



**P.S./I.S. 50 VITO MARCANTONIO SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 04M050**

**ADDRESS: 433 EAST 100 STREET, NEW YORK, NY 10029**

**TELEPHONE:**

**FAX:**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 04M050 SCHOOL NAME: Vito Marcantonio

SCHOOL ADDRESS: 433 E. 100<sup>th</sup> St.

SCHOOL TELEPHONE: 212-860-5976 FAX: 212-860-5912

SCHOOL CONTACT PERSON: Rebekah Marler EMAIL ADDRESS: [Rmarler@schools.nyc.gov](mailto:Rmarler@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Shyla Rivera

PRINCIPAL: Rebekah Marler

UFT CHAPTER LEADER: Monique Myrie

PARENTS' ASSOCIATION PRESIDENT: Shyla Rivera

STUDENT REPRESENTATIVE:  
*(Required for high schools)* \_\_\_\_\_

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

DISTRICT: 4 SSO NAME: Replications PSO

SSO NETWORK LEADER: John Sullivan

SUPERINTENDENT: Luz Cortazzo

**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
Rebekah Marler	*Principal or Designee	
Monique Myrie	*UFT Chapter Chairperson or Designee	
Shyla Rivera	*PA/PTA President or Designated Co-President	
Judith Gonzalez	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>	
Jeanette Then	CBO Representative, if applicable	
Cheryl Moss	Member/ Teacher	
Regina Matthews	Member/Teacher	
Vanessa Reel	Member/Teacher	
Nola Cooper	Member/Teacher	
Yessenia DeJesus	Member/ Parent	
Lucy Pacheco	Member/Parent	
Carmen Garcia	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.

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The Vito Marcantonio School is a K-8 School located in East Harlem, nestled between 1<sup>st</sup> Avenue and the East River. The school is an award-winning, empowerment school that has made significant progress over the past five years, most recently resulting in a well-developed Quality Review Report and an increase in our school report card grade from a B to an A. P.S./I.S. 50 has showed the steady improvement and solid track record required to be removed from the SINI list, effective fall 2009 after at least one decade of remaining on the list.

The school is unique in its focus on the whole child-whole community in word and deed as recognized by America's Promise Alliance in June 2007 when the school received the first Colin and Alma Powell Legacy Award and \$100,000 to support the innovative academic, personal, and collective work being done school-wide, to rectify the broken institutional systems and repair broken promises that have posed long standing obstacles for our community. Our proactive response to the January, 2007 New York Times article, East Harlem, *The Epicenter of Diabetes*, has grown to include multiple programmatic components such as Cook Shop classes, a Wellness Council, a Life Science Curriculum, and a YOUTHMARKET, all of which provide students, staff and the community with life-giving fresh produce and skill sets to grow healthier, bodies, hearts and minds. The Legacy Award enabled us to grow this into a newly funded project of a city-council funded, rooftop garden. Our rich partnerships with community based organizations such as The Children's Aid Society, City-Year, the New York Center for Autism Charter School, and Stickball Arts form a hub of holistic support for the students and families of our community by providing on-site medical, mental health, and dental care, well organized out of school activities, enriched curriculum, the Arts, Service Learning, and programs that build self-esteem.

Instructionally, teachers and staff are engaged in creative processes that mirror the innovation of the whole-community culture described above. Teachers use state and city standards and the ongoing collection of data to plan cohesive and challenging curriculum in ELA and Social Studies, and are now in year three of designing and using their own periodic assessments to monitor and support student growth. In our most recent Quality Review, the findings state, "The school has constructed a highly successful assessment strategy for reading, enabling good support to be given to students who need it, at all levels. The cabinet uses data analysis well to identify and take action where the performance of grades, classes and groups of students need improvement. Teachers use data well to differentiate learning activities for individual students and groups within their classes."

A major strength of the school is its approach to professional development which focuses on utilizing external support and building capacity in-house through the use of Lead Teachers, Teacher Mentors, and the growth of a school-designed Teacher Center slated to open in 2009. The greatest percentage of school resources is devoted to Training and Professional Development. In the fall of 2007, the school received the inaugural Diane Snowball Professional Development Award in recognition of its work in professional development.

Most recently, the school has engaged in a comprehensive reform effort to improve the performance and progress of the Middle School Students by securing a grant from the GE Foundation and using the research based methodologies of AVID (Achievement via Individual Determination) across classrooms and content areas for all students in Grades 6-8.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

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

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 050 Vito Marcantonio								
<b>District:</b>	4	<b>DBN:</b>	04M050	<b>School BEDS Code:</b>	310400010050				
DEMOGRAPHICS									
<b>Grades Served:</b>	Pre-K		3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
<b>Enrollment</b>	<b>Attendance - % of days students attended:</b>								
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		89.1	91.3	TBD		
Kindergarten	36	31	29	<b>Student Stability - % of Enrollment:</b>					
Grade 1	49	35	34	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	56	57	29		88.5	88.3	TBD		
Grade 3	53	64	66	<b>Poverty Rate - % of Enrollment:</b>					
Grade 4	51	53	54	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 5	62	55	51		85.2	85.9	TBD		
Grade 6	82	59	45	<b>Students in Temporary Housing - Total Number:</b>					
Grade 7	70	70	57	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 8	44	61	72		7	27	TBD		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	5	1		
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	2	1	1	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Total	505	486	438						
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	46	55	49	Principal Suspensions	59	60	TBD		
# in Collaborative Team Teaching (CTT) Classes	48	46	45	Superintendent Suspensions	44	66	TBD		
Number all others	46	30	28	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
<b>English Language Learners (ELL) Enrollment:</b>				Early College HS Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<b>Number of Staff - Includes all full-time staff:</b>					
# in Transitional Bilingual Classes	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	58	53	TBD		
# receiving ESL services only	58	49	41						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
# ELLs with IEPs	2	4	24	Number of Administrators and Other Professionals	12	15	TBD	
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	3	TBD	
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>				
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	1	1	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD	
				% more than 2 years teaching in this school	39.7	50.9	TBD	
				% more than 5 years teaching anywhere	39.7	50.9	TBD	
<b>Ethnicity and Gender - % of Enrollment:</b>								
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	69.0	85.0	TBD	
American Indian or Alaska Native	0.6	0.0	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED	85.9	100.0	TBD	
Black or African American	40.0	38.3	35.2					
Hispanic or Latino	56.4	57.4	60.3					
Asian or Native Hawaiian/Other Pacific Isl.	1.8	2.1	2.1					
White			0.7					
<b>Male</b>	52.3	55.3	55.9					
<b>Female</b>	47.7	44.7	44.1					
<b>2009-10 TITLE I STATUS</b>								
√	Title I Schoolwide Program (SWP)							
	Title I Targeted Assistance							
	Non-Title I							
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10	
				√	√	√	√	
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>								
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:							
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>								
	<b>Phase</b>				<b>Category</b>			
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive		
	Improvement Year 1							
	Improvement Year 2							
	Corrective Action (CA) – Year 1							
	Corrective Action (CA) – Year 2							
	Restructuring Year 1							
	Restructuring Year 2							
	Restructuring Advanced							

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
<b>Individual Subject/Area AYP Outcomes:</b>								
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>				
ELA:		√		ELA:				
Math:		√		Math:				
Science:		X		Graduation Rate:				
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>								
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>				
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target	
<b>All Students</b>	√	√	X					
<b>Ethnicity</b>								
American Indian or Alaska Native		-	-					
Black or African American	√	√						
Hispanic or Latino	√	√						
Asian or Native Hawaiian/Other Pacific Islander	-	-	-					
White	-	-						
Multiracial								
Students with Disabilities	√sh	√	-					
Limited English Proficient	√	√	-					
Economically Disadvantaged	√	√						
<b>Student groups making AYP in each subject</b>	6	6	0					
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>								
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>				
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR			
<b>Overall Score:</b>	86.5			<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>				Quality Statement 1: Gather Data				
School Environment:	8.3			Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	19.2			Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise				
Student Progress:	50							
<i>(Comprises 60% of the Overall Score)</i>								
Additional Credit:	9							
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>				
√ = Made AYP				Δ = Underdeveloped				
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features				
X = Did Not Make AYP				√ = Proficient				
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed				
				◊ = Outstanding				
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.								
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.								
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>								

## 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?
- 

### Student Performance Trends:

Students at PS/IS 50 have historically performed higher in Mathematics than English Language Arts. Although this held true in the most recent analysis of data from 2008-2009, student progress and the increase in ELA performance was approximately seven percent higher than the increase in Math performance. Student performance on the New York State ELA Exam increased by approximately 21% from 31.5 % to 52.9% and by 14% on the New York State Math Exam from 52% to 66.6%. The percentage of students making at least one year of progress in ELA increased by 11% and the percentage of students making at least one year of progress in Math increased by 2.6%. The percentage of students in school's lowest third making at least one year of progress in ELA was 96.0, an increase of 12.5 percent from the previous year. The percentage of students in the school's lowest third making at least one year of progress in Mathematics was 73.7, an increase of 5.3 % from the previous year. This analysis reveals a similar trend to previous years in that although students are performing at higher levels in Mathematics than ELA, their performance rate in Mathematics is not increasing at the same rate.

