



FRANKLIN DELANO ROOSEVELT

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 01M034
ADDRESS: 730 EAST 12TH STREET
TELEPHONE: 212.228.4433
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 34 **SCHOOL NAME:** Franklin Delano Roosevelt

SCHOOL ADDRESS: 730 East 12th Street New York, N.Y. 10009

SCHOOL TELEPHONE: 212.228.4433 **FAX:** 212.353.1973

SCHOOL CONTACT PERSON: Joyce Stallings-Harte **EMAIL ADDRESS:** JStalli@schools.nyc.gov

POSITION/TITLE: PRINCIPAL **PRINT/TYPE NAME: JOYCE STALLINGS-HARTE**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Janet Lo

PRINCIPAL: Joyce Stallings-Harte

UFT CHAPTER LEADER: Janet Lo

PARENTS' ASSOCIATION PRESIDENT: Rebecca Collazo

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: ONE **SSO NAME:** Integrated Curriculum and Instruction

SSO NETWORK LEADER: Medea McEvoy

SUPERINTENDENT: Daniella Phillips

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
Joyce Stallings-Harte	*Principal or Designee	
Janet Lo	*UFT Chapter Chairperson or Designee	
Rebecca Collazo	*PA/PTA President or Designated Co-President	
Janelle Chapman	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Neil Rathan	Member/ Teacher	
Jackie Remar	Member/ Teacher	
Selacy Chimilio	Member/ Teacher	
Nelly Natal	Member/Parent	
Nancy Santana	Member/Parent	
Nin Chew	Member/Parent	
Bonnie Velez	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The school will create an environment that respects individual differences, promotes high achievement in all content areas and encourages each member of the entire school community to be an active learner. We see a community of learners who are confident and prepared to meet and contribute to shaping an ever-changing complex society. All members of the school community share responsibility for ensuring a creative, supportive, intelligent and caring school environment that ensures student achievement and success.

MISSION:

The School recognizes that the key to success belongs to those who know how to learn. The academic programs offered are developmentally sequenced learning experiences that support students to develop as literate lifelong learners. We provide a balanced rigorous curriculum that includes mastery of the basics and acquisition of literacy in the humanities, arts, sciences and technology. The core instructional program is standards and data driven and incorporates the workshop model of instruction in language arts, mathematics, science, social studies, orchestral and choral music, and computer access in all classrooms.

The school has made strides toward achieving the tenets of our vision and mission. Three years ago we recommitted to taking a close look at the realities of our success at increasing student performance, improving the school's environment, providing a rigorous curriculum in literacy, mathematics, science, social studies the arts and technology, closing the achievement gap for all groups of students. In 2009, we received an A on our Progress Report with the most credit in student progress. Seventy percent of students achieved at least one year progress in ELA and 65.9% in mathematics. We made exemplary gains in all categories including English Language Learners, Students in Special Education, students who are Hispanic and Black. In 2009, 57.9% of students achieved Level 3 or 4 and in mathematics, 71.1% of students achieved Level 3 or 4 on the State Tests. We have seen a reduction in the number of students scoring Level 1 in both reading and mathematics.

We have continued implementation of our school wide behavior modification system, 3Rs- Respect, Responsibility and Resiliency that honors good decision making by students through a reward and consequence system, aligned curriculum to the standards that engages students through participation in Teacher's College Reader's/Writer's Project and staff development that holds students accountable for their learning, professional development in mathematics with Aussie, adoption of research based curriculum including Everyday Math and intervention programs including Math Navigator, Scholastic Read 180 and Scholastic Read-About, Great Leaps- Reading and Math and Fountas & Pinnell, Reading Intervention Program.

We support the notion that all members of the school community share the responsibility of strengthening the community. Parents are invited to curriculum workshops and First Friday for Families, where they visit classrooms the first Friday of each month. In order for effective teaching and learning to take place, we will remain committed to superior quality professional development and high standards. We have enjoyed an increase in the quality of teaching practice as a result of the

focused, job-embedded, ongoing professional development that includes our site-based literacy coach and the Teacher's College staff developer. Our teachers attend staff development workshops at Teacher's College and follow the workshop with a write-up that is shared with staff members on the grade and others where appropriate during common preps and staff conferences. We have partnered with New York University and receive student teachers whom we have nurtured and hired. The vigor with which we have embarked upon this work has translated into more collegial relationships, an increase in staff members feeling proud of their accomplishments and wanting to see an increase in the achievement of our students and school. We have scheduled common planning time, opportunities for collaboration and articulation through inter and intra visits. The work of the inquiry group promoted opportunities to look closely at instruction in relation to student learning and allowed us to incorporate varying intervention systems to affect student achievement. Teachers and students set goals based on the data with accountability. We have been able to move students out of level 1 and fully expect this trend will translate to a decrease in the number of level 2s as measured on the State tests over the next year. Our expectations for student learning are explicit. Student and parents are aware of their responsibility to maintain their academic gains achieved during the school year. We send home summer work and reward students who return to school fully prepared with this work. Assessments are given at the beginning of school to determine students' skills and abilities. Students at risk for repeating the grade require intervention through guidance, a strong home-school partnership and on-going academic support through afterschool, extended day programming and small group work based on close and periodic review of data. We closely monitor student progress toward goals in order to ensure student success including students identified as repeating the grade, not making academic progress, and sub-groups such as ethnic groups, English language learners and students in special education. Each grade will serve as a quasi-inquiry team. Within 5 years, we are certain to close the achievement gap and ensure all students are making adequate progress and meeting standards with the protocols we have in place.

Student learning is consistently monitored using summative data. Teachers meet on a bi-weekly basis with administration, literacy coach and math Aussie to review student progress. Out-of-classroom teachers are expected to join a grade level team and middle school teachers will participate in collaborative inquiry. All teachers will participate in professional activities that will increase their professional learning. We will build staff capacity by sharing best practices and participating in learning that promotes quality instruction.

Our student programming include during school and afterschool violence prevention programs that include guidance intervention, academic supports and arts programming, nutrition programs such as our Cornell University Nutrition program, and access to neighborhood GED classes for parents facilitated by the parent coordinator.

SECTION III – Cont’d (SEE ATTACHMENT)

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	PS/MS 34M			
District:	01	DBN #:		School BEDS Code #:

DEMOGRAPHICS																						
Grades Served in 2008-09:	X	Pre-K	X	K	X	1	X	2	X	3	X	4	X	5	X	6	X	7				
	X	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>	Ungraded										
Enrollment:				Attendance: % of days students attended																		
(As of October 31)				2006-07	2007-08	2008-09	(As of June 30)				2006-07	2007-08*	2008-09									
Pre-K				12	11	18					89.5	90.4	88.8									
Kindergarten				29	26	30																
Grade 1				40	29	32	Student Stability: % of Enrollment															
Grade 2				46	34	33	(As of June 30)				2006-07	2007-08	2008-09									
Grade 3				31	45	35					90.8	89.2	92.6									
Grade 4				46	36	44																
Grade 5				54	39	32	Poverty Rate: % of Enrollment															
Grade 6				55	68	63	(As of October 31)				2006-07	2007-08	2008-09									
Grade 7				56	57	73					76.8	76.8	76.8									
Grade 8				67	52	59																
Grade 9							Students in Temporary Housing: Total Number															
Grade 10							(As of June 30)				2006-07	2007-08	2008-09									
Grade 11											10	13	9									
Grade 12																						
Ungraded							Recent Immigrants: Total Number															
							(As of October 31)				2006-07	2007-08	2008-09									
Total				436	347	418					1	6	1									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number																		
(As of October 31)				2006-07	2007-08	2008-09	(As of June 30)				2006-07	2007-08	2008-09									
Number in Self-Contained Classes				39	37	35																
No. in Collaborative Team Teaching (CTT) Classes				0	0	40	Principal Suspensions				35	28	27									
Number all others				50	49	49	Superintendent Suspensions				29	22	26									
<i>These students are included in the enrollment information above.</i>																						

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only	43	38	38	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	5	8	0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	29	33	35
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	8	12
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	6	6	6
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native				Percent more than two years teaching in this school	62.1	60.6	68.6
Black or African American	20.1	21.9	21.0	Percent more than five years teaching anywhere	51.7	51.5	54.3
Hispanic or Latino	72.2	73	71.7				
Asian or Native Hawaiian/Other Pacific Isl.	5.7	3.5	5.0	Percent Masters Degree or higher	72	82	77
White	1.4	1.5	2.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.5	82.6	92.8
Multi-racial							
Male	50.9	51.6	50.0				
Female	49.1	48.4	50.0				
2008-09 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:			<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1
<input type="checkbox"/>	Corrective Action – Year 1	<input type="checkbox"/>	Corrective Action – Year 2
		<input type="checkbox"/>	Restructured – Year ____

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	A	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	C	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	B	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	A	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.0	Quality Statement 5: Monitor and Revise	
<p>Note: Progress Report grades are not yet available for District 75 schools.</p>			

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?
-

What student performance trends can you identify?

