next steps,
  - Rubric based assessments of student work (notebooks, projects, reports, portfolios, and oral presentations)
  - Results of Periodic Assessments and teacher made tests
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing for a variety of workshops on topics in literacy and numeracy to support high achievement by all students.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by fostering ongoing communication through Parent Teachers meetings, grade and faculty conferences, professional development sessions and parent workshops. Additionally, the Family Assistant will act as a liaison between staff and parents.
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: NOT APPLICABLE
  - e. 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 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:

Foreign language translators and interpreters will be hired to provide oral and written language translation and interpretation services all year. Ongoing communication will be fostered through Parent Teachers meetings, grade and faculty conferences, professional development sessions and parent workshops. Additionally, the Family Assistant will act as a liaison between staff and parents. In partnership with our Parent Teachers' Association (PTA), and the School Leadership Team (SLT), the school will insure that all constituents participate in our planning for success.

**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.

### **SCHOOL-PARENT COMPACT**

The Elijah Stroud Middle School (17K353), and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2009-2010.

### **School Responsibilities**

1. Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.

The Elijah Stroud Middle School will:

- a. Provide all students with high-quality learning experiences; the school has integrated all of the city mandated literacy and mathematics programs across the grades, with ongoing use of core curriculum materials in all subject areas. In addition, our school provides a variety of day, extended day, after-school and weekend programs that address the academic as well as social and emotional needs of our students. These include Academic Intervention Services (AIS) push-in and pull-out programs, advisory, peer mediation and after school enrichment programs in the arts, mathematics, English Language Arts, science, social studies and recreational sports. Our technology lab also offers every child exposure to technology based intervention programs and project based learning activities in all core disciplines.
- b. Professional Development initiatives are in place to help teachers develop and implement rigorous, engaging, needs-based, and data-driven lessons. On site professional development sessions are facilitated by the Principal, Assistant Principal, Mathematics Coach and consultants. Our Community Learning Support Organization (CLSO) and Integrated Service Center also provide staff development workshops for instructional and support staff. Our primary goal is to enable all teachers to be successful in improving student achievement.

2. Describe when the parent-teacher conferences will be held.

The parent-teacher conferences will be held in November 2009 and February 2010. In addition, conferences will be held monthly for selected students based on risk factors and progress reports that are issued to parents every 6 weeks.

3. Describe when and how the school will provide reports to parents.

Parents will be contacted as needed for selected students, monthly via progress reports that are sent home and quarterly with report cards. The new ARIS Parent Link will be used as an integral part of this process.

4. Describe when, where, and how staff will be available for consultation with parents.

The school maintains an open door policy with staff being accessible to parents with or without appointments. During the school day, a parent room is staffed by a Parent Coordinator who facilitates these conferences and a Family Assistant facilitates follow up as per parents' request. If necessary, a teachers' class is covered to insure that meetings take place at the request of parents.

5. Describe when and how parents may volunteer, participate, and observe classroom activities.

Parents may visit the school during the day or call to schedule a classroom visit or serve as a speaker/volunteer on selected days. An administrator will have an initial conference with the parent to facilitate a request to serve as a volunteer or observe classroom instruction.

### Parent Responsibilities

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

1. Monitoring attendance.
2. Making sure that homework is completed.
3. Monitoring amount of television their children watch.
4. Volunteering in my child's classroom.
5. Participating, as appropriate, in decisions relating to my child(ren's) education.
6. Promoting positive use of my child's extracurricular time.
7. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
8. Serving, to the extent possible, on policy advisory groups, such as Title I Policy Advisory Committee, the School Leadership Team or other school advisory or policy groups.

### Student Responsibilities

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

1. Do my homework every day and ask for help when I need to.
2. Read at least 30 minutes every day outside of school time.
3. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

## **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.

MS 353 recognizes the need for a new structure in school funding plans designed to support high quality instruction across the curriculum, including all members of the school community. As part of the school quality review, the school will conduct internal review using surveys with staff and students. Results of these assessment activities will be shared with the School Leadership Team, all teachers, staff developers and coaches who will utilize this information to build on identified strengths as well as address weaknesses.