A needs assessment conducted by the inquiry team in the end of 2007-2008 regarding teachers' observations of students' areas of greatest need was in the area of spelling across the grades. The team launched a 2008-2009 focus on spelling development school-wide by identifying a sample of students for research from the subgroup of Special Education Students who had significant struggles with spelling based on teacher assessments and standardized measures. The team established the following goal for their work:

- By the midpoint of our intervention, 100% of the students will move at least two points beyond their baseline spelling feature score.
- By the endpoint of our intervention, 100% of students will be able to hear and represent the long vowel sounds in writing. Students will receive credit on the Spelling Inventory for demonstrating this skill.

We were able to achieve this goal and as a result have reached our desired state of spelling instruction which is characterized by a school wide, unified approach to teaching spelling and its related components, which springs from collaboration between teachers and across grades, continuity of curriculum and expected outcomes across grades, a unified approach to planning, delivering and adapting a curriculum model, and ongoing and measurable improvement in the spelling and language skills of students in grades K-5.

An analysis of student performance data in ELA reveals that student scores in Grades 3 and 4 across the past three years has been consistently lower than students in Grades 5-8, while the opposite is true in Math (with the exception of Grade 5 and 6): student performance was in the same range as Grades 3 and 4 in Mathematics in 2008. Special Education students continue to be significantly below grade level on standardized and teacher created assessments across the grades while English Language Learners continue to increase in performance and progress.

#### **Our Greatest Accomplishments:**

-Removal from the SINI list after at least 10 years as a SINI school.

**The PS/IS 50 Community has made significant strides in increasing student achievement over the past few years. Some of the most significant achievements and successes were identified in the well-developed quality review report from 2007-2008:**

- The school has constructed a highly successful assessment strategy for reading, enabling good support to be given to students who need it, at all levels. The cabinet uses data analysis well to identify and take action where the performance of grades, classes and groups of students need improvement.
- Students have clear individual goals and know the actions they need to take to reach them, and they review these regularly in conference with their teachers.
- Parents receive good information about the achievement and personal development of their children. Teachers use data well to differentiate learning activities for individual students and groups within their classes.
- The changes brought about by the principal have created a high level of trust and a climate of collaboration among staff. Professional development has been extremely well thought out, with support carefully matched to the school's and staff needs.
- The school's partnerships, particularly linked to those in the community, focus very well on helping parents to support their children's education and well-being. The school is highly reflective on its practices and plans collaboratively for its development, using contributions from staff at all levels.
- The principal's commitment and drive have led to a clear and shared vision for the school's development and a staff with very good capacity to improve further.
- The school increased student performance and progress, and data reflecting the school culture enough to achieve a B on the Progress Report.

#### **Significant Barriers to Continuous Improvement:**

The obstacles that pose the greatest obstructions to the continuous improvement and growth of the community are the retention of experienced staff who share the commitment and vision of the school, the challenges faced in creating active parent participation and student attendance rates. This year we experienced a significant improvement in staff retention with only three new staff members. We continue to experience challenges in engaging parents on a consistent basis in our school-world. Chronic absenteeism is a major challenge that we face at PS/IS 50. The Center for New York City Affairs at the New School issued a report, *Strengthening Schools by Strengthening Families: Community Strategies to Reverse Chronic Absenteeism in the Early Grades and Improve Supports for Children and Families*, which documents high rates of chronic absenteeism at the elementary school level. According to the findings, 206 students in grades K– 8, or 39.1 percent of students at the Vito

**MAY 2009**

Marcantonio School (P.S./I.S.50), during the 2007 - 08 school year were “chronically absent”, meaning that they missed more than 10 percent of the school year. In New York City, this is approximately 20 days or more of school. By the conclusion of the school year we had decreased the number to approximately 79 students, but we continue to face the same challenges. Our efforts at improving nutrition and health concerns have yielded positive results and we look forward to expanding them as an access point to incorporating parents and community members into our work on an ongoing basis.

## 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.

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1. Within one year to date of this Comprehensive Educational Plan (CEP), student performance on the New York State Math Exam will increase by 5% and the percentage of students making at least one year of progress as measured by the New York City Department of Education Metrics by 5% as a result of teachers using data and support from the Math Inquiry Team, receiving professional development and support that enables them to use data to provide targeted instruction based on student's needs. Students will demonstrate level three performance on daily work (RSAs) and end of unit exams over the course of 8 consecutive months as evaluated by the Design Your Own Assessment program that is reported to the community five times each year.

2. Within one year to date of this Comprehensive Educational Plan (CEP), the Attendance Committee will increase student attendance school-wide by 3% by monitoring the progress of student's attendance, making outreach to parents/guardians educating them about ramifications of chronic absenteeism/ providing support, and following up with them on a regular basis. Students who are identified as chronically absent will provide a doctor's note after each absence and come to school on time 5 out of 5 days per week over the course of 10 consecutive months as evaluated by attendance records.

3. Within one year to date of this Comprehensive Educational Plan (CEP), the Administration and the School Based Support Team will work to improve the perceptions of safety, respect and communication within the school community by using an action plan that will incorporate the parents, students and teachers to reduce unwanted negative behaviors. Students who have previously violated the discipline policy of New York City will not commit offenses after 5 sessions of direct intervention with continuous monitoring over a 10 month period as evaluated by occurrence reports, Principal /Superintendent Suspensions, and the results of the New York City Department of Education School Environment Survey from its current rate to at least 7.2 out of 10 for perceptions of SAFETY and to 6.7 for Communication.

4. Within one year to date of this Comprehensive Educational Plan (CEP) student performance on the New York State English Language Arts Exam will increase by 5% and the percentage of students making at least one year of progress as measured by the New York City Department of Education Metrics by 3% as a result of teachers using data and support from the English Language Arts Inquiry

Team, receiving professional development and support that enables them to use data to provide targeted instruction based on student's needs. Students will demonstrate level three performance on teacher-designed assessments of reading and writing strategies and skills as well as timely progress through the reading levels that correspond to their grade level for at least 8 consecutive months as evaluated by the Design Your Own Assessment program that is reported to the community five times each year.

## SECTION VI: ACTION PLAN

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Within one year to date of this Comprehensive Educational Plan (CEP), student performance on the New York State Math Exam will increase by 5% and the percentage of students making at least one year of progress as measured by the New York City Department of Education Metrics by 5% as a result of teachers using data and support from the Math Inquiry Team, receiving professional development and support that enables them to use data to provide targeted instruction based on student’s needs. Students will demonstrate level three performance on daily work (RSAs) and end of unit exams over the course of 8 consecutive months as evaluated by the Design Your Own Assessment program that is reported to the community five times each year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Math Inquiry Team</u></p> <ul style="list-style-type: none"> <li>• Begin an elementary and middle school inquiry team focusing on promoting student achievement in math.</li> <li>• In early 2010, math inquiry teams will begin work. Using data, each group of teachers will choose a targeted sub-group and focus of intervention. Periodic assessments will be used to evaluate effectiveness of instructional strategy.</li> </ul> <p><u>Instructional Focus on Math</u></p> <ul style="list-style-type: none"> <li>• In September we began an elementary and middle school extended day program for grades 2-8 using Everyday Math and Impact Math.</li> <li>• Interested teachers applied for this per session activity. Classroom teachers were matched with their students when possible. Students were invited to attend and grouped based on their previous year’s math test scores and performance in math.</li> <li>• Ongoing school-wide initiative to build math literacy through the use of math word walls</li> </ul>

and visual aids.

- In 2009, extended time instructional focus will shift from ELA to Math. Students will be in small groups (6-10) and work with their classroom teacher on strengthening areas of need in math understanding. All teachers in the school have a small group for extended time sessions, Monday through Thursday.
- School-wide implementation of Voyager Math and V-Math Live will take place to provide support and intervention for all students.
- Middle School Scheduling provides additional math periods each week for all students in need.

#### Using Math Data

- ACUITY predictive exams for math will be used to target student needs/weaknesses in math and to group students for intervention strategies/
- Classroom teachers use Everyday Math (K-5), Connected Mathematics (Gr. 6) and Impact Math (Gr. 7& 8) to guide instruction and ensure that math instruction is aligned with NYS and NYC standards for math performance. Periodic formal assessments (typically one per month) are used to inform ongoing instruction.
- Teachers will use data from 2009 NYS exams to inform instruction for the school year.
- All teachers of math will meet with a member of the Instructional Team (Lead Teacher, Math Coach, Coach/Mentor) to discuss testing data and create an action plan for meeting the needs of each of the students in the class.
- In 2009, Math coach initiated regular, monthly meetings with grades K-5 to assess student/teacher needs for resources, instructional materials and professional development/coaching.
- Data meetings about math to be held monthly starting in December.

#### Professional Development and Support

- P.S. 50 has a Math Coach/Lead Teacher who responds to the math-related professional development needs of the teaching staff on an ongoing basis. This staff member provides curriculum support as well as professional development workshops after school, lunch and other scheduled times.
- For a fourth year, P.S. 50 continues its collaboration with the NYU Partnership, a project that provides ongoing support for new teachers as well as teachers-in-training placed at the school. The Partnership holds its Early Career Workshops on site from December through March (5 sessions in all).