We have seen an overall increase in the number of students achieving Level 3 and 4 on the State English Language Arts Test over the past three years from 40.9% in 2007 to 72.2 in 2009. Overall for students in special education, we have gone from 12.5% in 2007 to 24.7% in 2009. We would like to focus on three areas: Middle School, English Language Learners and students with IEPs in CTT classes as we seek to strengthen the academic performance of these historically lower performing populations.

ELA

Middle School Students: We recognize that there is a decrease in the performance of our middle school students as they move from elementary to middle school. Nevertheless, the overall trend that becomes apparent after evaluating the data over three years is that middle school students have made gains. Across the 6th, 7th & 8th grades there has been a decrease in the number of students far below promotional standards between 2006-2007 & 2007-2008. Finally during 2008-2009, we diminished the number of students not meeting standards. The trend noticed in students approaching standards was an increase in 2007-2008. In 2008-2009, we finally saw a small increase in the number of students exceeding the standards in grades 6 & 8. In 7th grade the trend of students meeting the standards has been on a constant increase by 11% over the three years.

English Language Learners: In examining the NYSESLAT, the data shows that students have increased performance in the areas of reading & listening. There has been a plateau in speaking and a 2% drop in writing between 2006-2007 and 2009. ELL students that have taken the ELA exam over the past three years appear to have made gains as well. Between 2006-2007 & 2007-2008 there was a considerable, 42%, decrease in the number of students approaching the standards. Those students made for an increase, 44%, in the number of them that met the standards. Overall, our ELL population that has met the standards has increased by 19% over the last three years.

IEP students: The trend of this population follows that of the middle school pattern, there have been gains between the last three years. Within this population we have managed to

get students far below standards down by 32%. During 2008-2009 there was an increase of 20% in the numbers of students that were meeting promotional standards.

General: The trend for the general education students over the last three years is that of improvement. Over the last three years we have phased out the number of students that are below the standard and increased the percentage of students that are exceeding the standards.

- What are the most significant aids or barriers to the school's continuous improvement?

ELA

This trend of increase is also apparent through our 2007-2008 & 2008-2009 school progress reports. During the 2008-2009 school year the percentage of students that made 1 year of progress during 2008-2009 was 70.1% which was 88.2% better than schools in our peer group. That was a 7.4% increase from the 2007-2008 school year.

Additionally, the percentage of students in our school's lowest 1/3 students making at least 1 year worth of progress was 85.7% that was better than 75.1% of the schools in our peer group. That was a 3.8% increase the 2007-2008 school year.

We believe that these increases were aided large in part by our commitment to professional development around best practices. The cyclical staff development that we implemented, our two Teachers College staff developers and our Network Instructional Support consultant, really promotes and understanding our school's vision and mission of balanced literacy. We have dedicated a great deal of time to leaning how to use 1:1 conferencing in reading and writing along with small group instruction.

While we celebrate the aids in this trend of increase, we are being faced with the reality of potential barriers to our progress. We are seeing an influx of new arrivals, students new to the American school system that speak little to no English. As a staff we know that if we don't respond to this unfamiliar population, this can become a barrier. In particular, we want to focus on the writing component for this population as it has become apparent through the NYSESLAT. Looking across the data, that is where our ELLs have dropped. Additionally, using the data we have become aware that we must create benchmarks for ELLs and their speaking/conversational skills; there hasn't been any growth over time in this area. We are developing inquiries around providing instruction to this population. We are budgeting for resources and appropriate materials.

Furthermore, for the first time 1st -8th grade has now become CTT. While it has been a gradual process, we need to develop our new CTT teachers. New staff members who lack professional development can become barriers to our continued progress. We are focusing our professional development as well to the development of our CTT structures & staff.

MATHEMATICS

Middle School Students

Since our three-year data indicators for Gr 6-8 math confirm sustained and significant growth in achievement scores, the math teachers have decided to implement three strategies to try and maintain and exceed the growth rates from previous years' scores and achievements.

The first of these is to better differentiate daily classroom instructional environments. One of the ways in which teachers are developing in this regard is through systematic weekly individual student conferences with each student. These conferences not only provide opportunities for direct teacher-to-student feedback about learning progress, but also help in individual learning goal formation.

The second strategy being adopted is to work in small groups with a deeper range and depth of math problem tasks for students to tackle. By collaborating with peers, and trying a variety of methods to solve a multi-dimensional standards-based problem with peers, each student can gain awareness of working from visual representations, via computations through to logical structuring of writing math solutions.

The third strategy is to articulate the weekly learning program closely with standards. Teachers are drawing on their own resources, texts and digital learning tools to help students experience a math procedure, skill, strategy or concept in multi-dimensional ways. It is believed that better connections and deeper comprehension will occur through this approach.

IEP Students

Our data made really good progress two years ago, but tended to flatten out in last years' scores. As a result we are now matching up classroom teachers with intervention teachers in collaborative team teaching meetings to ensure that the focus of additional support for learners who for whatever reason are behind their peers is directed toward explicit upward steps aimed at gaining short-term success in a weekly whole-class objective in which the IEP students also reach minimal standards success.

What are the most significant aids or barriers to the school's continuous improvement?

A further initiative which our school principal has introduced, namely the appointment of CTT teachers at all grade levels, will undoubtedly work in favor of the IEP students. The key action is to not just assume success because extra people are available to promote it. We must carefully elaborate the particular formative assessment data being gathered and ensure scaffolded, in-class support each day as a new learning idea and objective is established. This data must flow immediately to re-teaching experiences and to extra learning opportunities either on Fridays or through extended day and homework activities.

Clear definition of the specific roles of CTT teachers within an inclusion class is supporting the targeted focus on student learning outcomes. Differentiated learning activities and expectations of learner independence are also key professional learning ideas receiving focus in data-based grade level meetings.

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.

Goal Number 1

After conducting our needs assessment, the SLT found that because we have new Collaborative Teaching Teams (CTT) grades 1-4 and grades 5-8 are relatively new to the CTT model, we will make planning for instruction and differentiated instruction a priority goal for 2009-2010.

Goal Number 1	
Goal:	Describe your goal. To increase collaboration among CTT teachers.
Measurable Objective	Set the measurable target that defines whether you have met your goal. All teachers in CTT classes will use a co-planning model to plan lessons for 80% of lessons that include differentiation for students with IEPs by January, 2010. This will result in a 5% increase in student performance on the predictive assessments for the students with IEPs, administered in September 2009 and April, 2010.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding. <ul style="list-style-type: none"> • Teachers will attend CTT workshops on differentiated instructional lesson planning, October, 2009, January, 2010, March, 2010. • Teachers will administer predictive assessments and meet to evaluate and plan for reteaching in small groups at bi-weekly meetings, October 2009- June, 2010. • Teachers will participate in bi-weekly grade level meetings, September, 2009 – June, 2010, with literacy coach and Aussie that includes differentiated planning • Teachers will visit schools with exemplary CTT models, November, 2009, January, 2010, March, 2010.
Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. <ul style="list-style-type: none"> • Predictive assessment results • Workshop schedules • Administrator’s observations of lessons and attendance at meetings • Teacher’s workshop notes • Lab site notes

