



**YOUNG SCHOLARS' ACADEMY FOR
DISCOVERY AND EXPLORATION**

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

SCHOOL: 16K636

ADDRESS: 280 HART STREET, BROOKLYN, NEW YORK 11206

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 636 **SCHOOL NAME:** Young Scholars' Academy for Discovery and Exploration

SCHOOL ADDRESS: 280 Hart Street, Brooklyn, New York, 11206

SCHOOL TELEPHONE: 718-453-4081 **FAX:** 718-453-7847

SCHOOL CONTACT PERSON: Danika LaCroix **EMAIL ADDRESS:** dlacroix@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Melisa Wise

PRINCIPAL: Danika LaCroix

UFT CHAPTER LEADER: Tiffany Frazier

PARENTS' ASSOCIATION PRESIDENT: Rob Walker

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 16 **SSO NAME:** Leadership Learning Support Organization

SSO NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Evelyn Santiago

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Danika LaCroix	*Principal or Designee	
Tiffany Frazier	*UFT Chapter Chairperson or Designee	
Rob Walker	*PA/PTA President or Designated Co-President	
Monique Torres	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Brett Glenn	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jacqueline Robinson	CBO Representative, if applicable	
Sheila Corbin	Member/Parent	
Virginia Ross	Member/Parent	
Lateesha Mack	Member/Parent	
Suginia Jones	Member/Teacher	
Elisha Carlos	Member/Teacher	
Melisa Wise	Member/SLT Chairperson	
Robin Williams	Member/Assistant Principal	
Brenda Turner	Member/Parent	

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

- Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Young Scholars' Academy for Discovery and Exploration is an elementary school located in the Bedford-Stuyvesant section of Brooklyn, New York. YSADE is one of two new schools that replaced PS 304; a closeout school. This Pre-Kindergarten to fifth grade school serves a population of 232 students from culturally diverse backgrounds. The school is a central part of the community to many of the students and their families. YSADE is an Expanded Learning Time school and therefore has an extended school schedule beginning at 8:25am and ending at 6:00pm. The ELT/NYC program provides students with 30% more learning time. University Settlement, a community based organization has partnered with YSADE and staffs the ELT/NYC program. The ELT/NYC program extends the school day until 6:00PM daily and provides academic and enrichment services. The partnership also has a parent involvement component which includes Family Fun Nights and targeted workshops.

As part of YSADE's family literacy program, the literacy coach, ELT/NYC staff and Enrichment Coordinator works in collaboration with the Parent Coordinator to develop a series of workshops designed to teach parents how to help their children become more proficient readers. The literacy coach also designed creative activities to enhance the teaching, learning and celebration of literacy. These workshops provide families with activities and strategies that promote literacy at home and at school. As part of YSADE's family literacy program, trips to cultural centers, libraries, museums, and middle schools are scheduled for parents to stress the importance of literacy. YSADE has Families as Learning Partners once a month, which is a time for parents to join their child's class for literacy based activities. We also have Guest Reader Fridays monthly, which is a time in which the entire school community celebrates literacy and to invite community leaders to read a story to a class.

Our rigorous academic programs include two Academic Intervention Teachers; one lower grade and one upper grade. Our cluster teachers also provide AIS services for one period per day for targeted 3rd, 4th and 5th grade students. Our ESL program is a push in service. Our teachers use the Reading and Writing Workshop model for literacy and have crafted lesson to ensure that our students are not only meeting, but exceeding the NYS Standards. The upper grade classes are currently involved in a ten-week program with Together In Dance, which is an enrichment program for our Social Studies curriculum through multicultural dance instruction. A drama program and physical education program is offered to all children (including Bilingual/English Language Learners and Special Education students). We also utilize the Heartwood Character Education program is designed to teach our students how to make good choices and the core values of respect, loyalty, justice, respect, hope, honesty, and love. The entire school community also participates in the Penny Harvest Program, New York Road Runners youth program Mighty Milers, School Wellness Council, and Student Government.

YSADE recognizes that in order to meet the diverse needs of the students and families of this community, the role of the school should expand beyond traditional definitions of teaching and learning. We are committed to the well being of the "whole child" and provide dental screening

services, health and nutrition services through our partnership with the Bedford-Stuyvesant YMCA. We also have a full time Guidance Counselor and Social Worker on staff to address mental health issues. The entire school community is vested in ensuring that all scholars are actively engaged in the process of developing students who can achieve their personal best. Although we have a diverse learning community, the fact that we have 10 shelters in our zoning areas has presented challenges with consistency, family participation, attendance, and budgeting.

Creating a culture of data continues to be a major focus and accomplishment of Young Scholars' Academy for Discovery and Exploration. The school is dedicated to using Professional Learning Communities to guide long term goal setting to meet the needs of the school wide community. Programming enables teachers to plan collaboratively and cohesively during weekly three period common planning blocks. Our teachers have 6 preparation periods per week to enable our teams to meet and planning with ample time.

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. **Information below is provided from Version 2009-1A – March 2009 (most recently available)**

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Young Scholars' Academy for Discovery and Explorat						
District:	16	DBN:	16K636	School BEDS Code:	331600010636		
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				92.4
Kindergarten			24	Student Stability - % of Enrollment:			
Grade 1			25	(As of June 30)	2006-07	2007-08	2008-09
Grade 2			28				89.8
Grade 3			62	Poverty Rate - % of Enrollment:			
Grade 4			62	(As of October 31)	2006-07	2007-08	2008-09
Grade 5			49				60.0
Grade 6			0	Students in Temporary Housing - Total Number:			
Grade 7			0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8			0				30
Grade 9			0	Recent Immigrants - Total Number:			
Grade 10			0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11			0				5
Grade 12			0	Special Education Enrollment:			
Ungraded			0	(As of June 30)	2006-07	2007-08	2008-09
Total			235				
				Suspensions (OSYD Reporting) - Total Number:			
	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes			30	Principal Suspensions			4
# in Collaborative Team Teaching (CTT) Classes			0	Superintendent Suspensions			8
Number all others			7	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants			0
(BESIS Survey)				Early College HS Program Participants			0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes			0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs			0				
# receiving ESL services only			15	Number of Teachers			22

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	Number of Administrators and Other Professionals			7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)			0	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			54.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher			68.0
American Indian or Alaska Native			0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			88.2
Black or African American			60.0				
Hispanic or Latino			37.0				
Asian or Native Hawaiian/Other Pacific Isl.			0.9				
White			1.7				
Male			57.4				
Female			42.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	NR	Overall Evaluation:	NR
Overall Score:	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	NR	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:	NR	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	NR		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	NR		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Young Scholars' Academy for Discovery and Exploration (YSADE) conducted a needs assessment in October 2009 to best determine the use of school resources to increase student achievement. YSADE completed its first full year of operation in 2008-09. This short time frame limits us in the type of and access to student performance data. That said, the data points used to carry out the needs assessment were: New York State School Report Card 2008-09, NYCDOE Progress Report 2008-09, ATS Register, NYSTART Aggregate Reports, and ARIS Early Childhood (ECLAS/EPAL) & Disaggregated Subgroup State Examination Results.