	<ul style="list-style-type: none"> <li>• Middle School Planning Grant Committee will incorporate an analysis of Middle School Student's needs in Math and pilot additional support for targeted needs with the assistance of consultants and the school-based team.</li> <li>• Middle School received a significant amount of funding from the GE Foundation to strengthen teacher practice and student performance in Mathematics.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>C4E funding used to expand Math Coaching.  Title I used to fund professional development for Coach and Teachers as well as per session offerings for targeted students.  Staffing ratio for Middle School must be increased to accommodate additional periods of instruction for targeted students in Math.  Significant funding for this area of improvement and growth comes from the GE Foundation Grant (One million dollars over four years, so \$250,000 is devoted to the program this year.)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <u>Indicators of Progress</u>: Inquiry team will meet bi-weekly. Team will design appropriate pre and post intervention assessments to monitor progress and adjust intervention strategies accordingly. Goal for the Math inquiry team is to increase student achievement in 75% of targeted population.</li> <li>• <u>Indicators of Progress</u>: Voyager Math is taught 3-4 periods per week during the extended time period as well as regular school day instructional periods to accelerate the learning of the students who participate.</li> <li>• <u>Indicators of Progress</u>: Teachers submit math data to coach on a monthly basis. ACUITY assessments for math administered twice during the winter and spring months.</li> <li>• <u>Indicators of Progress</u>: Math Coach and Mentor hold regular consultations with staff members. Participants in professional development workshops complete exit slips to provide feedback.</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Within one year to date of this Comprehensive Educational Plan (CEP), the Attendance Committee will increase student attendance school-wide by 3% by monitoring the progress of student’s attendance, making outreach to parents/guardians educating them about ramifications of chronic absenteeism/ providing support, and following up with them on a regular basis. Students who are identified as chronically absent will provide a doctor’s note after each absence and come to school on time 5 out of 5 days per week over the course of 10 consecutive months as evaluated by attendance records.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Structures and Systems to accomplish the goal:</u></p> <ul style="list-style-type: none"> <li>➤ Development and use of system that enables close monitoring of K – 6 attendance rosters and middle school attendance throughout the day. Specifically, school aides’ schedules are arranged to accommodate the timely transport of data, and an absence list is generated by 11 a.m. upon which teachers note any inaccuracies in the data based on their own observations of student attendance which is then rectified. Pupil Accounting Secretary and Attendance Teacher will track K- 8 attendance on a daily basis.</li> <li>➤ Parents are encouraged to send all students to school during extended time as an intervention for academics and an intervention for attendance and tardiness. One of our community based partners, the City Year Organization has formed a team that track each student who is struggling with arriving on time and late and they follow up with the School based support team to provide any necessary interventions.</li> <li>➤ The school will also monitor the progress of the students’ attendance by looking at the attendance weekly and ensuring that the following protocols are in place: <ul style="list-style-type: none"> <li>Blue emergency cards should have correct contact information</li> <li>Students must hand in doctor’s notes.</li> <li>Parents should write a note excusing every absence.</li> <li>Attendance Teacher reviews the attendance data and relate it to the attendance committee to find resolution.</li> </ul> </li> <li>➤ The attendance committee will meet and discuss plans to address attendance issues including the planning of special incentive programs that may include the following: <ul style="list-style-type: none"> <li>• Public celebration of high attendance for students and classes on the school bulletin board.</li> <li>• Attendance assemblies wherein students receive incentives such as whole class parties/luncheons.</li> </ul> </li> </ul> <p><u>Outreach Efforts to accomplish the goal:</u></p>

	<ul style="list-style-type: none"> <li>➤ Follow up letters are sent to parents to ensure the children are present every day. The attendance coordinator comes in three times a week to target the needs of the community by making phone calls and home visits.</li> <li>➤ The Children’s Aid Society (our partner as a community school) is devoting special effort to addressing the chronic absenteeism rate with us by utilizing a variety of medical, mental, and social services available through their agency. The work of the DOE Parent Coordinator, the CAS Community Organizer and CAS social workers will be combined in an “all hands on deck” approach that includes conducting home visits, referrals to the social work staff and out of school time programs such as after school, holidays and summer. CAS will also involve the support of other programs with their organization such as the Office of Public Policy and Client Advocacy to assist families that may be in need of support in dealing with external systems such as the Administration of Children Services. PS 50 staff meets with CAS Directors on a weekly basis to provide information regarding families who need additional support after they are targeted through our systemic monitoring and outreach efforts.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>AIDP funding is being used to supplement the costs of creating a comprehensive attendance program. The Children’s Aid Society funds a substantial portion of our efforts to address chronic early absenteeism.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Review of attendance data daily, weekly, and monthly and analysis of trends will indicate a steady increase in the attendance percentage.</li> <li>• Reports from CAS regarding progress of chronically absent youth.</li> <li>• Teacher observation and data review regarding lateness</li> </ul>

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Within one year to date of this Comprehensive Educational Plan (CEP), the Administration and the School Based Support Team will work to improve the perceptions of safety, respect and communication within the school community by using an action plan that will incorporate the parents, students and teachers to reduce unwanted negative behaviors. Students who have previously violated the discipline</p>
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	<p>policy of New York City will not commit offenses after 5 sessions of direct intervention with continuous monitoring over a 10 month period as evaluated by occurrence reports, Principal /Superintendent Suspensions, and the results of the New York City Department of Education School Environment Survey from it's current rate to at least 7.2 out of 10 for perceptions of SAFETY and to 6.7 for Communication.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Increase response rate to survey throughout the school:</u>  The school will implement an upgraded action plan that will enhance the participation of Parents and teachers in the NYCDOE Environment Survey. Administration and teachers will target all parents in general and new parents in particular to participate in the survey in a timely manner. Administration and UFT Chapter Leader will encourage all teachers in general and new teachers in particular to participate and complete surveys in a timely manner. Participants will be asked to complete and mail surveys within one week of receiving them. Additional actions are as follows:</p> <ul style="list-style-type: none"> <li>• School administrators will host a family gathering and pass out surveys.</li> <li>• The SBST will pass out surveys during parent/teacher conferences.</li> <li>• Teachers will display an incentive chart for classes who complete the most surveys.</li> <li>• UFT Chapter Leader will meet with all teachers to explain the importance of teacher participation and the impact it has on our school environment.</li> </ul> <p><u>Addressing the heart of the issue:</u></p> <ul style="list-style-type: none"> <li>• Using data from the last two years, the School Based Support Team will work with students (particularly in the Middle School) to target the source of the problem students perceive in these areas. Administration will work with the Children's Aid Society and our SBST to address the issue of bullying in a systemic and measurable way. The middle school advisory program and lower school curriculum will focus on resolving issues that students identify as most problematic to their overall sense of safety and well being within the school.</li> <li>• The VMACA Leadership Team/AVID Site Team will develop norms governing school culture and implement non-negotiable rules and consequences that are married to an advisory program that strengthens individual development and collaborative/group understanding and positive functioning.</li> <li>• Administration will present an anonymous survey to staff that addresses issues identified in the previous two years in their most current state and, using the results, will make a plan of action that will increase the level and quality of communication, safety, and respect.</li> <li>• The UFT Consultation Committee in collaboration with the administration will use the newly</li> </ul>

	<p>created 'covenant' that guides the social-emotional aspects of inter-staff communication to improve the culture of the school.</p> <ul style="list-style-type: none"> <li>• Parents will be consulted regularly by our parent coordinator, and Director of Student Life regarding issues of importance and concern to them.</li> <li>• Middle School Planning Grant Committee/Team will incorporate findings from surveys of students into the planning of advisory curriculum and structures to target identified needs.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>This goal requires no additional funding other than the use of parent involvement funds for Title I to provide forums for parents to present concerns and receiving training and support from staff at the school.</p> <p>Funding from the GE Grant for the VMACA Program enables the AVID SITE TEAM to meet about their primary academic focus to strengthen Math and Science which also enables them to address issues of school culture that are necessary to strengthen in order to improve academic success.</p> <p>Additional efforts of the Children's Aid Society described above are not driven by the DOE Budget.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>-Pre and post anonymous staff survey will be given and analyzed for progress and areas of concern among staff.</p> <p>-Pre and post anonymous student survey will be given (late Fall and early Spring) and analyzed that enables us to target and track the improvement of areas of greatest concern for students.</p> <p>-Results of Environment survey will increase in targeted areas based on goal above.</p>

**ELA**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Within one year to date of this Comprehensive Educational Plan (CEP) student performance on the New York State English Language Arts Exam will increase by 5% and the percentage of students making at least one year of progress as measured by the New York City Department of Education Metrics by 3% as a result of teachers using data and support from the English Language Arts Inquiry Team, receiving professional development and support that enables them to use data to provide targeted instruction based on student's needs. Students will demonstrate level three performance on teacher-designed assessments of reading and writing strategies and skills as well as timely progress through the reading levels that correspond to their grade level for at least 8 consecutive months as evaluated by the Design Your Own Assessment program that is reported to the community five times each year.</p>
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**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

ELA Inquiry Team

- Inquiry Team provides guidance to grade level leaders and every teacher regarding data that provides detailed information regarding student performance on standardized measures ( for testing grades) and using teacher collected and analyzed data ( for K-2) that enables teachers to group students during balanced literacy according to targeted areas of need.
- The Inquiry Team is beginning their needs assessment and preliminary results reveal that the school wide focus will likely be on a subset of writing skills that continue to challenge students across grades.
- The ELA Inquiry Team will support the maintenance and ongoing improvement of a school-wide spelling curriculum that will be monitored to support strategic grouping of students within the four modules of the school year.
- Inquiry team will collect monthly reading levels data provided by classroom teachers to determine student growth and support teachers in designing effective interventions to ensure continuous growth for all students.