Goal Number 2	After conducting our needs assessment, the SLT found that the in-class assessments in the middle school lack the rigor necessary to ensure students make progress to achieve standards. As a result, we have made progress of middle school students a priority for the 2009-2010 school year.
Goal Number 2	
Goal	Describe your goal. To increase the number of middle school teachers using academically rigorous methods to increase student performance on in class assessments.
Measurable Objective	Set the measurable target that will define whether you have met your goal. Ninety percent of middle school classroom teachers (7 teachers) will participate in professional development and increase their higher order level of questioning included in 90% of lessons by June, 2010. This will result in a 5% increase on in-class assessments, January – June 2010.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding. <ul style="list-style-type: none"> • January, 2010-All teachers will be trained to implement questioning techniques that call upon increased student engagement. • January – June, 2010. Teachers will meet in bi-weekly grade meetings to evaluate questioning techniques and plan for instruction. Teachers will meet with the literacy coach, TC staff developer, Math Aussie, data specialist, principal and assistant principal to evaluate plans for instruction on a bi-weekly basis.
Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. <ul style="list-style-type: none"> • Results on in-class assessments • Professional development schedules • Teacher's will be observed conducting small group strategy lessons and large group lessons using exemplary questioning techniques • Lesson plans will contain higher-order thinking questions

Goal Number 3	After conducting our needs assessment, the SLT found that 50% of ELLs have received ESL services for 5 years or more indicating that they are not accelerating in progress. Therefore, we have made progress for our ELL subgroup a priority goal for the 2009-2010 school year.
Goal Number 3	
Goal	Describe your goal. To increase the reading skills for our school's English Language Learners performing by building academic language acquisition.
Measurable Objective	Set the measurable target that defines whether you have met your goal. Seventy-percent ELLs would increase their reading achievement of by moving up a minimum of one level as measured on Words Their Way assessments by June, 2010. There are 40 Ells in total.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding. <ul style="list-style-type: none"> • Students will receive literacy instruction using Words Their Way for English Language Learners during daily instruction, Daily, September 2009 – June, 2010. • The ESL teacher will receive professional development using Words Their Way by ICI and the Office of Special Initiatives on a monthly basis, October, 2009 – June, 2010.
Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. <ul style="list-style-type: none"> • Results of the Words Their Way Assessment for English Language Learners. These results are maintained by the ESL teacher.

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): Collaborative Team Teaching

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>All teachers in CTT classes will use a co-planning model to plan lessons for 80% of lessons that include differentiation for students with IEPs by January, 2010. This will result in a 5% increase in student performance on the predictive assessments for the students with IEPs, administered in September 2009 and April, 2010.</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"> • Teachers will attend CTT workshops on instructional lesson planning, October, 2009, January, 2010, March, 2010. • Teachers will participate in bi-weekly grade level meetings with literacy coach and Aussie that includes differentiated planning, September, 2009 – June, 2010. • Teachers will visit schools with exemplary CTT models, November, 2009, January, 2010, March, 2010. • Teachers will administer predictive assessments and plan for reteaching in small groups, October, 2009 – June, 2010.
<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"> • Professional development training rate and per session, November, 2009, January, 2010. C4E funding • Per diem subs for site visits, November, 2009, January, 2010, March, 2010. • Per diem subs for intervisitation, November, 2009 – May, 2010.
<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"> • Workshop schedules • Administrator’s observations of lessons and attendance at meetings, January, 2010 • Teacher’s workshop notes • Lab site notes

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): English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Seventy-percent ELLs would increase their reading achievement of by moving up a minimum of one level as measured on Words Their Way assessments by June, 2010. There are 40 Ells in total.</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"> • Students will receive literacy instruction using Words Their Way for English Language Learners during daily instruction, October, 2009 – June, 2010. • ESL teacher will receive professional development using Words Their Way by ICI and the Office of Special Initiatives, monthly, October, 2009 – May, 2010.
<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"> • Professional development training rate and per session, October, 2009, November, 2009. C4E funding. • Per diem subs for site visit, January, 2010 • Per diem subs for intervisitation, January, 2010
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Results of the Words Their Way Assessment for English Language Learners, monthly, January, 2010 – June, 2010. These results are maintained by the ESL teacher.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	1	-	N/A	N/A	1	-	2	-
1	18	-	N/A	N/A	-	-	-	1
2	18	-	N/A	N/A	2	-	2	-
3	14	12	N/A	N/A	1	-	-	-
4	17	12	-	-	-	-	-	-
5	11	8	-	-	-	-	-	-
6	12	12	-	-	5	-	1	-
7	9	-	3	-	10	-	-	-
8	9	8	3	8	10	-	-	-
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:	Students identified as at-risk as indicated by teacher assessments and/or state tests attend extended day session for the following intervention services: Words Their Way, guided reading, and independent reading conferences. During the school day, Great Leaps, Read About, and At-Risk SETSS are available to at-risk students. Reading Recovery is available to first grade students. In After School sessions, students receive teacher guidance for ESL and SRA.
Mathematics:	Students in grades 3-6 identified as at-risk based on state test scores and in Grade 3, based solely on teacher assessments are pulled out in small groups 2-3 times a week for instruction.
Science:	Science teacher meets with students considered to be at-risk for failure based on classwork, attendance and test scores. Teacher meets during lunch period with flexible student groups. Grade 8 test prep materials are used for instruction.
Social Studies:	Social Studies teacher meets with identified students at lunch time for intervention.
At-risk Services Provided by the Guidance Counselor:	School guidance counselors meet during the school day with small groups to provide a safe environment where students can explore personal issues with a focus on respect, and develop skills that can be used in the classroom regarding conflict, compliance and respect.
At-risk Services Provided by the School Psychologist:	School psychologist meets with students during the school day one to one for crisis management.
At-risk Services Provided by the Social Worker:	Students are identified at the PPT meeting and seen by the social worker and social worker intern as needed.
At-risk Health-related Services:	School nurse meets with students with medical conditions such as asthma during the school day.

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.

LAP Introduction

PS/MS 34 has a Freestanding ESL program. The school utilizes a pull-out ESL teaching model. The ELL groups are grouped by proficiency level and grades. The groups are as follows: grades K-1, 1-2, 3-4, 6-7, and 7-8. All groups are seen for eight periods a week to be in compliance with Part 154 Laws. All academic instruction is in English during the school day. ELLs are identified upon registration according to their Home Language Survey. Based on this Home Language Survey Spanish is the predominant language of ELLs, followed by Chinese. PS/MS 34 has a population of 412 students and 42 (11%) of them are ELLs. They are assessed by the state test, LAB-R. The results determine ESL service eligibility and the Part 154 mandated service time requirement. Students receiving continuation of services are assessed using their most recent NYSESLAT scores to determine proficiency. A daily pullout/push-in program for grades K-8 is provided to ELLs in leveled groups that satisfy the 8 periods (45 minutes per period) per week for Beginning and Intermediate level students and 4 periods (45 minutes per period) per week for advanced students. Services will be delivered using an interdisciplinary model of instruction. Currently based on ESL assessment data 27 ELLs are beginners, 14 Intermediate, and 11-advanced proficiency. Five of these ELLs are in self-contained special education classes. There are a total of 42 ELLs and 27 of these ELLs have been in the country for 3 years or less, 6 for 4—6 years, and 9 are long term for more than 6 years.

The LAP committee is made up the principal, assistant principal, ESL teacher, two guidance counselors, a third grade teacher, a six grade teacher, the parent coordinator, and a parent. The ESL teacher has New York State Permanent Certification in ESL grades K-12 and the certification/license is on file,

A balanced literacy approach is in place that follows Teacher's College Workshop Model for all ELA instruction. ESL instruction is simply a modified version of the same ELA curriculum, scaffold for the individual student and their proficiency ability. All ESL lessons provide students with social and academic language development that stimulates student's own knowledge and experiences connected to the lesson. Contextual support is also important and come through peer interaction, visual aids, maps, charts, graphic organizers, and manipulative. The ESL teacher also incorporates various components of Krashen's Input Hypothesis during ESL instruction. There is an emphasis of the input and the affective filter hypothesis. Using the input hypothesis acquisition of the English language will occur and does occur when ELLs receive optimal comprehensive that is interesting and a little bit beyond their current level of competence ($i+1$). The ESL teacher is providing students with English instruction that is just a little above their comprehension. The ESL teacher is aware that for newcomers speaking a new language can cause anxiety, which is why the affective filter is low in order for the input to be noticed and understood by the ELLs. Total Physical Response (TPR) is used as well as an emphasis on making input comprehensible. Academic language development is also planned with individual goals of achievement set for each student. A team effort between student and teacher is used to achieve the goals. ESL methodologies (repetition, translation, visuals, etc.) are used to foster achievement of these academic language (CALP) goals.