The assessment concentrated on four major areas -- Curriculum and Instruction, Professional Development, Parent Involvement, and Student Support Services. We also sought to assess the current state of our school climate and culture through staff and parent interviews and the Learning Environment Survey Report 2008-2009.

The major findings and priority needs are organized below by the above categories. For each category, findings and needs are listed by content area if appropriate. In addition to the categorized findings, there were school wide trends of strengths and challenges that emerged during the needs assessment process. These findings are described separate from the findings in the content areas; however they can be viewed as a contextual frame for all areas that were assessed and as indicators of the current school climate.

School Wide Findings

Strengths:

The small size of Young Scholars Academy for Discovery and Exploration (232 students) provides an opportunity for staff to know students on an individual basis and assess their academic and social needs more thoroughly than could be done in a larger school environment. All teachers are using quantitative data to drive their instructional practices and are interested in acquiring and/or applying a variety of strategies to differentiate content delivery. The principal established the school in September 2008 and instituted a number of

practices to promote high academic achievement and behavioral expectations. These practices include schoolwide enrichment clubs, honor society, character education program, bi weekly town hall meetings with students and guidance staff and an aquatics program for second graders.

The school is decorated with student work, inspirational poems and slogans as visual reinforcement of expectations. A partnership with NYC-University Settlement has allowed YSADE to establish an effective extended learning time afterschool program that services students until 6pm.

Challenges

One of our major challenges is finding more effective ways to service our students who live in Temporary Housing. Our school is within the zone of 10 shelters and our STH population is currently 10% of total population. The ability to serve these students is lessened by the unpredictable time frame that the student is enrolled in YSADE.

ELA proficiency among Special Education students and Latino students has been identified in our NCLB accountability as areas that are not making similar progress as the rest of the

Curriculum & Instruction

Our 2008-09 NYSTART ELA data shows our students received the following scores on the NY State ELA Exam:

ELA	Level 1	Level 2	Level 3	Level 4
Grade 3 (current 4 th)	30% (14 students)	28% (13 students)	40% (19 students)	2% (1 student)
Grade 4 (current 5 th)	11% (7 students)	47% (29 students)	42% (26 students)	0%
Grade 5	6% (3 students)	43% (20 students)	49% (23 students)	2% (1 student)

Among our Students with Disabilities, 18% scored Level 3 or above in Grade 3; 0% in Grade 4; and 7% in Grade 5. With our English Language Learners, 0% scored Level 3 or above in Grade 3; the number was too small for accountability standards on Grades 4 & 5.

Our 2008-09 NYSTART Math data shows our students received the following scores on the NY State Math Exam:

Math	Level 1	Level 2	Level 3	Level 4
Grade 3 (current 4 th)	9% (4 students)	15% (7 students)	72% (33 students)	4% (2 students)
Grade 4 (current 5 th)	6% (4 students)	22% (14 students)	56% (35 students)	16% (10 students)
Grade 5	13% (6 students)	19% (9 students)	56% (27 students)	13% (6 student)

Teachers effectively use data collection results to differentiate instruction and services rendered to meet students' needs. Students needing academic intervention are identified and their needs are addressed accordingly. Grade teams created curriculum maps based on the professional development provided throughout the year, the school's mission statement, students' academic needs, and NYS standards. This year we have increased our AIS support by providing it in literacy, mathematics, and social studies. Students are assessed upon entry into our program. We use both the push in and pull out model based upon the student's needs. Beginning in January 2010 we will offer an after school AIS program for literacy and mathematics three days per week for the duration of the school year. We currently offer a social studies academy after school for targeted students.

Teachers assess students' reading progress on a six to eight week cycle using the Fountas and Pinnell Assessment Kit, conferring notes and informal running records. In math teachers administer unit pre and post tests from Everyday Math.

Special Education

Strengths:

YSADE has two self-contained 12:1:1 classes and seven students receiving SETSS across grades 1-5. The SETSS students are serviced by a full-time IEP Teacher/Coordinator. The IEP Teacher/Coordinator collaborates with General Education classroom teachers to plan lessons, monitor IEP goals and academic progress for SETSS students. During the 37.5 minutes extended day, the IEP Teacher/Coordinator performs small group instruction with designated self contained students while the classroom works with another small group.

Our Special Education students are also included in our daily Extended Learning Time program from 3:17.5 to 6pm. Within this program we have two days in which students are receiving targeted academic instruction in ELA and Math for 90 minutes. We have also instituted a Saturday Academy for Grades 3-5. The Academy also targets identified students and provides instruction for three hours. Students are served breakfast and lunch during the Academy.

We have created an intervention called "Double Dose", which is a pull out model for Guided Reading. Students who receive "Double Dose" were selected by analyzing Fountas & Pinnell running records. If a student performed at least one year below grade level and had entered the grade below proficiency, he/she was placed in "Double Dose". Teachers were also consulted as to which students they observed needed additional instruction in ELA.

Challenges:

Our performance data indicates a significant gap between the achievement of Students with Disabilities and the General Education population in the area of ELA. Our NCLB data shows that our performance index was 66 for Students with Disabilities, significant gap from the AMO of 127.

Another of our major challenges is improving attendance at the Saturday Academy. For Special Education students that are bussed in during week, transportation is a challenge on Saturday. Additionally, these same students tend not to participate in our Extended Learning Time initiatives for the same reason. There is also a concern about the slower rate of academic progress of many Special Education students as compared to the General Education population. Students often enter grades performing at 1-3 years below grade level. The ability to bridge this gap within a school year is very difficult.