Additional teachers, parents and students surveys and focused learning walks will be utilized for feedback and program development. Progress reports will be issued during the middle of each quarter and parents of students who are performing poorly or are consistently late to or absent from school will be asked to come for conferencing. Parents and staff working in conjunction with the School Leadership Team will develop the Comprehensive Educational Plan to ensure alignment with instructional initiatives.

In addition to surveys and learning walks, we will engage in a thorough analysis of student achievement and attendance data in order to identify and meet the needs of all students, especially our “most at risk” students. Our analysis will include a review of:

- a. Item analyses, raw and scale scores on standardized assessments
- b. AIS data, conferences with students regarding weaknesses, strengths, next steps,
- c. Rubric based assessments of student work (notebooks, projects, reports, portfolios, and oral presentations)
- d. Results of Periodic Assessments and teacher made tests
- e. Scores on report cards and data on incidents and suspensions.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

MS 353 school climate is collaborative and comprised of a dedicated community of learners. Led by the Principal and Assistant Principal, all members of the school community are actively involved in the education of our children and have been extremely supportive. The staff includes the Principal, an Assistant Principal, 16 teachers, 1 secretary, a guidance counselor, family assistant, parent coordinator and 3 school aides. A data-driven system is used to identify and address students' needs through both formal and informal assessments. All students, including our English Language Learners and Special Education students are provided with small group instruction for both educational support and enrichment.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

In addition to our regular day instructional program, our school provides a variety of day and extended day services that address the academic as well as social and emotional needs of our students. These include AIS push-in and pull-out programs, social responsibility training, math and literacy after school programs. The school has also established a technology resource center to augment independent study and reading /writing activities in the new school year.

- o Help provide an enriched and accelerated curriculum.

**Please see above and refer to Appendix 1.**

- o Meet the educational needs of historically underserved populations.

**Please see above and refer to Appendix 1.**

- o 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.

**Please see above and refer to Appendix 1.**

- o Are consistent with and are designed to implement State and local improvement, if any.

**Please refer to Action Plan in Section VI.**

3. Instruction by highly qualified staff.

One hundred percent (100%) of the pedagogical staff is fully licensed and assigned to this school. Eighty percent (80%) of teachers have taught more than two years in a school. All members of the school community are actively involved in the education of our children and have been extremely supportive. To provide all students with high quality learning experiences, the school has trained the staff in integrating all of the city mandated literacy and mathematics programs across the grades, with ongoing use of core curriculum materials in all subject areas.

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.

Professional Development initiatives are in place to help teachers develop and implement rigorous, engaging, needs-based, and standards-driven lessons. Led by the Principal and Assistant Principal, our entire staff is constantly engaged in collaboration due to structures such as weekly common planning sessions, biweekly grade meetings and monthly faculty conferences. Further, all staff members choose from a menu (Circular 6) of professional activities designed to support student achievement by creating teams of teachers that meet by grade and/or discipline to collaborate on assessment, technology integration, AIS/small group tutoring, extracurricular activities, curriculum mapping, lesson planning, examination of student work, data analysis, needs assessment and goal setting. Teachers also attend off site staff development workshops arranged by network leaders and other instructional supervisors from the Department of Education.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The school has not experienced any difficulty in attracting highly qualified staff and has had to excess staff in each of the past two years. However, through postings on the school's portal, distribution of a school brochure, recommendations by teachers on staff and participation in employment fairs, each year we have been able to staff our school with pedagogues in all areas of need. In each of the past three years, our progress report grade of "A" and inclusion in the "Teachers of Tomorrow" program have also helped to attract staff to our school.

6. Strategies to increase parental involvement through means such as family literacy services.

The school will provide assistance to parents in understanding topics such as the State's academic content standards; the State's student academic achievement standards; the State and local academic assessments including alternate assessments; how to monitor their child's progress, and how to work with educators. The school will also provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing for a variety of workshops on topics in literacy and numeracy to support high achievement by all students.

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.

**N/A**

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.

Professional Development initiatives are in place to help teachers develop and implement rigorous, engaging, needs-based, and data-driven lessons. On site professional development sessions are facilitated by the Principal, Assistant Principal, Mathematics Coach and consultants. Our Community Learning Support Organization (CLSO) and Integrated Service Center also provide staff development workshops for instructional and support staff. Our primary goal is to enable all teachers to be successful in improving student achievement.