ELL Identification Process:

Every new student to the NYC DOE will receive a home language survey in the appropriate home language. The ESL teacher, parent coordinator, or pupil personnel secretary will administer the home language survey to the parent. All three staff members are qualified and trained in administering the home language survey. The ESL teacher reviews all home language surveys and determines which students are speakers of a second language and require LAB-R testing. ELLs are annually evaluated based on NYSESLAT scores. Each year the ESL teacher checks the current NYSESLAT score with previous NYSESLAT score to see if progress has been made. ELLs will be placed in the appropriate ESL class based on language proficiency.

Within the first ten days of school, parents of new ELLs as well as former ELLs of PS/MS 34 are invited to an ELL parent workshop orientation. The ESL teachers as well as the parent coordinator host the workshop. The Transitional Bilingual, Dual Language, and Freestanding ESL are explicitly explained in full detail. The parents in their native language, which provides more information about their choices, also view a DVD video. When a parent cannot attend the ESL Parent orientation individual meetings with the ESL teacher and or the parent coordinator are arranged to discuss parent's options/ The ESL teacher is periodically checking parent selection forms to keep up to date with parent choices. Based on the parent feedback at parent workshop and parent selection forms the majority prefers their child to receive ESL services. As the ELL population grows and there is a desire from parents for a bilingual program PS/MS 34 will take the initiative to contact and with ELL/Bilingual department at the ISC to try and implement a bilingual program

During the ELL Parent Workshop all parents are provided with the program selection form in their native language and are provided with assistance if necessary all parents are informed of the three choices of Transitional Bilingual, Dual Language, and freestanding ESL options. All parents of returning ELLs will receive an ESL entitlement letter sent home in the appropriate language within the first week of school.

After reviewing parent surveys and program selections for the past few years the majority have been requesting a Freestanding ESL Program. The ESL teacher is periodically checking parent surveys to keep up to date with parent choices.

The programs models offered at the school are aligned with parent request and needs. If parents would like a Bilingual or Dual Language program model one will be provided when there is a sufficient number of ELLs (20 or more students within two consecutive grades that speak the same language). If a parent would like their child to be attending a bilingual or dual language program they are aware that they have the right to transfer to another school that will provide the program they desire. They will also be assisted in contacting the ISC personnel that can arrange the transfer.

Programming and Scheduling Information

How is instruction provided?

The organization model consists of a push-in and pullout model.
Students are clustered by proficiency levels (LAB-R and NYSESLAT scores)

Various instructional methods are used to make content comprehensible to enrich language development. A balanced literacy approach is in place that follows Teacher's College Workshop Model for all ELA instruction. ESL instruction is simply a modified version of the same ELA curriculum, scaffolded for the individual student and their proficiency ability. All ESL lessons provide students with social and academic language development that stimulates student's own knowledge and experiences connected to the lesson. Contextual support is also important and comes through peer interaction, visual aids, maps, charts, graphic organizers, and manipulatives. The ESL teacher also incorporates various components of Krashen's Input Hypothesis during ESL instruction. There is an emphasis on the input and the affective filter hypothesis. Using the input hypothesis, acquisition of the English language will occur and does occur when ELLS receive optimal comprehensible input that is interesting and a little bit beyond their current level of competence (i+1). The ESL teacher is providing students with English instruction that is just a little above their comprehension. The ESL teacher is aware that for newcomers speaking a new language can cause anxiety, which is why the affective filter is low in order for the input to be noticed and understood by the ELLS. Total Physical Response (TPR) is used as well as an emphasis on making input comprehensible.

How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?

PS/MS 34 meets CR Part 154 time allotments for ELLS through effective proficiency level clustering. Beginner and Intermediate level students are provided with 360 minutes a week (eight periods a week) of ESL instruction and Advanced ELLs receive 180 minutes (four periods) of ESL instruction a week.

All ELLS regardless of proficiency are provided with a minimum of 90 minutes or more of ELA instruction every day. Bilingual and Dual Language programs are not established at PS/MS 34 therefore Native language instruction is not provided. Content areas are addressed by making classroom and cluster teachers aware of the necessary modifications for ELLS as well as training teachers to use the same ESL approaches. Teachers use these strategies to differentiate instruction for ELLS. ELLS are also supported to learn content areas and academic language by providing native language materials whenever possible to use side-by-side in instruction. Literacy materials during balanced literacy is often utilizing content area books and texts.

How do you differentiate instruction for ELL subgroups?

PS/MS 34 currently has no SIFE students. However, PS/MS 34's plan for the SIFE population includes a strict, content-based approach to language acquisition to help compensate for their missed time in school in addition to the in-place ESL methodologies.

The plan for newcomers is to provide as much academic language and English instruction as possible. Newcomers are receiving the ELL mandated services. Instruction is scaffolded and differentiated by all teachers to meet their academic needs. They are all provided with the opportunity to attend Title III after school program, which provides ELA support to help ELLS prepare for ELA testing. There is also a Saturday Academy that sole purpose is to prepare students for the ELA. Extended day provides additional support in language instruction.

The plan for ELLs receiving services 4 to 6 years and long term ELLS is to use various assessments from all teachers as well as the ESL teacher to identify areas of weakness and plan instruction based on academic area of need with increased academic rigor. Students also participate in the Title III after school program and ELA/Math after school program. They also receive additional language support during extended day.

ELLs with special needs are provided with additional modifications specific to their IEP and identified needs. The ESL teacher and special Ed teachers meet regularly to discuss and implement ESL strategies to help improve students accelerating their learning.

There are various intervention programs in place for ELLs. Beginner and Intermediate ELLs are receiving additional language support in the ELL Title III after school program. Students that have demonstrated a weakness in reading receive Great Leaps Instruction. ELLs that are Special Ed or receive SETSS will be receiving Read 180 intervention and the Wilson Reading Program is also used for beginning ELLs. All ELLs are receiving various aspects of the TC balanced literacy model during extended day. All levels of ELLs that have demonstrated low scores on the math standardized test receive math academic intervention for two to three forty-five minute periods of remedial math skills.

The plan for continuing transitional support for students reaching the NYSESLAT is that they are entitled to receive an additional year of ESL services. They will also receive the same testing modifications as all other ELLs for two years after they pass the NYSESLAT. They will also attend ELA after school classes.

Some improvements that will be established for the upcoming school year is that during extended day ten of the low performing ELLs have been selected to receive additional help with reading and writing skills. ELL groups are differentiated by language proficiency and not grade level.

ELLs are provided with the same opportunities of all other students at PS/MS 34 to join all after school academic and extracurricular activities. At PS/MS 34 there are various academic interventions for all students including ELLs. Math intervention is provided to ELLs that are struggling based on math data. ELLs with IEPs receive SETS services, Read 180 and or Speech. ELLs are provided with academic after school programs that focus on math and ELA and or Title III. Saturday Academy Test Prep is offered to all students including ELLs. Extracurricular activities that the school provides are as follows softball, basketball, art, urban dance, volleyball, field and track, and yearbook. No programs or services have been discontinued for ELLs.

There are various Instructional materials used to support the ELLs. Words their Way for ELLs, Scott Foresman ESL Text Levels 1-6, various texts (for guided reading, shared reading, read alouds) that cover all content areas, bilingual dictionaries, and various leveled novels in Spanish and English for independent reading. There are also many books available on tape and cd via computer. Various pictures and photographs are used to help assist in teaching vocabulary. Assorted manipulatives are used to support math and science as well. New technology programs that are used with ELLs are Brain Pop, Read 180, and Renzulli. All required service supports are differentiated by academic and grade level. All instruction and materials are age and grade level appropriate

Native language is supported by providing native language materials whenever possible to use side-by-side instruction. There is an ESL library that is dedicated to native language books in a multitude of genres and levels. Bilingual dictionaries are utilized as well. There is a Spanish speaking and Chinese speaking paraprofessionals whom provide native language support to ELLs when necessary.