Finally, we are seeking ways to have the parents of these students more involved in their child's academic activities. Many parents are facing hardships such as living in temporary housing, disconnected phones, and their own academic experiences that make it difficult for them to be as involved in a partnership with their child's teacher and/or to take advantage of the services offered at YSADE.

English Language Learners

Please see Appendix 2 and 3

Professional Development

YSADE offers its teachers professional development based on the needs assessment of the school. During June planning, a survey was administered to each teacher to assess their strengths and concerns with instructional practices, working with students with Special Needs. Based on the results of this assessment, Guided Reading and the teaching of writing were the major concerns of the teachers.

We also assessed that additional data points in the subject areas of Science and Social Studies needed to be used by teachers in developing their instructional plans.

We also conducted several Learning Walkthrough of classroom instruction and observed that although teachers knew they should be differentiating instruction, many were not clear on how to do so and were not implementing the strategies to differentiate. Teachers expressed concern about the amount of time they have for creating differentiated lesson plans.

Strengths:

During the first week of August, the entire staff of YSADE is offered a week of professional development based on the identified needs of students.

We offer differentiated professional development for incoming new teachers through monthly meetings. We have ongoing support from our Literacy and Math Coaches. Members of the Leadership Learning Support Organization provide regular support and professional development in all subject areas, special education, collaborative inquiry and leadership development.

We offer six-week courses in YSADE facilitated by selected staff members in Differentiated Instruction and Teaching of Writing. The courses meet once a week and teachers receive training rate. Approximately, 75% of the teaching staff have attended the courses.

Monthly Lunch and Learns are offered to teachers by the Literacy and Math Coaches. Topics included: Social Studies Goal Setting and Creating Classroom Centers.

K- 2 teachers are also being trained on how to administer Early Childhood Math Assessment, which targets students learning skills and assists in planning next steps for individual students. They have also received ongoing training in the FUNdations phonics/word study program to support literacy instruction.

Teachers of grades 3 to 5 are being trained to read and analyze our internal predictive assessments results which were generated and item analysis using a scanner. All teachers used the data collected from the above-mentioned assessments to create SMART goals and action plans to differentiate instruction and services offered to meet students' needs. All

teachers and students in graders K-5 have data binders focused on goal setting and are used for conferencing.

All teachers are beginning to assess the student work according to the New York State Standards and use the results in order to adjust and differentiate instruction to meet the needs of both their classes as a whole as well as those of each student.

Challenges:

Attendance at Lunch and Learns can be improved significantly especially among lower grade teachers. We are also searching for ways to build Professional Learning Communities among our veteran and newer teachers.

We are also challenged to provide targeted professional development for individual teacher that have need outside of our schoolwide initiatives (ex. classroom management skills, effective lesson planning)

Parent Involvement

Strengths:

Many parents at YSADE have grown up in our neighborhood and have had a variety of experiences with the school. Many attended the school when it was P.S. 304 and witnessed an ineffective school culture and substandard academic practices. As a result, there was high level of reservation regarding the new school administration and configuration. We have seen inroads with parent engagement since our opening last year because of our outreach efforts. These included but are not limited to:

- Summer/Fall Kick Off Celebration (in schoolyard – bbq, face painting, sports, relay race – entire community is invited).
- Family Basketball Night
- Guest Reader (inviting parents/community)
- Families as Learning Partners (parents invited to come into the classroom to teach and help around the school)
- Town Hall Meetings (once a month for Early Childhood/Upper Elementary – open forum for parents and students to share their ideas, thoughts, concerns about the school community)
- Partnership with Literacy Inc (cultivating literacy in families/community, making reading part of their everyday lives)

Challenges:

Finding ways to engage parents that are managing very stressful lives; searching for ways to break through the mindset that school is the only responsible party for their child's education; helping them understand the importance of spending time helping their children academically, working through their own school experiences which may not have been satisfactory.

Students in Temporary Housing – Parents are also in temporary housing and it is very difficult to have them focus on student academic support as well as maintain contact with them. It is also difficult to convince them to become engaged even though they may be in the school on a short term basis.

The ability to make sure students have uniforms and basic needs, resources for parents (social work, psychological, coat drives, local churches, collecting uniforms from graduating students)

Student Support Services

Despite Young Scholars' Academy for Discovery and Exploration's (YSADE) strengths and accomplishments, we faced some challenges as well. YSADE has a very high transition population due to the fact that we have 10 identified shelters that are within our zoning area.

We've established the Scholar Study Team (SST) to address the immediate behavior, academic, and/or attendance issues indicated by a teacher regarding a student. Teachers are given a referral form where they document their concerns and then are given a date by the SST to meet and discuss the concerns with the team. At meetings, teacher describe the issues and steps they to address them. The SST then creates an action to target the areas of concern.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

YSADE 2009-2010 SCHOOL WIDE GOALS

Goal #1

By June 2010, the schoolwide percentage of students achieving proficiency (Level 3 & 4) on the NYS ELA Examination will increase by 3% in Grades 3-5. For IEP students, we are seeking a gain of one year of progress is demonstrated on the NYS on the New York State ELA exam.

Goal #2

By Spring 2010, all teachers will have received professional development to increase their expertise in the effective utilization of data to drive instruction as evidenced by 100% of teaching staff participation in Teacher Teams and application of ongoing data assessment and analysis during collaborative planning.

Goal #3

By June 2010, all teachers will receive professional development and other internal supports to increase their expertise in planning instruction and differentiated instruction as evidenced by Learning Walkthrough observations, formal observations, and student activities.