Professional Development and Support

- Professional coaching and curricular support for teachers by an ELA Lead Teacher and Data Specialist. Teachers also receive substantial training and development from consultants on a weekly and monthly basis in ELA and Special Education related needs as it pertains to Literacy Instruction and Learning.
- All professional development and support is geared around a sustainable cycle of REFLECT- PLAN-TEACH –ASSESS. Observations use this framework to provide teachers with specific areas of growth and explicit expectations for their performance and student's growth. The development of the curricular maps is married to the process of collecting data and thus every support structure for Professional Development exists and falls within each stage of the cycle.
- Curricular support and resources made available in organized fashion for all teachers in newly formed WIKI SPACES website.
- All staff will receive training to support their participation on grade level and cross-grade inquiry teams.
- Middle School Planning Grant Committee will incorporate an analysis of Middle School Student's needs in ELA and pilot additional support for targeted needs with the assistance of consultants and the school-based team.
- AUSSIE writing specialist will support teachers in creating a cohesive and incremental writing curriculum across grades K – 8. Using common language, common strategies and writing genres.

#### Using ELA Data

- Year is subdivided into four distinct modules and five distinct assessment periods which enable us to create interim points for assessing and sharing data with teachers and families school-wide.
- School-wide emphasis on student practice and improvement in reading is being facilitated through the use of the 100 Book challenge/American Reading online program. Teachers and administration consistently update student proficiency and practice data and compare and analyze across classes and grade levels to provide necessary support for teachers and students.
- Data to be kept in Teacher's Student Assessment Binders to facilitate regular and ongoing collaboration and discussion of growth trends and areas of identified challenge and weakness. The teachers collect and maintain the data and the staff developers/administrators review it and use the binders as a springboard for grade level meeting discussions and initiatives for improvement.
- Data is used to regroup students according to areas of targeted need. Teachers create flexible groups using this data and change the groups at specified times that are pre-established at the beginning of the year (in this case once each month after reading assessments are completed) so that they can provide targeted support and enrichment for all students.
- Student progress is also tracked by teachers during bi-weekly reading and writing conferences.
- Students are engaged in the transparent assessment process by working with the teacher to develop their own specific learning goals which are then kept in student folders to enable students to use them as tools on a daily basis for their work.

#### Instructional Focus On ELA

- Entire school has developed an English Language Arts Curriculum Map that integrates Social Studies and ELA Standards. Grade level teams and vertical planning teams continue to use a specific framework and process for revising plans and materials that are part of an outcome based, assessment driven approach to designing curriculum. Teachers and staff developers and administration meet regularly at pre-established points of time to discuss progress at interim levels of assessment and how this information can drive the refinement of the next module's plans.
- After-school test preparation course is offered across the grades that targets the needs of students based on data from inquiry team.
- Middle School Vertical Planning Team meets regularly and has module specific goals they work towards for ensuring continuous progress for all students.

	<p>Specific areas of focus include developing sustainable, effective models for differentiating instruction in ELA during each teaching block and designing all experiences to be assessment based for every student.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>C4E funding is used to provide Teacher Mentoring and curriculum/practice support in ELA. Title I funding is used to provide a variety of the services described above. Scheduling throughout the school was done strategically to enable all grade level team meetings and vertical meetings in the middle school to be accomplished on a daily and weekly basis. Work of the consultant in Writing is sponsored through the GE Foundation Grant because it is targeting Middle School student's writing in Math and Science.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>ELA Inquiry Team</u>: Pre and post assessments will be given to students in the school-wide inquiry process relating to spelling development. Records of inquiry team and teacher participation and contributions will be reviewed at 4 points throughout the year. The goal for the ELA Inquiry Team is to increase the achievement of 75 % of the targeted group.</p> <p><u>Professional Development and Support</u>: Teachers will be informally surveyed regarding the support they are receiving at least once each month during grade level meetings and vertical planning meetings. Professional Development and support will also be reviewed based on projected gains for students whose teachers are working towards specific outcomes with staff developers.</p> <p><u>Using ELA Data</u>: ACUITY will be reviewed at 3 points throughout the year in the testing grades to observe progress. Student progress across all grades is reviewed each month in Data Talks within grade levels and across grades in the middle school. Interim benchmarks are established within the Design Your Own Assessment Framework and parents receive information regarding the student's progress towards goals at 5 points throughout the year. Students will be assessed daily, weekly, and monthly in their progress towards achieving ELA state standards and interim benchmarks. We project that 70 % of all students will demonstrate mastery of 70% of identified state standards in Literacy based on this assessment process.</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	29	29	N/A	N/A	1	0	1	10
1	30	30	N/A	N/A	2	0	3	12
2	28	28	N/A	N/A	2	0	5	7
3	66	66	N/A	N/A	2	2	2	6
4	55	55	0	55	0	2	1	9
5	51	51	0	51	2	0	2	0
6	63	63	0	63	4	0	5	10
7	55	55	27	55	0	0	0	4
8	88	88	23	88	3	0	3	9
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**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b>  The forms of AIS services are as follows ( K-5): <b>Reading Recovery</b> using running records discrimination between the child’s use of meaning and visual structure cues; <b>Multisensory Phonics Programs</b> which focus on the child’s sounds , phrases ,and sentences; <b>Writing Circle</b> which helps students brainstorm an oral rendition of what they are going to write before writing a rough draft; <b>Extended Day Academic Intervention</b> which provides targeted small group instruction (4 days a week for 37 ½ minutes), <b>At-Risk Speech Services</b> for students as needed, <b>At-Risk Small Group</b> targeted instruction by a special educator and <b>Targeted Spelling Groups</b> (4 days a week for 30 minutes) .</p> <p><b>Middle School: A.V.I.D</b> provides targeted instruction to twenty seven 7<sup>th</sup> graders and twenty-three-8<sup>th</sup> graders (5 days a week for 53 mins. during the school day), <b>At-Risk Small Group</b> targeted instruction by a special educator, (3 times a week for 53 min during school day for students who are at-risk.), <b>Test Preparation</b> (3 times a week after-school), homework help (3 times a week after school), Small group differentiated instruction for ELL students is offered by ESL Teacher.), and <b>At-Risk Speech Services</b> for students as needed.</p>	<p>All Services are provided one on one and in small groups on a daily basis. Test Preparation is offered after school and on selected weekends.</p>
<p><b>Mathematics:</b>  The forms of AIS Services are as follows (K-5):  <b>V-Math Live</b> which is a on-line tutorial program geared for grades K-through 8 that works to enhance and strengthen student’s problem solving, number sense, order of operations, and computation skills, <b>At-Risk Small Group</b> targeted instruction by a special educator, (3 times a week for 53 min during school day for students who are at-risk.), <b>Test Preparation</b> (3 times a week</p>	<p>All services are provided between 4-5 times a week during the school day.</p>

<p>after-school), homework help (3 times a week after school).</p> <p><b>Middle School:</b> Mathematics Intervention is provided to Middle School Students identified through data analysis and teacher recommendation in small groups of students with targeted needs.</p> <p><b>Voyager Mathematics</b> in groups fewer than 10 students (3 times a week within the school day), <b>V-MATH</b> is a remedial math program for students who are in need of at-risk intervention, <b>At- Risk Small group targeted instruction</b> by a special educator, (3 times a week for 53 min during school day for students who are at-risk.), <b>test preparation</b> (3 times a week after-school), <b>Homework Help</b> (3 times a week after school), and <b>A.V.I.D</b> provides targeted instruction to twenty seven 7<sup>th</sup> graders and twenty-three-8<sup>th</sup> graders (5 days a week for 53 mins. during the school day).</p>	
<p><b>Science:</b> One to One tutoring is offered based on student needs.</p>	<p>3 times a week during and after school.</p>
<p><b>Social Studies:</b> Small group differentiated instruction for at risk students is ongoing based on assessments that target students specific content area needs and reading support necessary to achieve success. 1 day a week by special educator.</p>	<p>Middle School-Offered one day a week during the school day by Special Educator. Lower grades- AIS in Social Studies is offered at least 3 times each week during the school day.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b> The School Guidance Counselor collaborates with all members of the school community to develop and deliver a data driven program that supports every student's academic, career and personal / social development. The At risk services they provide are as follows:</p> <ul style="list-style-type: none"> <li>• supports student success through monitoring development of study and test taking skills;</li> <li>• contributes to improving student attendance;</li> <li>• Supports families in acquiring services from community based organizations (in-house and off-site) that address their specific needs.</li> <li>• ensures students receive Academic Intervention Services ( AIS) ;</li> <li>• assures students and families have knowledge of an access to promotion and graduation requirements;</li> </ul>	<p>Services are offered on a daily basis during the school day in addition to the mandated provision of services as indicated by IEPS. School Based Support Teams/Child-Based Study once a week during team meetings.</p>