Various activities and support are provided to newly enrolled students before the beginning of the school year. The new students receive a welcome letter from their new teacher and the letter will be translated in the appropriate language. The parent coordinator is in close contact with the newly enrolled ELL's family and will provide the proper assistance to the student and family to prepare for the start of the year. The new student will also be paired up with a current or former ELL who will be a support and friend for the start of the school year.

Ongoing Professional Development:

Professional development in place for ELL personnel consists. The ESL teacher attends various ESL workshops at Columbia's Teacher's College and various professional development offerings from the Office of English Language Learners. The ESL teacher turnkey's information to all teachers working with ELLS.

ELL training is provided to all staff. There are various ELL workshops throughout the city that all teachers are made of aware of through postings in the main office bulletin board. The majority of professional development content will be gathered from Teachers College Calendar Days and the Department of Education's ELL Academy workshops. The ESL teacher and various teachers that have ELLS in their classes and then shared with all colleagues at the school will attend these Workshops.

The Teachers College workshop schedule is as follows; In September two 7th grade teachers attend Launching Strong Reading and Writing Workshops, A first grade teacher will attend Practical Help with Two Units: Writing for Readers and Tackling Trouble with Reading. During the month of October an eight grade teacher will attend A Deep Study of Character Across Reading and Writing with a focus on Differentiated Small Group Instruction. During the month of November a Kindergarten teacher will attend Practical Help Providing ELL and Low Language Kindergarteners the Vocabulary, Word Study Support They Need .and a third and fifth grade teachers will attend Preparing Kids for the ELA. During the month of December a 2nd grade teacher will attend Teaching Higher Level Comprehension to Raise the level of Children's Intellectual Work. During the month of March the 8th grade teacher will attend Powerful Reading and Writing in Content Areas. During the month of April a 7th grade teacher will attend Poetry Matters: Making the Most of a Unit of Study in Poetry. During the month of May the ESL teacher will attend

To support and provide professional development to classroom teachers working with ELLS, A professional book study group will take place during the 2009-10 school year. The group will study the text Scaffolding Language, Scaffolding Learning by Pauline Gibbons. Five classroom teachers from K-8 will be selected. Each week the group will read a chapter from the text. During these sessions the group will discuss strategies from the text that they will implement in they're teaching to help ELLS. They will also answer various questions about the text about different strategies and how it will prepare them in the future to work with ELLS. The group will develop various differentiated and academic strategies to be used for ELLS in the general classroom environment. The group will also learn how provide ELLS with more scaffold writing techniques, process writing, and how to create cooperative learning groups more effectively for Ells. The focus will range from using ELL assessments to standards analysis to implement the scaffolding of learning for ELLS during regular classroom instruction that will help support ELLS during content instruction. The group will also focus on ESL Standards and how they can implement them in their regular daily instruction. The group start date is tentative and will be. It will begin in April for two hours and five and a half hours during May. This study group will provide classroom teachers with the knowledge, awareness, sensitivity and strategies to support ELLS in all content areas.

Parental Involvement

PS/MS 34 has various opportunities for parental involvement of all students including ELLs. There is an active PTA, First Friday for Families. Parents also have the opportunity to volunteer as a learning leader or to assist teachers in the classroom. Needs of the parents are evaluated by

surveys and communication with the school parent coordinator. Parental activities are based on the needs collected through surveys and communication with the parent coordinator and administration. There are also bimonthly workshops for parents of ELLs addressing skills and strategies to help ELLs, hosted by the ESL Teacher and Parent Coordinator. During these workshops parents are provided with an opportunity to express any concerns and needs they have.

Assessment Analysis

According to the NYESLAT/LAB-R data 12 ELLS are beginners, 18 ELLS are Intermediate, and 10 ELLS are advanced.

The data patterns according to the NYESLAT indicate that writing/reading is the weakest modality with 13 ELLS performing at beginner level, 17 ELLS performing at intermediate level, and 10 ELLS performing at advanced level. ELLS tend to be better on listening/speaking modality. 7 ELLS are performing at beginner level, 3 ELLS at intermediate level, and 30 ELLS at advanced levels.

Social Studies and Science are two content areas that ELLS are tested. ELLS are always provided with the opportunity to take content area tests in their native language. All the ELLS that were required to take the science and social studies test did. The breakdown is as follows; 5 fourth grade students will take the science test in the spring four eighth graders will take the Science exam in English or their native language. There are no ELLS in the 5th grade this year to take the social studies exam Four eighth grades will take the social studies exam this spring. They will be provided the test in their native language if necessary.

The pattern across the modalities indicated that writing and reading is an area of weakness for the majority of the ELLS. There will be an initiative to focus instruction heavily with various components of the reading and writing workshop using ESL strategies. These strategies include scaffold writing, writing process, shared writing, Words their Way Instruction, interactive writing, shared reading, guided reading, and independent reading with teacher conferencing. An increase in academic rigor will also aid in the development of all modalities.

The patterns across proficiencies and grades are that K-2 appears to be Beginner and Intermediate students. The ELLS in grades 3 are making progress and are at Intermediate or Advanced level. Grades six to eight contain many new ELLS that are living in the U.S. for three years or less. Therefore there are more students at beginning and intermediate levels. All ELLS are provided with the option of taking their content area tests in the native language. The majority of the ELLS that choose to take content area tests in their native language are the newcomers, here for less than three years. The ELLS that choose to take content area tests in their native language do better than they would have if they took the test in English

The school and teachers are all made aware of the results of the ELL Interim and NYESLAT Assessments. An analysis and breakdown of achievement is provided to teachers of each individual student that took the test. The individual analysis of each student provides a breakdown of the listening, reading, and writing modality. The areas that the student did not do well in will drive instruction. Teachers will implement strategies in their lessons and differentiate instruction that focus on the student's weakness from the ELL Interim Assessment results.

The school has learned from the ELL Assessments that writing is the weakest modality. Grammar and syntax are the student's biggest weakness on the test. Native language is use minimally. Students that speak the same first language help each in the native language when necessary. There is also one Chinese speaking and one Spanish speaking paraprofessional that provide native language when necessary.

Supports provided to Ells as they transition from elementary to middle school by their ESL teacher. Since PS/MS 34 is a K-8 school when ELLS enter the middle school they still have the same ESL teacher who has established a good rapport with students. The ESL teacher continues to update previous data which is use to establish areas of strengths and weaknesses to help improve the ELLS in all academic areas. Students transitioning to middle and high school also receive assistance from the guidance department and school social worker as needed.

The success of ELLs will be evaluated thought various assessments and data. The breakdown of NYSESLAT scores, ELA, Acuity, and ELL periodic assessments and various authentic assessments created by the ESL teacher are all good indicators of which students are making progress. It illustrates what is successful with ELLs and what needs improvement for the future.

Program Description:

The ELL program in the school utilizes a push-in/pull-out ESL teaching model. Students are clustered by proficiency level for instructional purposes. Advanced level children are located. PS 34 uses both a push-in and pullout model. Specific ESL approaches include scaffolding the work being conducted in the regular classroom to meet the needs of the ELLS. Total Physical Response is used as well as an emphasis on making input comprehensible and incorporating native language conventions with the recognition and acquisition of English conventions. Content area is addressed by utilizing the above mentioned ESL approaches by making classroom and cluster teachers aware of the necessary modifications for ELLS as well as training teachers to use the same ESL approaches. A balanced literacy approach is in place at PS 34 that supports teaching literacy to ELLS through a scaffold approach. ELLS are supported to learn content and academic language by providing native language materials whenever possible to use side-by-side in instruction. Bilingual dictionaries are also provided to ELLS. Ensuring that input is comprehensible through the use of pictures, native language, etc. is the emphasis of the ESL program in regards to developing literacy and content language. PS 34 has textbooks and workbooks in Spanish available for ELLS to use. PS 34 also has a portion of the library dedicated to native language books in a multitude of genres. Bilingual books on tape are also available. School publications are produced in both English and Spanish. LABR and NYSESLAT results are used to guide instructional decisions by analyzing which modalities require the most emphasis and focusing instruction accordingly. The Teachers College curriculum is followed at PS 34 for all ELA instruction. ESL instruction is simply a modified version of the same ELA curriculum, scaffold for the individual student and their proficiency ability. Content area instruction is conducted in the same way. ELLS follow the same curriculum as their non-ELL classmates, but have scaffolds put in place by the classroom and ESL teacher to ensure their understanding and production in the classroom. Academic rigor is ensured with this approach because students are required to keep up with their classmates and grade level material. ELLS are also provided with supplemental content-based instruction and support in the Title III After-School program. In the after school program they receive additional language support and extra help with their homework or any class work they need help with.