Goal #4:

By June 2010, parent participation will increase by a minimum of 3% as measured by increased attendance at parent workshops, school wide activities, and meetings throughout the year.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By Spring 2010, all teachers will have received professional development to increase their expertise in the effective utilization of data to drive instruction as evidenced by 100% of teaching staff participation in Teacher Teams and application of ongoing data assessment and analysis during collaborative planning.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Teacher Teams will be established in order to engage staff in the Inquiry Process. ▪ 100% of teachers will participate in Teacher Teams in order to meet school goals and increase student learning Team meetings will focus on looking at student work to inform instruction. ▪ Teams will participate in professional development around Quality Review, ARIS, and in-house mini assessment results. ▪ Collectively teachers will identify target group of students to focus on for inquiry work. ▪ Use ARIS to establish target subgroups. ▪ Teachers will read professional literature about the inquiry process and professional learning communities. ▪ Revise our school schedule to maximize meeting time for our teachers. ▪ Teachers will document all meetings in a binder and draft agendas based on their students needs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ▪ Use funding to provide time for teachers to meet. ▪ Modify all support staff schedules in order to provide teachers with time to meet. ▪ AP is data specialist and will provide teacher teams with on going support.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Benchmark assessment results throughout the year. ▪ Documentation of targeted subgroups. ▪ Data Analysis of subgroups. ▪ Meeting agenda and minutes.
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Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the schoolwide percentage of students achieving proficiency (Level 3 & 4) on the NYS ELA Examination will increase by 3% in Grades 3-5. For IEP students, we are seeking a gain of one year of progress is demonstrated on the NYS on the New York State ELA exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ Students will be grouped in the extended day and Saturday program by proficiency levels based upon skill need as identified by the NYS testing data. ▪ AIS teachers will be assigned to those students in the bottom 1/3 ▪ Teachers will implement the 90-minute literacy block and understand the components of an effective mini-lesson. ▪ Implementation of Wilson’s for targeted students. ▪ Grade level conferences will focus on sharing and reviewing mini assessment results and rigorous sharing instructional strategies. ▪ Principal and assistant principal will conduct formal and informal observations and give teachers feedback to improve practice. ▪ Principal will rearrange schedules as needed to allow for model lessons and inter-visitations within the school community and at other schools. ▪ New teachers are supported in building their capacity to deliver standard-based instruction. ▪ Professional development sessions are planned to help to allow teachers to unpack the standards in ELA. Teachers continue to grow in understanding of the New York State standards as well as becoming more confident accessing the DOE websites, ACUITY, and ARIS. ▪ Professional texts and articles are purchased and discussed with all staff members. ▪ The principal and assistant principal collect meaningful qualitative data through classroom walkthroughs, one-on-one meetings with teachers, review of teacher assessment binders and student data binders and attendance at grade level meetings. ▪ The principal and/or Assistant Principal will reviews quantitative and qualitative data and meet with the Support Staff on a weekly basis to identify supports needed by individual teacher and grades. ▪ Partnership with LINc to support our families with literacy at home through resources, workshops and demonstration sessions.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ Use funding to provide professional development sessions. ▪ Assistant Principal is an Instructional Leader for Literacy. ▪ Literacy Coach is on staff and provides professional development as needed. ▪ Academic Support Providers (ASP) has been hired to support students and teachers. ▪ ASP will provide support to students on all performance levels through Academic Intervention Service and Academic Enrichment Service. ▪ Title I monies will be used to support the after school program. ▪ Title 1 monies are set aside to support our Students in Temporary Housing during our afterschool program.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Analyze school wide surveys to determine next steps in planning and support ▪ Check for alignment between lesson plans and curriculum calendars. ▪ Utilize checkpoints for goal setting and revisions. ▪ Using performance indicators from NYC Performance Standards as “checkpoints” to determine the child’s mastery level. ▪ Analyze student progress on a variety of assessments including interim assessments, baselines, and interim assessments. ▪ Analyze progress on the Reading Data Wall. ▪ Review Student Data Binders. ▪ Analyze school wide surveys to determine next steps in content area planning and support.

Subject/Area (where relevant): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, all teachers will receive professional development and other internal supports to increase their expertise in planning instruction and differentiated instruction as evidenced by Learning Walkthrough observations, formal observations, and student activities. 75% of classroom teachers will establish and communicate learning goals for all students based on students’ data as documented in “scholar data binders”.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ Collecting, recording, analyzing and documenting independent reading levels every six weeks for each student, class and grade will be formalized. ▪ Teachers will utilize the information obtained during conferring and weekly mini assessments to develop targeted interventions. ▪ Professional development in data analysis will be on-going throughout the year. ▪ Teachers will collaborate and plan units that inform group work and support for struggling readers and writers.

	<ul style="list-style-type: none"> ▪ Workshops and meetings will be held in the morning and evenings. ▪ Parents who participate in workshops will be highlighted on a bulletin board in the Parent Coordinator's Office.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ 1% of Title 1 funding is allocated as parent involvement funds. ▪ Parent coordinator will dedicated 30% of his time to outreach efforts to engage parents in school activities. ▪ Parents of STH will receive additional support from Social Worker and Parent Coordinator. ▪ Integrated approach to parent involvement through parents as learning partners and guest reader programs. ▪ Partnership with LINc ▪ Partnership with University Settlement and The After School Corporation for an Expanded Learning Time Program.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Collect and analyze a variety of logs including teacher's family logs, parent coordinator's logs, social worker's logs, and administrative logs. ▪ Analyze school wide surveys to determine next steps in planning and support

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	9	9	N/A	N/A	0	1	2	0
1	8	8	N/A	N/A	0	0	2	0
2	6	6	N/A	N/A	1	0	0	0
3	15	15	N/A	N/A	1	0	1	1
4	29	29	30	0	2	1	5	5
5	30	30	0	30	10	0	6	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Guided Reading is provided to children in 1 – 5th grade in small group settings. This intervention is provided by academic support staff. Children are grouped according to levels.</p> <p>Targeted instruction is provided for our 3-5th grade students based on a skill of the week program.</p> <p>FUNdations is provided in whole group and small group settings for our K-2nd grade students. Students receive a double dose during 37 ½ minute program.</p> <p>Kaplan supporting programs are utilized to provide support to students taking the NYS assessments.</p> <p>Students are grouped homogenously using a pull out and push in model. These programs are used during extended day as well as during the school day.</p>
Mathematics:	<p>Mathematics Intervention is provided by our math coach and classroom teachers.</p> <p>A concentrated focus is on mathematics twice per week and each classroom teaches the subject in the morning. We incorporate more of the Everyday Math additional components to our students during small group instruction as well as one-to one tutoring throughout the day and during 37 ½ minutes.</p> <p>Assessment data is used to teach specific targeted skills.</p> <p>Kaplan is utilized to provide support to students taking the NYS assessments.</p> <p>Students are grouped homogenously using a pull out and push in model. These programs are used during extended day as well as during the school day.</p> <p>Math games are also an option for small group work during extended day and after school.</p>
Science:	<p>Science will be covered by the classroom teacher as well as the Science Cluster teacher.</p> <p>A teacher will push in twice per week during 5th grade science instruction to support identified AIS students.</p> <p>There are also science related enrichment clubs geared toward learning about and raising plants and animals.</p>