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.

Provide all students with high-quality learning experiences; the school has integrated all of the city mandated literacy and mathematics programs across the grades, with ongoing use of core curriculum materials in all subject areas. In addition, our school provides a variety of day, extended day, after-school and weekend programs that address the academic as well as social and emotional needs of our students. These include Academic Intervention Services (AIS) push-in and pull-out programs, advisory, peer mediation and after school enrichment programs in the arts, mathematics, English Language Arts, science, social studies and recreational sports. Our technology lab also offers every child exposure to technology based intervention programs and project based learning activities in all core disciplines.

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 school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by fostering ongoing communication through Parent Teachers meetings, grade and faculty conferences, professional development sessions and parent workshops. Additionally, the Family Assistant will act as a liaison between staff and parents.

#### **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.

N/A

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

N/A

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;

**N/A**

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

**N/A**

c. Minimize removing children from the regular classroom during regular school hours;

**N/A**

4. Coordinate with and support the regular educational program;

**N/A**

5. Provide instruction by highly qualified teachers;

**N/A**

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

**N/A**

7. Provide strategies to increase parental involvement; and

**N/A**

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

**N/A**

## **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)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

**-ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

### **-English Language Learners.**

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

<sup>2</sup>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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

We assessed the relevance of the finding by surveying staff, analyzing standardized assessment data, examining work in students' folders, conducting formal and informal observations and collecting a variety of other documents that shed light on characteristics of the learning environment, instructional practices and curriculum. This assessment was carried out by our educational team which collaborated with all staff in a critical evaluation of instructional plans, professional development and academic intervention activities.

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

- Applicable
- Not Applicable

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

Through a summer planning program, a Saturday Professional Development institute and the work of an onsite lead teacher and consultant we have developed pacing calendars and other tools with specific focus on all applicable learning standards. Thus, we have addressed the requirements of the NYS curriculum in detail and outlined what students are expected to know and be able to do at various points in the school year. Materials are carefully selected by our administrative team and training is provided for all staff in terms of instructional methods, content, goals and expectations. In-class tasks and other assignments are deliberately chosen to include items that reflect the NYS performance standards, the software programs that we utilize (including Study Island) were chosen because they satisfy the state curriculum in terms of rigor and content. With the goal of developing curriculum that is aligned with state standards we compliment prepackaged materials and programs with additional resources that enhance students' mastery of performance standards and foster increasingly higher levels of engagement in lesson activities.

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.

N/A

## **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.

As with ELA, we assessed the relevance of the finding by surveying staff, analyzing standardized assessment data, examining work in students' folders, conducting formal and informal observations and collecting a variety of other documents that shed light on characteristics of the learning environment, instructional practices and curriculum. This assessment was carried out by our educational team which collaborated with all staff in a critical evaluation of instructional plans, professional development and academic intervention activities.

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

Applicable  Not Applicable

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

With a strong mathematics lead teacher on staff, we have been able to train our small team of math teachers in utilizing and adjusting the New York State curriculum to improve alignment with performance standards and expectations. To the extent that math pacing calendars are detailed with significantly more specificity than is contained in the relevant documents for ELA, we have had little difficulty in establishing a schoolwide understanding of what students need to know and be able to do at each grade level. Where the Impact Math curriculum and pacing calendar provided by the NYC Department of Education fall short, adjustments are made by teachers in collaboration with colleagues at our lesson planning sessions. In-class tasks, projects and other assignments are given to students in a uniform effort to insure that students are guided towards mastery of the NYS performance standards in Math. Web based resources such as Skills Tutor, Fastt Math and Brain Pop were chosen for their capacity to enhance student engagement and improve alignment of classroom instruction with New York State standards and assessments in mathematics.

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.

N/A

## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

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

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

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

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

We assessed the relevance of the finding by surveying staff, analyzing standardized assessment data, examining work in students' folders, conducting formal and informal observations and collecting a variety of other documents that shed light on characteristics of the learning environment, instructional practices and curriculum. This assessment was carried out by our educational team which collaborated with all staff in a critical evaluation of instructional plans, professional development and academic intervention activities.