NYSESLAT, Fountas and Pinnell Benchmark System, ELA and Math NYS tests and other interim assessments. Grouping is flexible and changes according to monitored and revised goals. Differentiated instruction will be provided according to the specific needs of individual learners.

Mondays and Wednesdays the program will focus on phonics, fluency, vocabulary, and comprehension, which will be beneficial and appropriate to all students involved. Analysis of NYSESLAT scores indicates that writing and reading is the lowest modality school-wide. As a result, instructional focus and activities will heavily revolve around reading and writing. The Words their Word Program will be utilized to help support ELLS with their reading and writing. We will use Words Their Way for ELLs for vocabulary development and reading instruction. The ESL teacher will introduce new vocabulary and spelling words. The students will use their Words their Way workbook to complete various writing activities. Literacy texts from the Words their Way library will be used as guided reading to reinforce the spelling/grammar rule from the weekly sort. The guided reading will also provide students with comprehension and inferencing strategies. At the end of each sort an assessment will be give to ensure mastery of each concept. The goal is for each student to move up one whole level by the end of the school year. Individual goals for each word study topic will be set as well.

NYSESLAT and ELA practice instruction will also take place using *Getting Ready for the NYSESLAT and Beyond*. Analysis of classroom and NYSESLAT data has shown that those students have a much greater need to develop their fluency with Tier 2 and Tier 3 words. Various shared/guided reading embedded with Tier 2 and Tier 3 words will be implemented along with the necessary strategies to prepare ELLs for the NYSESLAT. Various practice NYESLAT/ELA assessments and authentic assessments monitoring Tier 2 and Tier 3 words will be provided on a monthly basis and closely monitored for progress. Each month individual goals for speaking, listening, reading, and writing based on New York State English as a Second Language Standards will be set and monitored for progress

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.

The ESL Title III teacher will attend workshops offered by the Instruction Learning Support Organization and Teacher’s College. This will be covered by a per diem sub for seven days in order to attend the workshops. The Title III Professional Development program will focus on Enhanced ESL strategies. The ESL teacher will attend a workshop on October 23 at TC titled, Adapting the 1-2 Balanced Literacy Classroom to be Sure your ELLs Receive the Scaffolds and Invitations that are tailored to them. The Title III ESL teacher will attend three ESL workshops in the fall and four more sessions in the springs. Dates and titles of workshops will be announced at a later date. In addition, beginning in the spring of ’10 a professional study group will be formed consisting of 5 teachers: The ESL teacher, one General Content teacher from one second grade, and one General Content teacher from seventh grade , one fourth grade teacher, and one third grade teacher. The study group will meet once a week for one hour at a time a total of 5 sessions per study group. All Title III professional development will be provided at no cost to title III.

Form TIII – A (1)(b)

School: 34 BEDS Code: 01M034

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

Allocation Amount:		
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	\$1800	36 hours per session
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	\$ 300	Consultant services
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.	\$ 900	1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books, NYSLESLAT Test prep books
Educational Software (Object Code 199)	NA	
Travel		
Other		
TOTAL	\$3000	

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.

Assessing PS 34's written translation and oral interpretation needs were determined by examining the home languages of the PS/MS 34 ELL population. Teachers also indicated the need for translated versions of parent communication as well as the need for oral interpretation during parent conferences. Confirmation of these school-wide needs was determined by conducting teacher surveys and examining home language data using ATS.

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

The written language needs of PS/MS 34 include the translation of parent communication into Spanish, and Mandarin. 70% of the parents of students speak are Spanish speaking and about 10% are Mandarin/Chinese speaking. There is a clear and definite need for oral/written interpretation services at PS/MS 34 in the languages of Spanish and Mandarin. These interpretation services are necessary for teachers and parents to clearly communicate regarding ELL academic programs, student participation and performance. These findings were communicated to the school community by utilizing the Parent Coordinator to disseminate information to parents, and by sharing the information with the School Leadership Team to make them aware of the needs and actions to be taken. Notices to parents are always translated by staff member in Spanish and Mandarin. There is adequate staff to communicate with parents orally and provide translations when necessary.

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.

PS/MS 34 plans to provide written translation services in the following ways:

- Report card translation- Parents will receive report cards in their native language.
- Parent Letters- School and teacher communication will be provided to parents in their native language.
- Permission Slips-Class trips will be communicated to the parents and permission slips sent home in their native language.
- School-wide Notices and Flyers- School based communication will be provided to parents in their native language.
- Translation will be provided in house by staff members who are Spanish and or Mandarin literate and DOE's sole vendor-LIS Translation per the DOE's negotiated rate.

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.
Over-the-phone Interpretation- This is provided by the Translation and Interpretation Unit or a bilingual speaking staff member when a parent of an ELL (or any student) needs to be contacted by the teacher or administration regarding a student. In-Person Interpretation- This is to be provided at scheduled parent conferences and services provided by the DOE's sole vendor-LIS Translation per the DOE's negotiated rate.

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>.

Written notification of parental rights regarding translation and interpretation services and instructions on how to obtain such services will be provided to parents who have a native language other than English within the first 10 school days of the 2009-2010 school year. A sign in covered languages represented at PS 34 will be posted near the main office indicating that native language notifications can be obtained in the main office. PS 34's Safety Plan for 2009-2010 will incorporate procedures for ensuring that parents in need of language assistance services have equal access to administrative office services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$459, 427	\$2, 786	\$462, 213
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 4,594		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 150	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22, 971		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 139	
6. Enter the anticipated 10% set-aside for Professional Development:	\$90, 416		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$2, 497	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

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 the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

School Parental Involvement Policy:

I. General Expectations

PS/MS 34, Franklin Delano Roosevelt, agrees to implement the following statutory requirements:

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

APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. PS/MS 34, Franklin Delano Roosevelt, will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Advertise through mailings and use of the School Messenger, phone notification service
 - Notify parents of the importance of involvement through the regular Parent/Teacher Association meetings and School Leadership Team meetings
2. PS/MS 34, Franklin Delano Roosevelt, will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parents from the School Leadership Team (SLT) will review data during the SLT meetings.
 - Parents will be invited through mailings, School Messenger to participate in the ongoing data assessment review.
3. PS/MS 34 Franklin Delano Roosevelt, will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Provide parent workshops in content areas that will assist them in supporting their children
 - Increase communication between teachers and parents via interim progress reports
4. PS/MS 34 Franklin Delano Roosevelt will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Learning Leaders by:
 - Training volunteers to work in literacy and mathematics in the classrooms providing intervention for students
5. PS/MS 34 Franklin Delano Roosevelt will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - The school will conduct a survey of parents, students and staff
 - The School Leadership Team will be responsible for the survey
 - Parents will take a role in development and reporting activities and events.
 - Parent Coordinator will be responsible for coordinating efforts of parents and team members.
6. PS/MS 34 Franklin Delano Roosevelt will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the

APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

following activities specifically described below: Family Literacy Night, Family Mathematics Night, English Language Arts (ELA) and Mathematics Test Prep Workshops, ELA and Mathematics Curriculum Workshops.