Social Studies:	During the months of October and November, the fifth grade teachers will work in a comprehensive after school and Saturday school program to ensure that the students understand DBQ'S (Data Based Questions) and how to use primary documents in preparation for the Social Studies Test in November. Fourth grade students will receive push-in services once per week during Social Studies or ELA in the content area instruction.
At-risk Services Provided by the Guidance Counselor:	We have a Boys Group that was started by our school guidance counselor for targeted students.
At-risk Services Provided by the School Psychologist:	We have students who display severe issues meet with our school psychologist on an as needed basis.
At-risk Services Provided by the Social Worker:	<p>The social worker administers individual counseling services to students as needed.</p> <p>The social worker also pushes into classes to discuss social issues.</p> <p>Additionally, the social worker works with the school support team during times of crisis intervention.</p> <p>The social worker has also started a girls group that focuses on issues pertinent to fifth grade girls.</p>
At-risk Health-related Services:	<p>The nurse conducts the Open Airways Program in conjunction with the American Lung Association and the Department of Health.</p> <p>The nurse will educate severely asthmatic students in ways to help control their asthma and live active lifestyles. This training is given in the fall and the spring.</p>

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.

The Young Scholars' Academy for Discovery and Exploration (PS 636) is a K-5 Elementary school located in Bedford Stuyvesant. This school is in the neighborhood of various ethnic groups. The diverse population of 236 is made up of 58% males and 42% females. The student body ethnicity is 62% Black, 37% Hispanics, and one (1) % multi-racial. Home language survey forms indicate that 84% of the students speak English and 16% speaks Spanish. Of the 236 students, 16 are English Language Learners of whom five (5) are kindergarten; three (3) are second grade, one (1) third grade, four (4) in fourth grade, and three (3) in fifth grade. The 16 ELLs are serviced through English as a Second Language push-in/pull-out program. The Language Assessment Battery Revised (LAB-R), a test given at the beginning of the school year for newcomers and the (NYSESLAT), New York State English as a Second Language Achievement Test which is administered at the end of every year in spring for all ELLs has showed that nine (9) ELLs are beginners, four (4) are intermediate and three (3) are advanced. The diversity of our students truly enhances the school culture. Although a large segment of the school's population is of Hispanic decent, most of the children use English as their dominant language.

In compliance with the CR Part 154 and Parental choice, the school provides ESL instruction across content areas in Science, Math, and Social Studies. Aside from the classroom teachers who regularly provide instruction in literacy and math, the ESL teacher differentiates her instruction using ESL strategies to meet their needs and to ensure that they get that quality academic instruction in the class. They are given the rights to express themselves in their native language especially those newcomers. Although bilingual books and dictionaries are made available to the ELLs, the teacher who is fully ESL certified, uses 100% English instruction in the class. Students are allowed to speak in their native language with the teachers and classmates in both social and academic setting as they transition themselves to develop English proficiency. The ESL teacher works with the ELLs three days a week (Wed., Thur., Fri.). However, she is making sure, they'll receive the ESL service mandated number of minutes very close to 360 minutes for beginners and intermediate and 180 minutes for advance level. They also receive at least 180 minutes time of ELA in the classroom.

In addition to the Literacy and Math instruction received in the class, students including ELLs, benefit from the After-School program, ELT/NYC Program through the University Settlement which is a community based organization that partnered with YSADE; the Heartwood curriculum which is a character/value education development program, and AIS, Academic Intervention Services. The school also scheduled 45 minutes SEM, a School wide Enrichment Model every Friday for students in all grade levels to participate in fun learning activities and community building at the same time.

In preparation for the statewide tests in ELA, Math, and Social Studies, the school intensifies Academic Intervention Services (AIS) for ELLs and for students whose performances are below grade levels. Saturday Academy is also set and will be offered starting November for students in grades 3 to 5. Professional Development on teaching strategies and best practices are also

provided for teachers to help them differentiate instruction not only to children with limited English proficiency but for all level 1's and 2's.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual x ESL ___ Both Number of LEP (ELL) Students Served in 2009-2010: 16
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
 - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
 - a. **Brief Program Description.** Young Scholars' Academy (P.S. 636) offers ESL Program under the NCLB Act. It serves sixteen (16) students from K to 5th grade. Based on the Home Language Survey Identification (HLIS) forms, children who speak a home language other than English were tested with the Language Assessment Battery-Revised (LAB-R) to determine eligibility for the ESL Program upon parents' option. The LAB-R score tells the child's language proficiency level for the newly admitted LEP students and NYSESLAT scores tell whether the child will have continued entitlement for the ESL program or tested out. The NYSESLAT and LAB-R scores showed that nine (9) students are beginners, four (4) are in the intermediate level, and three (3) are advanced. Therefore, phonics, basic language patterns, TPR, group readings, and explicit teachings using graphic organizers and pictures, audio-visual teaching have to be in place to move these ELLs to the next proficiency level of language acquisition. For students who are newcomers, the ESL teachers started her instruction with Letter-sound association and basic reading strategies to help them decode basic sight words. The ESL provider attends study groups, PD's for ELLs to learn some research-based instructional strategies in teaching ELLs. The ESL Program uses both the push-in and pull-out model. Parents are told of program options for their children but choose ESL. The ESL teacher works collaboratively with the classroom teachers of ELLs through discussions, congruence/articulation sheets in order to align her instruction with them. The ESL Program at Young Scholars' Academy (P.S. 636) is designed to develop the basic interpersonal communicative skills in English through Cooperative Learning Approach either by pair or small groups. It also strives to improve the development of Cognitive Academic Language Proficiency by integrating simple yet effective ESL methodologies throughout the curriculum and content areas.