<ul style="list-style-type: none"> <li>• focuses on increasing graduation rates;</li> </ul> <p>Uses data informed practice to increase opportunity and promote achievement of IEP Goals that are driven by teacher observations and Guidance Counselor Input. Supports teachers in their work with students.</p>	
<p><b>At-risk Services Provided by the School Psychologist:</b>  The school social worker provides services prior to formal evaluations. These interventions primarily include individual and group counseling aimed at improving interpersonal relationships, strengthening coping mechanisms during crisis, developing self-esteem and self-discipline, and learning how to solve peer conflicts</p>	<p>Services are offered on a daily basis during the school day in addition to the mandated provision of services as indicated by IEPS.</p> <p>School Based Support Teams/Child-Based Study once a week during team meetings.</p>
<p><b>At-risk Services Provided by the Social Worker:</b>  The school social worker provides services prior to formal evaluations. These interventions primarily include individual and group counseling aimed at improving interpersonal relationships, strengthening coping mechanisms during crisis, developing self-esteem and self-discipline, and learning how to solve peer conflicts, and referrals as needed for more therapeutic services which are monitored through on-going communication with parents, guardians, and CBO Providers.</p>	<p>Services are offered on a daily basis during the school day in addition to the mandated provision of services as indicated by IEPS.</p> <p>School Based Support Teams/Child-Based Study once a week during team meetings.</p>
<p><b>At-risk Health-related Services:</b>  Students who are identified with asthma are serviced on an on-going basis. The schedules are planned visits based on the severity, compliance, comprehension of medication, and acute exacerbation. Based on the students health needs, they are serviced weekly, bi-weekly, or on a monthly basis. These services have proven to decrease acute visits, school absenteeism, and ER visits.</p>	<p>Based on the students health needs, they are serviced weekly, bi-weekly, or on a monthly basis</p>

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

*NCLB/SED requirement for all schools*

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

### **Part I School ELL Profile**

#### **A. Language Allocation Policy Team Composition**

The Language Allocation Policy team consisted of Principal Rebekah Marler, Assistant Principal Ayo Mendez-Swavy, Assistant Principal Dr. Mable Elliot, Parent Coordinator Lisette Rios, Teaching Coach Noelle Dunn, Teaching Coach John Sasko, ESL Teacher Leia DeSousa, UFT Representative Monique Myrie, Classroom Teacher Nola Cooper, Classroom Teacher Vanessa Reel, and Math Teacher Cheryl Moss, and Parent Association Representative, Shyla Rivera.

#### **B. Teacher Qualifications**

During the 2009-2010 school year there are two certified ESL teachers. One is also a certified Foreign Language teacher. Teacher certification is available upon request. One of the ESL teachers and several classroom teachers speak Spanish. They are thus able to provide extra help and guidance in many of the students’ native language.

#### **C. School Demographics**

There are currently 437 students enrolled. Of those, 46 students are ELLs for a 10.5% ELL population.

### **Part II ELL Identification**

**1. Describe how the steps followed for the initial identification of those students who may possible be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).**

Possible English Language Learners (ELLs) are identified through several steps. First, the secretary checks for cumulative records from other schools. Parents who are enrolling students in New York City for the first time are administered the Home Language Identification Survey (HLIS) by the ESL teacher or the parent coordinator, both of whom are trained in administering the survey. Students whose parents who record another language on the survey for at least one of the first four questions and two of the last four questions, are then given an informal interview. The informal interview is used to determine whether the student speaks a language other than English. All students who have qualifying HLIS forms and who, as determined through the informal interview, speak a language other than English are given the formal initial assessment, the LAB-R. Those students who speak Spanish are also given the Spanish LAB. The LAB-R is administered by a certified ESL teacher. The Spanish LAB is

administered by the Parent Coordinator and the ESL teacher, both qualified to administer the test. Those who score within the prescribed range are accepted as ELLs.

In the spring of each year all ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Students are tested in grade level groups for all tests except the speaking test, during which each student is tested individually. All tests are administered according to official testing guidelines. In addition to the certified ESL teacher other classroom teachers, coaches, and/ or related service providers help to administer the test as necessary according to the official testing schedule. These same teachers evaluate the writing portion of the test, following the procedures and rubrics given by the Pearson testing company.

**2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, timelines.**

In order to ensure that parents understand all three program choices, the three ESL models are explained in detail during parent orientations. Parents receive the program pamphlet and watch the video in their native language when available. Several parent orientations are offered in both morning and evening sessions throughout the year; each is conducted within ten days of a student's initial enrollment. A Spanish and a French speaker are available at every parent orientation for to ensure parents have the opportunity to discuss the program options in their native language. This year there has not been a need for interpreters of any other language to be present.

**3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned.**

Parent letters (entitlement and non-entitlement) and brochures detailing the program choices are sent out in both English and the home language in the beginning weeks of school, as eligibility is determined, or within ten days of a new student's enrollment (for those students who enroll late in the year). Parent surveys and selection forms are collected during orientation from those parents who attend the orientation or from the student. In accordance with DOE guidelines, several rounds of entitlement letters are sent out to ensure that all parents select the language program they feel is right for their child. The ESL teacher and parent coordinator contact parents by phone in addition to sending letters to ensure that parents have received letters, know about the orientation, and that all efforts are made to set up meetings according to parents' availability.

**4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/ communication activities with parents in their native language.**

Although parents are given the opportunity to elect a dual language or transitional language program at another school, only one parent has chosen to do so over the last three years. This parent met with the ESL teacher and the parent coordinator; they discussed the video and pamphlet about the language programs in the parent's native language. As per the parent choice, the ESL teacher and parent coordinator found the student a placement at a school with a dual language program. There has been no need for the default option since parents, excepting the aforementioned case, select the Free- Standing ESL program.

The overwhelming trend in parent selection is the Free-standing ESL program. The program model at our school is aligned with parent requests. When parents request a program other than freestanding ESL, all efforts are made to help fulfill this request. As the majority of parents

choose the program offered at this school (and those who do not are aided in finding an appropriate school) there is no present need to change our programs to build alignment.

**5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers)**

In our school, we have yet to see a growing desire for TBE programs. All Home Language Surveys are reviewed by the ESL team and analyzed for patterns and trends. The trend in program selection is for free standing ESL programs only; as such our program model is in aligned with parental requests. Only one parent has chosen a dual language program (as detailed above) and no parents have chosen Transitional Bilingual Education as first choice.

### **Part III: ELL Demographics**

#### **A. ELL Programs**

There are 6 self-contained pull-out ESL classes with students of the same proficiency level meeting in mixed grade-level groups.

#### **B. ELL Years of Service and Programs**

There is one SIFE student who is in 5<sup>th</sup> grade. There are twenty-eight newcomers. There are seventeen Special Education ELLs. There are sixteen ELLs receiving service 4-6 years and two long-term ELLs.

#### **C. Home Language Breakdown and ELL programs**

The predominant language group is Spanish. Two students speak Bengali, two speak Chinese, one speaks Arabic, and three speak other languages. All students are in a Free-standing English as a Second Language program.

### **Programming and Scheduling Information**

#### **1. How is instruction delivered?**

##### **a. What are the organizational models?**

Throughout the school pull-out classes are taught; there is one classroom teacher with ESL certification. ELLs in this class receive structured ESL/ELA time in homogeneous groups. ESL methodologies are used across the curriculum to support these students. Pull-out classes meet for 50 minute periods in groups of 6-12 students.

##### **b. What are the program models (e.g., block, un-graded, heterogeneous, homogeneous)?**

ESL groups are un-graded, and heterogeneous. Students are grouped within grade-level bands (K-1, 2-3, 4-5, and 6-8). Most groups are composed of beginner and intermediate students or advanced students. There is one group where advanced students meet with students of other proficiency levels

several days a week. The beginning and intermediate students meet in both small groups without and larger groups with the aforementioned advanced students.

**2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?**

**a. How are explicit ESL, ELA, and NLA instructional minutes delivered?**

The ESL pull-out schedule is designed to ensure that students receive the mandated number of ESL instruction hours. The ESL teacher coordinates with the classroom teachers to ensure that students receive explicit ESL, ELA, and content-area instruction each day. In the class where the teacher is ESL certified, students receive small group and targeted instruction during the ESL and ELA blocks as well as in math instruction. In this way the teacher ensures that the mandated number of instructional minutes are met.

**3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.**

All ESL classes are conducted in English. Content is structured into thematic units. Targeted vocabulary instruction, the use of realia and visuals to scaffold material, collaborative work, project-based learning and balanced literacy exploring a variety of genres ensure that content is rich, varied, and accessible to ELLs. Students work on all four modalities- reading, writing, speaking, and listening to ensure that language development is well-rounded.

**4. How do you differentiate instruction for ELL subgroups?**

Differentiation is an important component of helping all ELLs make maximum progress. ESL classes are differentiated for all student abilities, which special care taken in considering the groups below.

**a. Describe your instructional plan for SIFE.**

For SIFE students materials are carefully selected. Materials including visual representations, realia, and audio-visuals are used to scaffold texts. In addition classes use TPR, partner work, and focused word study to build literacy in the target language. As much as possible units are structured around topics that all students have background knowledge with or that deal with non-fiction topics which are more readily accessible to ELLs. This provides a basis for understanding more complex reading or listening materials.

**b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.**

Similarly, newcomers are offered a lot of visual support for activities and materials. Newcomers have the opportunity to express their understanding of topics in a variety of ways while their productive language capabilities develop. Due to the strict requirements of NCLB for ELA testing after one year of instruction, students are given extra support to understand and feel comfortable with the ELA test. Focused test preparation instruction is integrated by both classroom teachers and the ESL teacher during the regular school day and during extra after-school and weekend sessions.