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

Applicable  Not Applicable

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

Although the Workshop Model of instruction has become a practice in our school, and some progress is evident with differentiated instruction, in most classrooms ELA lessons are still teacher dominated. Further, most of our students are not as motivated to engage in independent reading activities as they are in relation to math projects. We have also noted that while students love to engage in oral responses to literature, they do not readily complete written assignments based on independent reading and research.

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

We have addressed this problem in meetings with our instructional team and through feedback from formal and informal observations of teachers. Through grant applications, we have acquired funding for consultants who are leading the staff in implementing differentiated instruction to enhance student engagement. A model teacher has been programmed to support peers in moving students towards a greater appreciation of and interest in books and reading projects as improvement in literacy instruction and performance outcomes is the focus of this year's Collaborative Inquiry team work. Through lunch and learns and lesson demonstration, we aim to mentor new teachers and others in developing project based learning tasks that are engaging, challenging and differentiated. We are also training literacy staff to be as proficient as our math team in using technology resources to deliver more interesting and child centered lessons. Reading Bees and other Parent Involvement projects will be used to promote excitement in literacy and we have purchased a book collection that comes with lesson activities that are interdisciplinary.

## 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* (SOM<sup>3</sup>) 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.

We assessed the relevance of the finding by surveying staff, analyzing standardized assessment data, examining work in students' folders, conducting formal and informal observations and collecting a variety of other documents that shed light on characteristics of the learning environment, instructional practices and curriculum. This assessment was carried out by our educational team which collaborated with all staff in a critical evaluation of instructional plans, professional development and academic intervention activities.

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

Applicable  Not Applicable

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

The Workshop Model for classroom instruction has become an established practice in our mathematics classrooms. Formal and informal observations of lessons have shown that mathematics instruction is strong, student centered and engaging. The print environment includes displays of math projects that students have labored painstakingly to complete and our after school classes in mathematics are always full to capacity. With technology based intervention programs and lesson supports as backdrops for math lessons, we see high levels of student engagement in mathematics daily. We also see increasingly greater gains in student achievement in mathematics each year and we take that to be an indication that this finding is not applicable to our school.

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.

N/A

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

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

We assessed the relevance of the finding by looking at our teacher turnover, hiring and retention data as well as qualifications and experience among our staff.

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

Applicable  Not Applicable

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

For 2008-2009, only one member of staff was new to teaching. However, at the end of the school year three (3) teachers transferred out and two (2) were excessed. The 2009-2010 school year brought a total of six (6) new staff members (for a total of 19).

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.

The school has not experienced any difficulty in attracting highly qualified staff and has had to excess staff in each of the past two years. However, through postings on the school's portal, distribution of a school brochure, recommendations by teachers on staff and participation in employment fairs, each year we have been able to staff our school with pedagogues in all areas of need. In each of the past three years, our progress report grade of "A" and inclusion in the "Teachers of Tomorrow" program have also helped to attract staff to our school. We will continue to use these elements to attract highly-qualified staff to our school.

### **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.

Through our ongoing internal reflection and assessment of our instructional program, we examined the issues and findings as they relate to English language learners. This assessment was carried out by our educational team which collaborated with all staff in a critical evaluation of instructional plans, professional development and academic intervention activities.

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

Applicable  Not Applicable

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

This finding is relevant to our school because with only 8 ELLs in our school being served by a part time ESL teacher, staff members other than our ESL teacher do not generally choose to explore professional development activities with targeted focus on ESL instruction. Until recently, instruction for English language learners has been viewed as a specialty area confined to our ESL teacher and the LAP plan and related documents are not shared at meetings such as faculty conferences or grade meetings.

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

We will continue to make a concerted effort to engage the entire school community in an examination of the instructional plans, requirements, mandates and practices that are at the heart of educating our ELLs towards meeting applicable performance standards with specific emphasis on ESL learning standards. Common planning sessions will provide for professional development that addresses the needs of English language learners and all staff who work with our ELL students will be encouraged to take advantage of off site institutes for improving instruction of ELLs. Cultural events such as "Flag Day" and "Travel Fest" will be implemented with an eye on showcasing learning of and about ELLs and their country of origin. Our foreign language teacher, ESL specialist and regional ELL administrators will be asked to help provide onsite support for and awareness of best practices in the education of our ELLs and their parents or guardians.