- b. Number of Classes.** Students are grouped according to grade and proficiency level (Beginners, Intermediate, and Advanced) to make sure that the content designed for their language acquisition and learning level will be appropriate for them. The ESL teacher pulled out 5 to 6 students per group for ESL instruction.
- c. Language of Instruction.** English is the language of instruction used in delivering instruction to the ELLs. There are available bilingual books and dictionaries that students could use but classroom activities in listening, reading and writing are all provided in English. The teacher requires them to speak and write in English.
- d. Instructional Strategies, Activities and Programs.** In order to meet the needs of our ELLs, the ESL teacher uses varied ESL teaching strategies. She provides differentiated instruction using some strategies as follows:
- i. **Authentic Assessment.** The baseline for instruction is assessing where the students and begin from there. The Language Assessment Battery-Revised (LAB-R) scores which was administered at the beginning of the year for newcomers and the bases of the child's placement, enables the ESL teacher to determine what lesson to teach. Other assessments include teachers' observation, performance assessment, and portfolio which are basically all authentic student's works. The teacher collaborates with the classroom teachers to make sure each child would meet the state standards and pass the standardized statewide tests.
 - ii. **The Language Experience Approach.** This is a common approach to teach the ESL students so they could learn and develop their academic and social skills. The ESL teacher is exposing them to speaking activities, listening activities such as read-aloud, books on tapes; reading, writing, and thinking with focus on phonemic awareness, language patterns, and convention of the English language. Following the curriculum, the teacher employs the thematic approach in teaching the content areas. This enables the ELLs to learn and master both concepts and language.
 - iii. **Total Physical Response (TPR).** Total Physical Response is a strategy which requires physical movement as the child responds to the teacher in a learning activity. Especially for kinesthetic learners, they learn and retain information or knowledge when they move and touch things.
 - iv. **Technological Support.** Exposing the ELLs to technology learning such as computers, projectors, audio-cassette expand their learning in the sense that they could see colors, movements and hear sounds, as they learn. Besides, they are engaging and interactive that will expand their learning.
 - v. **Hands-on activities.** Field trips or neighborhood walks, experiments and projects where students can actually do activities themselves serve as real life learning experience. This facilitates better understanding of the concepts presented in books and curriculum.

B. **Extracurricular:** Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. All students in our school are able to participate in the School wide Enrichment Model, Saturday school programs and Expanded Learning Time with the University Settlement.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Young Scholars' Academy welcomes all parents and values their input. They are the school's partner in building a learning community. The school reached out all the parents through the school's Parents Coordinator. In addition, the scheduled Parents-Teachers conferences will make this connection stronger. During the parents' orientation at the beginning of the year, the parents were informed of the state standards, school assessments and expectations, and programs that the school has for students. The ESL teacher who works closely with the ELL students in differentiated instruction, the classroom teachers, the guidance counselor, the AIS coordinator and literacy coach are working together to meet the students' required needs. The Parents-Teachers Association is also an additional avenue for parents to be involved of their students' education.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

N/A

- IV. Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

All of our teachers will attend the professional trainings to learn more research-based instructional strategies that will help students meet the state learning standards. The school also provides staff development focusing on goal setting and data-driven instruction that will highly impact students learning. The SST, Scholars Study Team and the classroom teachers with students who have special need students will meet certain schedules to discuss and plan learning activities for these students. The ESL teacher will attend workshops sponsored for ESL teachers to gain additional new innovative strategies to teach the ELLs and help them move to a higher level of language proficiency.

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

All English Language learners (ELLs) are serviced through the ESL Program. At-risk students and those who are reading below grade levels are pulled out for Academic Intervention Services, AIS. The Speech teacher also provides services to students who need speech development.

- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. N/A

Part D: CR Part 154 – Sample Student Schedules

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

SAMPLE STUDENT SCHEDULE 2009-2010 (ESL)

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

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1st	BRIGHTER CHOICE	BRIGHTER CHOICE	2 nd - 4 th Beginners	2 nd - 4 th Beginners	2 nd - 4 th Beginners
2nd			2 nd - 4 th B/I	AIS Ms. Wise	2 nd - 4 th B/I
3rd	↓	↓	K - 1 st B/I	K - 1 st B/I	K - 1 st B/I
4th			3-5 th Grade B/ I	3-5 th Grade B/ I	3-5 th Grade B/ I
5th			LUNCH	LUNCH	LUNCH
6th	↓	↓	3 rd - 5 th A/I	3 rd - 5 th A/I	3 rd - 5 th A/I
7th			Prep	Prep	Prep
Extended Day	↓	↓	Extended Day	Extended Day	Extended Day

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

Form TIII – A (1)(a)

Grade Level(s)
 K-5 _____

Number of

Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (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.

After looking at the ELA, Math and NYSESLAT data, we have designed the following extended day programs for our ESL students:
Our ESL students participate in our after school program. The purpose of this program is to help our students to gain more content area vocabulary skills and comprehension skills. This will help the ESL students success on all the content area exams, like: ELA, Math, Science, Social Studies (fifth grade), and NYSESLAT. The teachers in this after school classes are certified ESL and common branch teachers. The program will run from January to April for 24 sessions 2 hours each session. There will be 4 teachers, 3 common branches and I ESL teacher, who will push in to these classes, focusing on ELA and Math to prepare these students for the ELA and Math state assessments.

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 is provided at least once a month throughout the year to help the ESL teacher and all teachers serve the ELLs and general education students better. By using students' data, it gives idea to the ESL teacher to plan her lesson effectively. Another profession development is ELA Test Prep. It helps both the teachers and the students to get familiar with the test. It also helps the ESL teacher to plan her lesson by analyzes question by question of the ELA. This will support the ELLs performance on the test. Since we need to use data to inform instruction, All teachers, including our Title III teacher, will attend Professional Development activities offered by our LSO. These activities are at no cost to Title III.

Form TIII – A (1)(b)

School: 16K636 _____ BEDS Code: 331600010636

Title III LEP Program School Building Budget Summary

Allocation Amount: \$12,000.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the

		program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$9091.20	After School program. Grades 3-5 ELA/Math 4 teachers (3 Common Branch and 1 ESL) X 2 hours X 24 sessions X 47.35
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$2000.00	Supplementary Library books, supplementary leveled libraries, supplementary math materials, supplies and instructional material for After School Programs.
Educational Software (Object Code 199)		
Travel		
Other	\$408.80	Parent Involvement refreshments and snacks \$ 500.00
TOTAL	\$12,000.00	

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.