**c. Describe your plan for ELLs receiving service 4 to 6 years.**

For ELLs receiving service for between 4 and 6 years, the ESL teacher reviews test data and speaks with classroom teachers to determine the specific areas of difficulty for each student. Instruction is focused on these skills and modalities. These students are especially encouraged to attend after-school programs to receive more focused instruction and practice on these skills. In general writing and reading provide the most difficulty for this group of ELLs. School-wide students take part in the 100 Book Challenge program. This program focuses on the practice of reading comprehensible books and utilizing reading strategies specific to each developmental level. Teachers conference with individual students and hold guided reading groups to develop the skills and vocabulary students need to move to higher levels of reading. The program specifies an hour of reading each day for most grade levels. The program makes use of high-interest books at all levels to engage students. In ESL and across all classes in the upper grades teachers are focusing this year on developing writing skills. By engaging students in activities that develop writing stamina and practice in a variety of genres in all subjects, even math, students are immersed in this skill. As they practice writing for a variety of purposes throughout the day students will be prepared not only for the NYSESLAT and ELA tests, but also for the variety of authentic writing tasks they will face in high school and college.

**d. Describe your plan for Long-Term ELLs (completed 6 years).**

To support long-term ELLs all teachers use the same methods described above for extended service ELLs: intense reading and writing programs across all grade-levels and subjects, integrated test preparation throughout the year, and after-school programs that are aligned with and extend the regular school day while providing increased small-group and individual support. In addition the ESL teacher, related service providers, and classroom teachers work closely to communicate and address the needs of these students.

**e. Describe your plan for ELLs identified as having special needs.**

Based on close coordination with the Special Education team the ESL teacher further differentiates instruction for “dually-designated” ELLs based on their IEPs.

**5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.**

For ELA, math, and other content areas, ELLs are supported through the incorporation of curriculum in ESL lessons. English Language Arts across all grade levels is taught around social studies topics using Text Savvy methodology. All ELLs receive targeted intervention through small-group work throughout the day in classroom programs such as Words Their Way and the 100 Book Challenge in addition to state mandated curriculum. Classroom and SETTs teachers participate in Professional development and confer with the ESL teacher to ensure alignment between methodologies use in both classrooms to create consistency for SIFE, Special Education, and Long-term ELLs as wells as ELLs who have received 4-6 years of service.

**6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.**

Continuing transitional support will be provided for ELLs who have tested as proficient (within the last two years) through small-group instruction during regular classes, extended day and after-school programs.

**7. What new programs or improvements will be considered for the upcoming school year?**

For the upcoming school year the staff has re-structured the extended day and after-school programs. After school will focus on extending the curriculum of the school day. Teachers are able to provide small-group and individual support to students. The after school program engages students in practicing the skills they are learning in different ways, such as practicing math operations through math games. The 100 Book reading challenge is used in after school to make sure students are practicing reading for a full hour each day. The middle school is in its first year of the AVID program. This program targets students performing at the middle level in academics. AVID focuses on teaching students study skills, note-taking, inquiry through higher level questioning, developing writing skills, and building communicative skills through collaboration. AVID students engage in special tutoring sessions with college volunteers.

**8. What programs and services will be discontinued for ELLs and why?  
Have we discontinued any?**

There are no programs or services that will be discontinued for ELLs this year.

**9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.**

We ensure that ELLs are encouraged to participate in all school programs by first communicating with parents in their native languages whenever possible. Within after school and supplemental programs ELLs are given targeted programs and small-group options with the help of City Year volunteers and the Children's Aid Society. Additionally, ELLs are provided with targeted programs by a licensed ESL teacher and an ELA Lead Teacher.

**10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?**

ELLs are supported through materials such as books on tape, shared reading which integrates language arts and social studies topics, homogeneous spelling groups, technology courses exploring computer programs and research. Teachers use overhead and multimedia projectors to provide images to support shared reading materials in content areas. Bilingual glossaries and books in Spanish and Spanish and English are available in classrooms (including content areas such as math workbooks).

**11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)**

Due to the diverse language backgrounds of the students native language support is provided in a variety of ways. Students are often engaged in comparing words and ideas in their native languages with English, which they are encouraged to share with the class. Bilingual books with both English and Spanish are often used; students literate and fluent in Spanish are given the opportunity to be experts and teach the other students the meaning of Spanish words. Students make use of bilingual glossaries. The materials and resources use are varied in level and content, so as to be appropriate for students of all ages and grade levels. Students are also given opportunities to work with partners using their native language when necessary to support and show understanding of concepts. Several teachers and school staff speak other languages including Spanish, French, and Arabic.

### **Professional Development and Support for School Staff:**

#### **1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)**

Our professional development plan includes outside training for the ESL teacher as well as training for classroom teachers of ELLs not certified in ESL. Within the past year and over the summer the ESL teacher has attended professional institutes held by QTEL and AVID. In addition, professional training in programs such as Words Their Way, 100 Book Challenge, and from AUSSIE consultants to teachers of all grade levels provides training on reading, writing and word-study instruction, all of which are invaluable elements of teaching ELLs. Teachers who collaborate in the after school program for ELLs participate in additional professional development as part of the Title III plan.

#### **2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?**

Over the past year the staff has worked to develop a strong shared reading structure for the humanities curriculum, incorporating ELA and Social Studies instruction. Maintaining a similar structure across grade levels helps students to understand and decode the material as they transition from elementary to middle school. Being a K-8 school we are a smaller community. Teachers across grade levels communicate to share strategies and experiences to best support ELLs as they transition to higher grades.

#### **3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.**

In order to ensure that all teachers of ELLs have access to the tools and techniques most effective for supporting ELLs, professional development is offered throughout the year. Professional development includes turnkeys of new professional development sessions attended by the ESL teacher. Professional development also focuses time on the development and sharing of materials teachers use to scaffold learning for ELLs across the curriculum throughout the school day.

### **Parental Involvement**

#### **1. Describe parent involvement in your school, including parents of ELLs.**

Parents are encouraged to be actively involved in their child's education. Family events put on by the school and community organizations as well as PTA meetings and events occur regularly throughout the school year. The parent coordinator and/ or several other Spanish-speaking teachers and staff are always available at these events. DOE-issued posters are displayed informing parents of their right to translated materials. Letters and flyers home are translated into parents' native language as much as possible. In addition to the initial parent orientation, there are ELL parent nights throughout the year to provide parents with information about school programs, testing, and ways and resources to help their children succeed in school.

**2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?**

Several community-based organizations partner with the school to provide services to ELL parents. For the past two years the school has worked with Comp-2-Kids. After attending the training, all families get a free computer. There are several volunteers who lead Spanish versions of these sessions. There have not been requests for the sessions to be interpreted into any other language. The Children's Aid Society (CAS) has an office within the school. They provide an after school program for students whose parents cannot pick them up until after work. They also provide free health services, including flu shots and, in prior years, eye examinations and glasses. City Year also works with the school. Volunteers are in the school throughout the week and provide tutoring and activities focused around literature.

**3. How do you evaluate the needs of the parents?**

Parent needs are determined, as much as possible, through direct correspondence with parents. Several members of the staff are bilingual and able to provide translation for meetings with teachers. Teachers and related service providers maintain regular contact with parents throughout the year.

**4. How do your parental involvement activities address the needs of the parents?**

Parental involvement activities inform parents and provide resources to ensure that they have the resources and knowledge they need to help their children succeed in school.

**Part IV: Assessment Analysis**

**A. Assessment Analysis**

On the 2009 NYSESLAT, administered in the spring, 6 students tested as proficient. In September, breakdown of student scores on the NYSESLAT or LAB-R is as follows: In Kindergarten one student tested at the beginner level, one at the intermediate level. In first grade 3 students tested as beginners on the NYSESLAT, 2 tested as intermediate. Two first-graders took the LAB-R and tested as proficient. In second grade 3 students tested as intermediate, and 2 tested as advanced on the NYSESLAT. In 3<sup>rd</sup> grade 4 students tested as intermediate and 7 tested as advanced on the NYSESLAT. In 4<sup>th</sup> grade 2 students tested as intermediate, 3 students tested as advanced on the NYSESLAT. In 5<sup>th</sup> grade 1 student tested as beginner, one as intermediate, and one as advanced on the NYSESLAT. One student in 5<sup>th</sup> grade tested as beginner on the LAB-R. In 6<sup>th</sup> grade 2 students tested as intermediate and 5 as advanced on the NYSESLAT. In 7<sup>th</sup> grade, 2 students tested as intermediate and 4 tested as advanced on the NYSESLAT. In 8<sup>th</sup> grade 1 student tested as advanced on the NYSESLAT. Data shows that in 3<sup>rd</sup>, 4<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade, most ELLs are advanced.

Most students scoring at the beginner level have attended school in the US for one year or less. Students quickly achieve the intermediate and then advanced levels, and then take longer to score proficiency. Across the grade levels, many students scored proficient on the listening and speaking sections of the test. Similarly, more students scored advanced on the listening and speaking section than on the reading and writing section of the test.