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Conducting parent workshops
 - Parent Coordinator will coordinate efforts of school personnel such as guidance counselors, social workers, literacy coach and math coach
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Participating in quarterly meetings that focus on how all can support student learning
 - Parent Coordinator will facilitate workshop with Community Based Organizations that support parents
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Offering workshops that meet the needs identified by parents through the surveys
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable:
 - Mailings to homes in multiple languages
 - Posting events and workshops in accessible areas in multiple languages
 - Use of School Messenger to follow up on mailings

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PS/MS 34 TITLE 1 PARENT INVOLVEMENT POLICY 2009-2010

In support of strengthening student academic achievement, PS/MS 34 receives Title 1, Part A funds and therefore has jointly, with Title 1 parents, developed the following parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). It includes expectations for parental involvement and describes how the school will implement a number of specific parental activities. PS/MS 34 will take the following actions that are designed to support effective parental involvement and strengthen student academic achievement.

1. PS/MS 34 will convene an annual meeting for parents of participating Title 1 students, for the purpose of explaining the program offering. This meeting is usually held at the start of the school year but may be convened after the School Leadership Team is convened.
 - a) Parents will be asked to volunteer to serve on a committee during the school year to help plan and review Title 1 programs.
 - b) Title 1 funded staff will meet with parents to familiarize them with the academic expectations and supports available to students, and make parents aware of the role that parents must play in having children achieve academic proficiency.
 - c) Develop a parent involvement plan that outlines how parents, staff and students will share ideas and outline responsibilities which will enable participating Title 1 students to achieve higher standards. This will be reviewed regularly at Parent/Teacher Association (PTA) meetings and School Leadership Team (SLT) meetings.
2. PS/MS 34 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. The school will use the findings of the

APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

evaluation of its parental involvement policy to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies.

- The evaluation will be conducted by members of the SLT. The SLT will issue a survey that will be completed by November. The results will be reviewed at SLT and PTA meetings when parent comments will be solicited.
3. PS/MS 34 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school's involved parents and the community. This will improve student academic achievement through workshops that will provide the following information:
- i) The State's academic content standards
 - ii) The State and local academic assessments including alternate assessments
 - iii) The requirements of Title 1, Part A
 - iv) How to monitor your child's progress
 - v) How to work effectively with educators
- Evening workshops held in conjunction with PTA meetings and/or Parent/Teacher Conferences
- b) PS/MS 34 will provide materials and training to help parents work with their children to improve academic achievement, such as literacy training, mathematics training, content-area training, and using technology. We will cultivate parental involvement by:
- Distributing curriculum outlines to familiarize parents with academic requirements.
 - Offering evening workshops conducted by teachers and other staff as well as Community Based Organizations (CBOs).
- c) PS/MS 34 will, with the assistance of the district, Office of Family Engagement and the Integrated Curriculum and Instruction (ICILSO), educate its teachers, pupil services personnel, administrators and other staff on how to communicate with and work with parents as partners, in building collaboration in support of student academic achievement.
- Parent Coordinator will serve as a resource for these activities.
- d) PS/MS 34 will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to parents of Title 1 participating children in an understandable format, including multiple languages
- Translate all mailings as necessary
 - Identify preferred method of communication for parents and maintain up-to-date e-mail, postal and phone contact information

IV. Adoption

APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the adoption motion passed at the January 21, 2010 Parent Teacher Association meeting. This policy was adopted by the Franklin Delano Roosevelt School on January 21, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 21, 2010.

Principal's Signature _____

Date _____

Part B: School-Parent Compact

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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

School-Parent Compact:

PS/MS 34, Franklin Delano Roosevelt, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

Required School-Parent Compact Provisions

School Responsibilities

PS/MS 34 Franklin Delano Roosevelt will:

1. 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: The school will provide high-quality curriculum and instruction and prepare teachers for such through professional development workshops, work with the coaches, intervisitation to other classes and sites out-of-building to observe exemplary practice, and during grade meetings and Faculty Forums.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 10, 2009, March 16, 2010.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: November, 2009; January, 2010; March, 2010; June 2010.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Meeting with parents during scheduled preparation periods.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: First Friday for Families which is the first Friday of each month, during times that parents are asked to share experiences and class trips.

APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

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

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

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV

2. Schoolwide reform strategies that:

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

See Section IV

3. Instruction by highly qualified staff.

See Demographics- 100% HQ

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.

See Section IV

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

See

Section III

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

See Parent Compact

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.

See Section III

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.

See Section IV

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.

See Appendix 1.Part B

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.

See Section III

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

¹ School Under Registration Review (SURR)
MAY 2009

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

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.

– **English Language Learners**

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

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

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

Our school has adopted the use of ELA grade level meetings. These meetings occurred bi-monthly with each grade level. Prior to meetings agendas were circulated in order to ensure that all participants were doing more than discussing, but examining artifacts and/or data sources. In these meetings administrators, coaches, teachers and relevant out of the classroom service providers attended in order to assess & revise, if needed, the curriculum in place.

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

Applicable Not Applicable

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

Our system of curriculum assessment, grade meetings, worked well. Making decisions about leading curriculum and revising it when necessary is something that has been extremely well informed. Our system has kept administrators, coaches and teachers abreast of the needs in our curriculum as they arose.

In addition, the reading curriculum portion of the ELA curriculum has been extremely successful in the area of curriculum mapping. We have become great at benchmarking by level and, in turn, grade level. As a result, our reading curriculum maps are well developed. Teachers had a clear understanding of what students are expected to know how to do.

The pacing & flow of the year calendars, for both reading and writing, fostered the ordering of necessary materials and resources. Furthermore, these posted calendars made it easy to move materials around that were possessed in house. Teachers became more collaborative by way of sharing materials. Likewise, teachers were able to anticipate the gathering of materials and resources in a timely fashion.

Within the ELA curriculum, teachers had explicit direction for their role during teaching and learning. All teachers abided by, or at least knew that there was the expectation, mini-lesson format. During student independent work time teachers knew to have conferences and conduct differentiated small group instruction.

Another area of strength for our ELA curriculum was the aspect of vocabulary. In response to the lack of know how in years prior, we dedicated our inquiry team study to vocabulary. In addition, teachers participated in interschool visitations as a form of professional development. Through the latter supports, teachers were able to implement best practices of teaching vocabulary. Our ELA curriculum was enhanced in the area vocabulary.

Due to a need, middle school ELA materials were supplemented last year with abundant book orders. Teachers were able to implement the ELA curriculum with the use of current and engaging YA fiction literature. In grades K-6, teachers did a tremendous job in setting up both, leveled libraries & genre-based libraries within general education classrooms with English literate students.

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.

It has become apparent that there are two areas of our ELA curriculum that need developing, writing & teaching ELA to ELLs.

While the reading portion seems to be better developed, writing has proven to be more of a challenge. We need support in aligning our writing curriculum to the state standards. Furthermore, we need to really develop more of a curriculum map for the writing units of study that overlap each other from grade level to grade level.

During the latter portion of the 2008-2009 school year, teachers started noticing a need for more support in teaching grammar and the mechanics of writing. We are seeking to develop curriculum maps for these areas. Teachers want explicit grade level benchmarks for the writing. We have found it less simple to hold children to standards when there aren't any benchmarks for their grade level.

In 2008-2009, we have seen an influx of new arrivals and ELLs into our student population. As a school we feel less prepared to deal with the needs this population has brought. We feel that we need to work on creating benchmarks that are realistic for them. In order to accomplish this we need to obtain resources and materials for teaching our ELL students. We want to make sure that classroom teachers are making use our ESL service provider.

In order to do this we are working towards creating opportunities for articulation and professional development.

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.

Our school has a system of bi-weekly grade level professional development meetings. On alternate meetings, teacher-and-coach discourse will focus in one meeting on data analysis and inquiry, and in the succeeding meeting it takes a focus on curriculum, resources and teaching strategies.

The data available from assessment routines adopted by the school faculty is gradually changing its character. As individual conferencing and observational assessment procedures are becoming more common across the school, and are yielding more information about the thinking strategies students are endeavoring to use, the relatively shallow information yielded by numbers or letters to represent grades is being exposed. Summative grades are still used for overall goal-monitoring but teachers are realizing that they want to know more about learners in order to differentiate future learning in the best way we can.

The "Process strand" components of mathematical learning are receiving greater attention through differentiated constructed response problem-setting by teachers, and by subsequent reading, reflection and discussions at grade level meetings of what understandings, procedural fluency and communication skills are being evidenced by the learner's work.