When children are enrolled in the school, a Home Language Identification Survey is given the parents to complete at the time of registration. If parents indicated a language other than English as their primary language, then the ESL Teacher adds that parents name to a list of those who need language translation. Once identified, those parents receive notices and communication from the school in their primary language and English.

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.
 - Currently, all of our parents that require translation and interpretation services speak Spanish as their primary language. A majority of these parents also read and write in Spanish.
 - We've also found that these parents need more consistent translation services. These findings were reported to the school community via PTA meetings, and School Leadership Team Meetings. We also reported the information to staff during faculty conferences so that all staff members can become aware of the need to translate in Spanish for parents who have been identified as having it as their primary language.
 - During one to one meetings and Parent-Teacher Conferences with identified parents, a translator is present. Our SBST team is bilingual and information sent home regarding IEP students is done in both languages.
 - A part of the budget is used for language translation services.

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.
 - We are using Microsoft Translator to convert all written English language documents into Spanish.

- Staff members and parent volunteers assist in the process of translation for written communication.
 - Continue to implement translation at all meetings i.e. (PTA, Open House, Curriculum Night),
 - Translate all communications home to families,
 - We are planning to post building signage in both English and Spanish.
 - We are planning to provide translation software for each classroom teacher for routine communication with parents needing translation services.
 - Report Cards are translated in Spanish
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.
- All oral interpretation services are provided by in-house school staff.
 - When trying to contact parents that can not be reached by phone, the Parent Coordinator will make home visits. If this parent has been identified as having Spanish as his/her primary language, then the PC will be accompanied by a Spanish speaking staff member.
 - In-house bilingual staff members are always available to assist non-English speaking families with their oral translation needs in meeting with administrators, teachers, and Guidance personnel.
 - Interpretation and translation are provided during PTA meetings and other group events attended by non-English speakers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
- The school will provide all oral interpretation services in-house by the school's bilingual staff. The in-house bilingual staff members are always available to assist non-English speaking families with their oral translation needs in meeting with administrators, teachers, and Guidance personnel.

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:	\$320,386	\$10,228	\$330,614
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3203		\$3203
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$209	\$209
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,019		\$16019
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$511	\$511
6. Enter the anticipated 10% set-aside for Professional Development:	\$32,038		\$32,038
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$1022	\$1022

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 94%
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.

As of January, 2010 we have one teacher who is not highly qualified on our staff. To support this teacher in meeting the highly qualified criteria, we've enrolled her in an Early Childhood online professional development program run by our Literacy Coach. She is also enrolled in graduate school and is receiving tailored professional development from our Literacy and Math Coaches.

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

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

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

PARENT RESPONSIBILITIES

We as the parents of the children of Young Scholars’ Academy for Discovery and Exploration will support our children’s learning in the following ways.

Support my child’s learning by making education a priority in our home by

- (a) making sure my child is on time and prepared everyday for school
- (b) monitoring attendance
- (c) talking with my child about his/her activities every day
- (d) scheduling daily homework time
- (e) providing an environment conducive for study
- (f) making sure that homework is completed
- (g) monitoring the amount television my children watch

Volunteering in my child’s classroom.

Participation as appropriate in decisions relating to my children’s education.

Participation in school activities on a regular basis.

Staying informed about my child’s education and communication 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.

Reading together with my child every day.

Providing my child with a library card.

Helping my child accept consequences for negative behavior.
Being aware of and following the rules and regulations of the school and district.
Supporting the school's discipline policy.
Express high expectation and offer praise and encouragement for achievement.

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

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

SCHOOL PARENT COMPACT

YSADE SCHOOL RESPONSIBILITIES

Young Scholars' Academy for Discovery and Exploration will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- **Parent/Teacher Conferences will be held 2 times annually to support parents understanding of the curriculum. The compact will be discussed as it relates to each child's achievement.**

Young Scholars' Academy for Discovery and Exploration will hold Parent/Teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement.

- **Parent/Teacher Conferences will be held 2 times annually. One in November and one in March.**

Young Scholars' Academy for Discovery and Exploration will provide parent with frequent reports on their children's progress. Specifically, the school will provide reports as follows.

- During the Parent/Teacher conferences parents will be provided with an update of their child report card.

Young Scholars' Academy for Discovery and Exploration provide reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Parents/ Teachers Conferences will be held 2 times a year. YSADE will have an open door policy to facilitate parent concern regarding their children.

Young Scholars' Academy for Discovery and Exploration will provide parents opportunities to volunteer, participate in their child's class, and to classroom activities as follow:

- YSADE will invite parents into their children classroom to volunteer and participate in their child's class and observe classroom activities.
- Learning Leaders and Parent volunteer will assist teachers with a hands-on approach to their children education. The 4th Friday of each month parents is invited to their children classroom to act as learning partners. The 2nd Friday of each month is Guest Reader Friday and parents are invited to read a book to a class.

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.***
Standardized data will be collected and analyzed. We will utilize information from NYS standardized test scores, prior and current reading levels, in class assessments, and interim assessments. Once all of the information is gathered the Principal's cabinet (consists of administrators, classroom teacher, cluster teachers, guidance counselor, parent coordinator, special education coordinator) will create a proposal to present to the School Leadership Team feedback, revision and final approval. Throughout the entire process the goal will be explicitly stated: to create educational programs to address the needs of all students.

2. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

At YSADE we use strategies school wide that support all our students in academic achievement. We use effective methods and instructional strategies that are based on scientific research. Consistent with New York City requirements, daily lessons are taught using the workshop model with a mini lesson, independent work time, and a share in all subject areas. We also have both a balanced literacy and balanced mathematics program. Balanced literacy takes the form of independence reading using high interest, leveled texts, as well as shared and guided reading; there is individual teacher conferencing in both reading and writing. For mathematics, we use University of Chicago's Everyday Mathematics, a developmentally appropriate, research based program aligned with NCTM standards. For science we use FOSS, an inquiry method approach, and for social studies an integrated approach which includes using leveled nonfiction texts, Document Based Questions and Nystrom's developmentally appropriate geography products.