This data shows us that students rapidly progress in the early years from beginner to intermediate. While the service hours for advanced students drops, we must strategically plan the time they spend in ESL and collaborate with classroom teachers to ensure that ELLs at the advanced level continue to receive strong support to help them attain proficiency. The scores of students who test at the advanced level are further analyzed by modality to address areas of weakness (see item B below).

**B. After reviewing and analyzing the assessment data, answer the following**

- 1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.**

To assess the early the early literacy skills of ELLs teachers use the WRAP (Writing and Reading Assessment Program) and IRLA (Independent Reading Level Assessment of the 100 Book Challenge program). These assessments, paired with teacher observations, provide insight about students understanding of basic literacy concepts and stage of literacy development. This informs each teacher's lessons and the differentiation provided in classes. In response to the variety of literacy skills and levels our school has introduced the 100 Book Challenge reading program to give individuals reading practice at their skill level.

- 2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?**

The NYSESLAT data shows that, particularly in the higher grades, significantly more students scored as advanced. Students generally score higher on the speaking and listening section of the NYSESLAT than on the reading and writing sections. In fact, a large percentage of our students across grades score proficient in listening and speaking. As it takes longer to acquire reading and writing skills (Cognitive Academic Language) than it does listening and speaking skills (Basic Interpersonal Communication) student test data matches contemporary language learning theory and data.

- 3. How will patterns across NYSESLAT modalities- reading/ writing and listening/speaking- affect instructional decisions?**

Patterns across NYSESLAT modalities are used to tailor instruction to students' needs. This information is shared with classroom teachers, special education teachers and related service providers so as to inform instruction in all content area and special education classes as well as extended day, after school programs. Specifically, the data shows that teachers need to provide extra scaffolding and opportunities for reading and writing practice.

- 4. For each program, answer the following:**

- a. Examine student results. What are the patterns across proficiencies and grades? How are Ells faring in tests taken in English as compared to the native language?** The results on the NYSESLAT have been analyzed. The results are broken down by grade level and

modality. In general, our NYSESLAT data show that the majority of our students test as advanced in all four modalities. After first grade only .05% of the students placed at the beginning level on the NYSESLAT. Across all grades no students tested as beginners in listening and speaking. In fact, nearly 90% of our students scored an entire level higher on the listening/ speaking section than on the reading/ writing section. Seventy-two percent of 3<sup>rd</sup> graders are currently at the advanced level, but 81% of 3<sup>rd</sup> graders tested proficient in listening and speaking. Similarly, sixty percent of 4<sup>th</sup> graders are at the advanced level, the other 40% at the intermediate level, while 80% of those students scored proficient in listening and speaking. After first grade, the number of students who test as beginners and intermediates in reading and writing drops dramatically. The number of advanced students in reading and writing has remained relatively consistent throughout fourth through eighth grades. This indicates that our long-term and middle school ELLs have difficulty progressing from the advanced level to proficiency in reading and writing.

These patterns across the four modalities affect instructional decision-making. ESL instruction targets reading and writing skills at all grade levels. A large portion of class time is devoted to literacy development through activities such as word study, writer's workshop, reading workshop, and independent reading. Also, heterogeneous grouping is employed to utilize overall class strengths to bolster class weaknesses. Students who are weak in one modality are paired with others who are stronger in that modality. Reading and writing instruction is paired with humanities curriculum to integrate and reinforce reading and writing skills development across subjects. In addition, ESL and mainstream classroom teachers meet to collaborate on instruction of specific skills and to discuss individual students' needs. During extended day and after school programs students receive guided reading instruction in homogeneous groups. With these various techniques we assure that students receive reading and writing support throughout the school from all instructors.

**b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.**

The results of the ELL interim assessments, including the RAP, Reading A-Z, the IRLA reading conferencing and teacher made assessments are used to track student progress in reading and writing and target the specific skills and strategies teacher will use to guide further instruction. The ELA ACUITY testing results are used in grouping students for differentiated guided instruction prior to taking the state ELA exam. Kindergarten through fifth grade are also using the Words Their Way/Spelling program to target spelling and phonics skills through homogenous groupings. Last year three assessment systems- The Everyday Math Program (RSAs), unit assessments, and the ACUITY Fall predictive- were used to track student progress in math. Based on findings the school piloted the Voyager Math Program with fourth and seventh graders. The positive results of this program have led to school-wide implementation. Students are selected based on need according to assessments. Students work in small groups with a specially trained teacher three to four periods a week. In these groups student progress is carefully monitored.

**c. What is the school learning about ELLs from the Periodic Assessments?**

The interim assessments have shown that students do not rapidly progress from one level to the next in reading and writing across all grade levels. In the third and fourth grades there is a dramatic deceleration in reading level advancement. This trend is consistent with that of the general education student population. In order to effectively combat this trend, the school has introduced a school-wide program targeting independent reading and skills monitoring. These programs are delivered both in the ELA classroom and mirrored and extended in ESL pull-out classes and the after school program.

**d. How is the Native Language used?**

In addition, in order to further support ELLs, several techniques are employed to use students' native language to support English language instruction. Native languages are used in peer groups and by teachers to provide support and clarification when needed. Bilingual materials, including books and glossaries are used in the ESL classroom.

**5. Describe how you evaluate the success of your program for ELLs.**

Success of our program for supporting ELLs will be determined through both informal and formal assessments. The ability of students to understand lessons, participate in class and complete assignments will be evaluated through teacher anecdotes and analyses of student portfolios. Student performance on interim assessments as well as state tests will continue to be examined to evaluate the effectiveness of school and support programs.

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

**Form TIII – A (1)(a)**

**Grade Level(s)** 3-5                      **Number of Students to be Served:** 17 **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** 3                      **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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**Proposed Supplemental Instructional Activity**

The proposed supplemental instructional activity is an after school program. The program will be team taught by Leia DeSousa, licensed K-12 ESL teacher; Noelle Dunn, teaching coach, common branch license; and Josephine Boudreaux, 3<sup>rd</sup> grade classroom teacher, special education and elementary 1<sup>st</sup>-6<sup>th</sup> grade license. The program will be held after school from 3:30-5:00 on Tuesday, Wednesday and Thursday, from December to June. On each day there will be two teachers, with the ESL teacher always present. The program is designed

to strengthen writing skills and boost literacy. Analysis of NYSESLAT data shows that reading and especially writing are the modalities that students have most difficulty with. The program aims to simultaneously develop creative thinking and language skills through thematic units integrating art and theater with reading and writing. The activity will serve beginning, intermediate, and advanced students in grades three through five. These students need additional support with their reading and writing to ensure that they do not fall farther behind their native English speaking peers as they move into the higher grades. Developing creative thinking along with reading and writing skills, will help students build the foundation for academic success and create confident, articulate students. Seventeen ELLs will be invited to the program. The program will begin with a short snack provided by the Children's Aid Society. After this, students will begin work on a variety of projects in thematic units. Thematic units include the individual, the neighborhood, and theater arts.

The first unit in the after school program will be a photojournalism project on the individual. Students will write about themselves and take pictures to create their own books about their individuality. The second Photojournalism project will be about the neighborhood. Students will produce two books of writing and photographs and collages. The materials to be purchased for these units are a photo printer to print the photos that will be in the books, black ink refills, three digital cameras, and new memory cards for the digital cameras (three to be purchased this year, five already owned.) In addition, students will attend a digital photography workshop run by the International Center of Photography's education department. This will help students develop their visual literacy skills and provide valuable opportunities for exploration of and discussion about photographs. Other field trips will be taken at no cost to Title III.

One unit of the after school program will involve theater. It is important that ELLs learn fluency as well as basic phonics and vocabulary. To help build reading fluency as well as comprehension and critical thinking about literature, we will integrate theater with reading and writing. To help us, we will purchase time with the Striking Viking Story Pirates. This group runs writing workshops, acts out the plays written by students, and helps them create performances of their writing.

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### **Professional Development Program**

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The proposed professional development activity is centered on a five-part workshop series on teaching ELLs at the elementary level by Hunter College BETAC and study groups based on the workshops for the ESL teacher, the general education teacher and the teaching coach participating in the After School program.

This activity is needed because it is important that all teachers working with ELLs explore current research on learning English as a Second Language, and develop best classroom practices based on this research collaboratively.

The ESL teacher will attend the workshop series and turnkey the learning and strategies to the two teachers working with the After School program. In the study groups all three teachers will use this information to create a best practices tool kit to be shared with the entire school. Therefore, while this series will be open to the three teachers working with the After School students, the benefits, tools and strategies of the professional development will reach far beyond the after school program. The general education teacher will be able to apply the strategies learned with the English Language learners in her classroom. Additionally, the teaching coach and the ESL teacher collaborate with the other teachers in the school and will help all classroom teachers integrate the strategies and techniques learned into their classrooms.

The focus of the series will be emergent literacy and language development in English in English language learners. The program will connect research with effective instructional practices for ELLs to provide a strong foundation for later academic achievement. The workshop sessions occur between January and June. The turnkey sessions will follow directly after the workshops. Teachers will therefore build and develop their teaching strategies throughout the year. The products at the end of the PD will include lesson plans, tools, and strategies that can be used by all classroom teachers.

The workshops will take place from 10am – 1pm on 5 Saturdays. The study group sessions will occur after school the week following each PD, for a total of five 1-hour sessions. It is anticipated that attendance at these workshops and the subsequent turnkeys will yield materials and best practices to be used in the ESL classroom, the after school program, and general education classes.