## **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.

Through our ongoing internal reflection and assessment of our instructional program, we examined the issues and findings as they relate to English language learners. This assessment was carried out by our educational team which collaborated with staff in a critical evaluation of instructional plans, assessment data, professional development and academic intervention activities.

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

Applicable  Not Applicable

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

This finding is not applicable to our school in that procurement and disaggregation of data are done in a collaborative setting throughout the school year. Data charts are created and posted to keep everyone aware of students' progress over time and assessment reports are reviewed with all faculty at grade conferences, common planning meetings and department conferences. The school is small with only 8 ELLs with the result that each child, including our ELLs, is well known to all staff. All staff members work with our ELLs as subject teachers or AIS or after school teachers so information about students' progress and participation in the ESL program is well known to them.

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

N/A

## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

Through our ongoing internal reflection and assessment of our instructional program, we examined the issues and findings as they relate to students with disabilities. This assessment was carried out by our educational team which collaborated with all staff in a critical evaluation of instructional plans, professional development and academic intervention activities.

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

Applicable    Not Applicable

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

In all our discussions, workshops, assessments and other activities related to instruction, our special education students are included and relevant staff members ensure that the required modifications are made in aspects of our program such as assessment and professional development. However, not all teachers are conversant with the instructional needs of these students because only a few general education teachers come into direct contact with our special needs students. Further while IEPs are accessible to all staff, only the special needs teachers and guidance counselor review these records routinely. There is a need for training that will educate all staff about how to implement accommodations in classroom activities and differentiate instruction to effectively meet the needs of students with multiple grades, ages and ability levels in the same classroom.

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

We will continue to make a concerted effort to engage the entire school community in an examination of the instructional plans, requirements, mandates and practices that are at the heart of educating our special needs students towards meeting applicable performance standards, with specific emphasis on the role of IEPs. Common planning sessions will provide for professional development that addresses the needs of disabled learners and all staff will be encouraged to take advantage of off site institutes for improving instruction for these students. Our technology lab will be used as a resource center for the examination and analysis of data on these students as per databases including CAP, ARIS and ATS. Members of our educational team and staff from our network will be asked to help provide onsite support for and awareness of best practices in the education of our disabled students. In addition, there will be training in differentiated instruction and strategies for crafting behavioral support plans. We will also begin to engage in more mainstreaming of selected students as one step in bringing together general and special education teachers in a culture of shared responsibility for learning by all students.

### **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.

We assessed the relevance of the finding by surveying staff, analyzing standardized assessment data, reviewing IEPs, conducting formal and informal observations and collecting a variety of other documents that shed light on characteristics of the learning environment, instructional practices and curriculum. This assessment was carried out by our educational team which collaborated with all staff in a critical evaluation of instructional plans, methods and academic intervention activities.

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?

Our special needs teachers and guidance counselor receive ongoing training in writing IEPs and have become adept in articulating relevant goals, objectives, promotional criteria, accommodations and behavior plans as part of annual reviews of IEPs. Since they are the main teachers of our disabled students they are able to incorporate data from daily assessments and interactions in developing appropriate goals and plans for helping students to meet each goal. With Collaborative Inquiry Team focused on improving achievement of special needs students, the entire school shared in discussions of strategies for modifying the classroom environment, instructional methods and learning tasks to maximize achievement. This included targeted focus on the content of standardized assessments and analyses of patterns of behavior, including differences in learning styles. As a result, our Quality Reviewer complimented the school for the clarity and depth of analyses evidenced in data extracted from IEPs as part of the Case Study.

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.

N/A

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*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/ronlyres/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.)

**4**

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

The following services will be provided to the STH population:

All staff will be provided with sensitivity training to insure success in meeting the specific needs of these students and their families. In addition, there will be day, extended day and after school activities that meet the students' academic, social and emotional needs. Our advisory program and counseling services will be used to provide these students with training in conflict resolution, violence prevention and other services relative to the needs of each identified student. For parents, there will be daily attendance outreach through telephone calls, mailings and home visits to address circumstances inhibiting student attendance and achievement. There will also be parent workshops to address topics including health care, housing, parenting and violence prevention strategies.

**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).

**N/A**

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

**N/A**

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.

**N/A**