Our extended day program is open to all students from grades K-5. Four days a week for 37.5 minutes each day, our students engage in academic intervention services (AIS) or enrichment activities depending upon their individual needs in groups of ten students or fewer. Those receiving AIS and enrichment do so in both literacy and mathematics. All students also participate in electives which are activities with an academic base which includes the arts, movement, skills building, environment and/or technology. Students selected activities from a menu that includes such things as yoga, choir, environmental, dance, post office, student council, and comic book design.

We offer an after school AIS program three days a week for a total of six and a half hours per week. We use Leap Frogs for K-2 and guided reading for our 3-5 students.

We also have support personnel who help address the needs of all the children in our school, but particularly the needs of low academic achieving students and those at risk of not meeting the State academic content standards. We have one full time Literacy Coach and one full time Mathematics Coach. Both of these specialists provide AIS services part time.. Our science lab teacher provides AIS services to those students identified in need based on the results of the New York State Science test. We have one guidance counselor and one social worker. One provides counseling to those students mandated according to their IEPs. The social worker provides services to students identified as at risk by the school community, and those requiring periodic interventions.

3. Instruction by highly qualified staff.
 - All teachers are licensed and certified. In addition, 94% are highly qualified to teach.
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.
 - Each teacher has an individualized professional development plan that has been developed in conjunction with administration. In addition, teachers, paraprofessionals and other staff members participate in Teacher Team Meetings, Mini Series PD, and professional development offered by our support organization.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - We maintain a safe, nurturing professional environment where teachers are appreciated and celebrated. Our schools website, word of mouth and our reputation in the community has allowed us to have highly qualified staff members.
6. Strategies to increase parental involvement through means such as family literacy services.
 - We have a full time Parent Coordination who facilitates a variety of workshops for parents. We also have such programs as Families and Learning Partners, family math night, coffee chats, and an open door policy.
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.
 - We have a newly opened Pre kindergarten class and a highly qualified staff member and paraprofessional. We also have a pre-k social worker who pushes in the classroom daily.
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.
 - Each grade has two common planning periods in their weekly schedule where they discuss curriculum with instructional coaches and adjust areas as needed. Each grade has a grade leader who disseminates information on the grade from administrative meetings and turn key new ideas from the grade to administration. The use of mini assessments allows teachers and administration to come together to look at patterns among the grades and to make decisions together based on data. Teachers also have data days where they communicate their findings with teachers and administration.
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.
 - In the beginning of the year we identify students who will benefit from Academic Intervention Services, after school programs, enrichment programs, small group intervention, foundations, Wilsons, at risk counseling, mentorships to provide them with maximum time needed to grow.

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.
 - Our entire staff works together to provide the best services for our students. Programs such as our Healthy Snack, Wellness council, Heartwood character education program and an array of services provided by University Settlement ensures our students and families receive exemplary services.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

- Literacy coach and teachers have aligned curriculum assessments to the NYS Standards
- Curriculum maps will be revisited with the lens of skills, strategies, and student outcome
- Reading interest surveys will be distributed to students to determine their areas of reading interest.
- Classroom libraries will be evaluated to determine if they meet the interests of the students.

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

x 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?

- Progress reports that teachers receive after each instructional assessments are aligned to the NYS standards
- Informal assessments of classroom libraries
- Teachers Acuity as a technological resource to support students in literacy
- Curriculum maps are in beginning stages of development

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.

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.

- During grade planning, cabinet meeting and curriculum meetings staff members will address the alignment of the curriculum to the Mathematic process strands

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

X 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?

- Most of the Alignments and Professional development have been focused on the Mathematic content strands

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.

- The issue of supporting the process strands in mathematic instruction will be addressed in unit and lesson planning that is done on the grade with teachers and the Math Coach.
-

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.

- Targeted observations focused on guided reading, differentiated activities, use of independent work time, the amount of time students spend on a task, and the proportion of student centered instruction vs. teacher center instruction.

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

x 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?

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.

- Differentiated professional development focused on identifying tasks that pertain to the learning style of students, and various opportunities for students to learn through exploration and application
- Modeled and demonstrated by Literacy Coach

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

- It will be determined through classroom observations. Discussions during professional development and lab site work will also examine the relevance of these findings.

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

X Applicable Not Applicable

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

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

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.

- Professional development, workshops and lab sites are being developed to model these best practices in mathematics.

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.

- Using our seniority list by license code we have determined that we have a relatively low rate of teacher turnover

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

Applicable X Not Applicable

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

- We are a new school and have two new teachers and two teachers who left at the end of the 2009 school year.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this

program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

- Our ELL teacher attends the network professional development and then turn keys the information to the classroom teachers who have ELL students.

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

x 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?

- Teachers don't really understand the NYSESLAT scores, PD needs to be provided and the data should be disaggregated for all teachers not just ESL teacher

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

All teachers have access to the data through the use of the ELL Predictive Assessment, Acuity, and Ed Performance.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

- Our Pupil Accounting Secretary downloads the assessment reports and shares it with the administrators, the ELL teacher and the data specialist. The ELL teacher and data specialist will take the NYSESLAT score data and share it with the classroom teachers of ELL students.

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?

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

- The NYSESLAT score data will be shared with the individual teachers as soon as the students are assessed and the data becomes available.

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.

- ***Classroom observations, informal observations, formal observations,***

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

x Applicable Not Applicable

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

- One to one conversations, compliance issues/ rating

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.

- Behavior Plans, setting goals and objectives, Child Study team in place to support staff and students with IEP, Providing PD to all Special Education staff.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

- Our teachers accesses and designs plan that meet the behavioral needs of our students

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

Applicable x 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?

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

According to our ATS data, as of January 13, 2010 we have 23 Students in Temporary Housing enrolled in our school.

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

To address the needs of our STH population we have made sure that they are immediately assessed for reading and math levels when they enter the school to determine if there is a need for academic support. Our Social Worker contacts parents to discuss various support services the school can provide and will also make visits to the Temporary Housing if needed. All students in Temporary Housing are targeted for Homework Help in our afterschool program. If a staff member indicates a higher concern for a student's progress and well-being, the Principal and a team will make a site visit to speak with the student & his/her family.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.