Individual conferences and constructed response work are being assessed through a common template and rubric to both capture and contain the essence of this professional lens in data analysis. It is a highly time-consuming strategy for knowing learners, but a worthwhile one nevertheless.

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

Applicable Not Applicable

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

Grade level meeting minutes, analysis of the learning programs being now offered by teachers, whole-day professional development workshop papers, individual student assessment records maintained by teachers, and the work of individual students on widely-derived problem-solving tasks across the year's math program can all provide levels of evidence for the contentions above.

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.

There are certainly great signs across our school's math data in terms of successive annual rises in State test scores.

The hard work and collegiality of our teachers and the effectiveness of their professional support of student learning is far and away the biggest reason why these annual test results are being achieved.

Rather than take too much comfort from these external and infrequent snapshots of information, our teachers tend to look more at the daily and weekly qualitative indicators from the work students produce in their own instructional environments as more fresh, available and relevant data to influence what they need to do now with individual students.

We still have quite a considerable distance to travel together as a math faculty before the foundations of our recent work to address the issue of mathematical learning depth can really be claimed to be fully supporting a diverse, strong, vigorous and effectively-rounded total learning experience for students of mathematics.

We will continue to collaboratively research good math tasks and problems to use and incorporate within our weekly lessons. We will ask students to work independently on tasks of differing levels of difficulty, and see how they progress, with a very close eye on their 'processing' of and 'response to' the math challenges involved in each task.

We will regularly assess achievement of State Standards. We will evaluate formative and summative assessment data both individually and with our colleagues, and make time to meet and discuss how to fertilize emerging strengths and how to address gaps in understanding or proficiency within a Unit of work.

We will use digital learning opportunities to provide differentiated and engaging math contexts and tasks so that students talk and write to peers and teachers to explain what is happening mathematically with the tool they are using.

Finally, through structured conversation-based feedback to learners, we will show each of them where and how representations, connections, reasoning, problem-solving and communicating work in their favor as current and future participants in a mathematical world.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Our school used personnel as a means to assess the implementation of resources and plans that were devised during the grade level meetings. Our school used the literacy coach to establish a schedule that ensured push-in visits 4 x monthly to all ELA teachers. We also made use of our network instructional support person to assess the implementation of the curriculum planned, materials and resources. During visits to our school, she conducted walkthroughs with the administration & coach. These walkthroughs were concluded with exit meetings to discuss the findings and plan further revision of the ELA curriculum.

We used Teachers College staff developers to push-in to classrooms in grades K-5 to assess the implementation of the ELA curriculum. Staff developers' visits were instrumental in assessing the reading and writing methods of instruction. They responded by tailoring the staff

development and debriefed their findings to administration & the literacy coach.

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

Applicable Not Applicable

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

More veteran teachers in grades K-6 proved to be employing small group instruction and 1:1 conferencing. It was apparent through the work that was observed by instructional support staff. During learning walks teaching methods, mini-lesson format, small group instruction and 1:1 conferencing, were evident. Personnel were able to observe them in action and witness the systems that teachers had in place.

Student engagement in grade level K-6th was high because teachers were working very hard to implement activities that made real life connections. The types of activities were ones that allowed students to make use of skills learned through application. One example of this is the Border Crossers Program. Through this program students in grades 2-4 worked on units of study with students for other local elementary schools, making connections within their community.

In addition, teachers of 5th grade created a unit on nutrition in which students applied what they were learning by conducting seminars to Kindergarten students at the completion of the unit. This unit included aspects of physical education as well. This unit arched across the 5th grade and wasn't a solo classroom effort.

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.

Teachers working in the CTT model need more guidance on how to share the load of the small groups work and individual conferencing. As the model is quite new in grades 1, 2 & 4, more training is necessary. As our school turns entirely CTT the staff needs to become better equipped to implement CTT methods and practices. We need our understandings to change with the needs of our population. We propose to do this by providing staff development, participating in study groups and conducting inquiries.

We realize that teachers in grade 7 & 8 are employing 1:1 conferencing but now need more training to employ small groups. The majority of teachers in the 7th & 8th grade have two or less year's worth of teaching experience, we know that there is a need to further develop their understandings of best practices. We are ware that bringing outside support to supplement the in house support they are receiving is something we are working on.

While we are implementing small groups based on ability, we need more support with differentiation by multiple intelligences. We want to get better at differentiating more by learning styles and less ability "streaming". We want to ensure that teachers become familiar with the ability & intelligences matrix of differentiation. As a CTT school our Priority goal is to really ensure that teachers are creating meaningful tasks for all learners without simply "watering down" what we teach.

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.

During many visits to classrooms and through many conversations and statements with faculty colleagues, the school's coaches and administrators have made very clear that small-group instruction and individual student conferencing is the expectation of teachers' work in every math classroom.

Lesson delivery is adjusting to these expectations with some grade levels and classes making faster adjustments than others. CTT structures now provide much greater opportunity for the planning and delivery of more targeted learning to students, but these are usually available in one class at each grade level.

Frequent coaching support and occasional in-class demonstration lessons with digital math learning tools have characterized our approximations toward a more frequent use of technology in the math class.

Investments in more laptop and desktop computers have opened up opportunities here, as has the school's purchase of Elmo projection technologies. Mini-lessons and Strategy Share sessions in the math class can now be boosted by the opportunities for interactive visual models and accompanied by learner explanations of mathematical thinking, procedures and strategies (please see process strands remarks above).

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.

There are still scheduling-based questions which we are addressing presently to solve access problems and provide for more frequent individual student work with digital learning tools.

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

Applicable Not Applicable

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

Class learning environments, meeting conversation records, and assessment data reflect the statements above. The relevance of the finding can be gleaned from how teachers want their math programs to develop, and using tools and rich task problems more frequently is an aspiration of the faculty to complement print materials from publishers.

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.

The issue is an ongoing theme of math grade levels, and further development work around rich task problems is occurring now. Our November 3rd Professional development day will see rich tasks from different websites sorted and grouped within different strands by teachers across the grades, so that difficulty levels for each grade are established to help us code the work students will do in relation to the problem-solving asked by each task.

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.

Looked at new teacher hire data.

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

X Applicable Not Applicable

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

While we have had fewer teachers leaving, we still have to pay attention to teacher retention.

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.

We will continue our collaboration with New York University for student teacher placements and hire.

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.

Interview of ESL teacher and classroom teachers.

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?

The ESL teacher has attended professional development but has not had job-embedded professional development.

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

The ESL teacher will participate in job-embedded professional development and will work with classroom teachers to ensure strategies are used in the classroom.

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 has or will engage in to assess whether this finding is relevant to your school's educational program. NYSESLAT scores are reported yearly to all teachers within the first month of school. ESL groups are then formulated based on proficiency scores with differentiated instruction.

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? Evidence that supports this finding is that NYSESLAT scores are used in determining differentiated and flexible grouping of all ELLs in a pull-out model. NYSESLAT scores are shared with all teachers who use this data in their instruction using the New York State Standards. ELL students are monitored on an ongoing basis by the classroom, content area, and ESL Teacher using Acuity, authentic assessments, and Harcourt ELL Interim Assessments.

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.

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.

Discussed with staff members.

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

Applicable X Not Applicable

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

We have professional development given by the IEP teacher, meetings with staff and professional development in school on supports for students that require accommodations and/or modifications.

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

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

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

Please respond to the following questions for Key Finding 7:

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

IEP teacher trains special education teachers to specify environmental and instructional modifications on each student's IEP as necessary. In addition, IEP teacher reviews IEPs for appropriate modifications or accommodations.

Teachers are trained to write goals that modify the general education curriculum as needed for each student or to teach sub-skills that support the general education curriculum.

Behavioral goals and objectives are included in IEPs for students with counseling as a related service, written by guidance counselor, school social worker or school psychologist. A behavior intervention plan is included for students with more severe behavior issues.

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?

Evidence supporting this finding is the IEPs written by our staff.

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.

NA

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are a total of seventeen students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
Students are provided with school supplies such as book bags, books, items needed for instruction.

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.