### **Parental Involvement**

Parental involvement activities will be held throughout the school year at no additional cost to Title III.

**Form TIII – A (1)(b)**

School: 050

BEDS Code: M04050

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$12,048.44	91.5 hours of per session for direct instruction in after school program for ELLs x 49.89 (current teacher per session rate with fringe) x 2 teachers per day= \$9,129.87  15 hours per session for ELL workshops at Hunter BETAC x 49.89 (current teacher per session rate with fringe) for one ESL teacher = \$748.35 5 hours professional development (workshop study group) x 49.89 x 3 teachers (1 ESL teacher and 2 Gen. Ed teachers working with ESL After School) = \$ 748.35  9.5 hours of curriculum development for after school program x 49.89 (current teacher per session rate with fringe) x 3 teachers = \$1,421.87 (12,048.44)
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$941.57	Epson Artisan 710 Printer \$169.95 Black Ink Refill jars x 10 = \$140.50 Sandisk 2GB Ultra II Memory cards- 14.50 x 8 = \$116.00 Epson Glossy Photo Paper for Inkjet, 250 sheets (1) = \$65.26 Canon PowerShot Digital Camera- \$149.95 x 3 = \$449.85 (\$876.30)
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		

<b>Parent Involvement</b>		Parent Involvement activities will be held throughout the year at no cost to Title III.
<b>Other</b>	\$2,010	Digital Photography Workshop at the International Center of Photography \$450 Striking Viking Story Pirates writing and acting workshop for one week \$1,560
<b>TOTAL</b>	\$15,000.00	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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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.

In order to address our school's translation and interpretation needs, we embarked on an extensive data collection exercise late last year. We acknowledged the fact that even if a student's OTELE language code is NO on the ATS system, indicating English, their parents or other care providers often speak languages other than English. In order to better communicate with these parents, we conducted a school wide survey of ALL students to determine what languages other than English, if any, were spoken in the home. After the data was collected and analyzed, we created a list of all languages spoken at home. We then surveyed the staff to determine what languages were spoken by teachers, parent coordinators and para-professionals.

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.

From the data we collected, we were able to determine that there are eight languages other than English spoken by our students' parents or caregivers: Spanish, French, Wolof, Cantonese, Mandarin, Fulani, Cotocoli & Malay. We found that many of our teachers and other service providers were proficient in Spanish, one was proficient in French, one fluent in Arabic, and one was fluent in Fukanese and intermediate in Cantonese and Mandarin. This information was communicated to teachers and school administration and support staff by the ESL teacher.

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

Our school's written and oral interpretation needs are mainly in the Spanish language. Many parents who reported speaking another language- especially languages with low literacy rates, such as Cotocoli- requested documents to be provided in English, not their native language. This information was communicated to teachers and school administration and support staff by the ESL teacher.

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

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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.

Parents choose the language they wish to receive all of the school's documents in. Document translation is taken care of predominantly in-house by native Spanish speakers. When necessary, the New York City Department of Translation and Interpretation Services provides documents translated into a parent's home language. Teachers must request translation services for specific class letters and announcements from the English as a Second Language department. Requests for translations from the Department of Translation and Interpretation are submitted in advance to ensure timely delivery.

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.

Oral interpretation services are provided both in house by teachers and service providers as well as through the Office of Translation and Interpretation's phone service. Parents are made aware of their rights to translation for all meetings. This includes both informal meetings and formal parent teacher conferences. Interpreters will be hired for Parent Teacher conferences this year.

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>.

As stated above, parents are made aware of their rights to have all pertinent documents translated both through the prominent posting of the Translation and Interpretation Services informational poster as well as a copy of the parents' bill of rights which is sent out each year. The in school translation unit consists of the parent coordinator and the ESL department. Teachers are informed of where to go and what to do if they need additional translation 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:	435,901	97515	533,416
2. Enter the anticipated 1% set-aside for Parent Involvement:	4359		4359
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		975.10	975
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21795		21795
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		4875	4875
6. Enter the anticipated 10% set-aside for Professional Development:	44000		44000
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		9750	9750
8.			

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.

### Parental Involvement Policy

#### **General Expectations**

PS/IS 50 agrees to implement the following statutory requirements:

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

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

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

1. PS 50 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Offer workshops, meetings and conferences which explain the school's CEP, reimbursable programs and services, parent-school compact, school safety rules and regulations and parenting skills
2. PS 50 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Conduct Parent/School Orientation Meeting, Conduct Parent Curriculum Conferences each month, Parent/Teacher Meetings, Parental participation on School Leadership Team, Parent participation on School Safety Committee
3. PS 50 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: Schedule monthly parent meetings, encourage active parental involvement, and to keep parents informed of all school programs, including the specific performance criteria for students receiving Title I/PCEN services. Providing interactive curriculum workshops during the school day, evening and designated Saturdays for all families that allow them to be closely involved with their child's school work at all times.
4. PS 50 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: School Learning Leaders, Parents As Teachers, by: Encouraging parent volunteer training with School Learning Leaders.
5. PS 50 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. Distribution of a bilingual parent survey to evaluate and identify areas of concern, progress of school improvement, and listing high-interest workshops. The survey will be compiled and conducted by the PTA, and its results will help identify parental needs and define workshops for maximum parental involvement and interest.
6. PS 50 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. The State’s academic content standards
  - ii. The State’s student academic achievement standards
  - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: Parent/School Orientation Meeting, Parent Curriculum Conferences each month, Parent/Teacher Meetings, A series of parent workshops wherein parents work alongside their students on an instructional task, ESL/Family Skills workshops.
- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Providing ESL workshops, Nutritional workshops, Family Take-Home backpacks, ELL Parent Orientation workshop.
- 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: Parent Coordinator in collaboration with Children’s Aid Society and PS 50 Administration will provide ongoing Professional development workshops for parents on the instructional philosophy and approach of instruction at PS 50. Parent Coordinator is receiving training from the Region as well as Teacher’s College that will assist her in this endeavor. PTA and parent coordinator will receive regular Professional Development training from the Regional Office of Parent Involvement that will then be delivered to all staff on a regular basis.
- 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: Providing parent resource center, family activity take home kits, providing empowerment workshops, such as CPR, nutrition, asthma, and health issues.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Bilingual flyers and notices, monthly parent newsletters, school calendars, posters, home calls, and e-mails.

### **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:

- Include parents in ongoing reflection of their student’s progress through encouraging student independence and ability to assess their own work and work towards achieving specific and targeted goals.
- 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.

#### **IV. Adoption**

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 parent signatures. This policy was adopted by the PS 50 on November 14, 2008, and will be in effect for the period of 2008-2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 9, 2008.

#### **PART I. GENERAL EXPECTATIONS**

**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 at HYPERLINK "http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm" http://schools.nyc.gov/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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

#### **School-Parent Compact**

PS / IS 50 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 2008-2009.

## School Responsibilities

PS / IS 50 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: Schedule monthly parent meetings, workshops and conferences for Title I parents; encourage active parental involvement, and to keep parents informed of all school programs, including the specific performance criteria for students receiving Title I/PCEN services
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: During parent-teacher conferences in the Fall.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Reports will be provided during parent-teacher conferences and during appointments made with teachers.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff will be available for consultation with parents during monthly workshops. They can also call and make appointments to meet with them during school hours.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Volunteering for school events, such as book fairs, and school clubs. Becoming a Class Parent. Attending school functions, such as monthly conferences, and class book publishing, Poetry festival.
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 School-wide Program plan 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. Make sure that his\her child arrives to school on time everyday. Make sure that his\her child is picked up from school on time everyday.
- 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.

**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 at [HYPERLINK "http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm"](http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm) <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> 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 at the NYCDOE website link provided above.

### **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.

### **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.

Please see section IV: Needs Assessment.

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.

- a. Improving student performance in Literacy, with an emphasis on improving the performance of all 3<sup>rd</sup> and 4<sup>th</sup> Grade Students, with intensive interventions for student subgroup populations.

- b. Creating equity and consistency in instruction throughout all classrooms by revising curriculum calendars/units of study based on State and City Standards in ELA and Social Studies for all grade levels, using assessment based instruction and looking at student work throughout the year.
- c. Improving student performance and progress in Math by focusing on the effective differentiation of instruction for all students and providing additional scheduling of targeted instructional time on task for identified students.
- d. Improving student attendance and punctuality school-wide.
- e. Improving our integration of science, social studies, math, technology and the arts into our school community.
- f. Develop a school-wide system of inquiry teams that focus on four targeted areas of instruction and practice (ELL/Special Education, Middle School, ELA, and Math).
- g. Aligning all student support services with the instructional approach and vision for the school.
- h. Ensure that each student school-wide is receiving in class and when needed out of classroom targeted instruction and support

3. Instruction by highly qualified staff.

- Two Lead Teachers (ELA and Mathematics) support teacher's professional development needs and growth
- Teacher Mentor works with new and returning staff to improve practice and develop a WIKI SPACE used by all to provide ongoing support
- External Consultants in to support new middle school teachers and middle school initiatives
- External Consultants in areas of need as identified by report card and subgroup performance (Special Education Coach/Staff Developer).

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.

Please refer to questions 2, 3, 8, 9, and Section V for a comprehensive description of ongoing professional development offered at PS/IS 50.

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

- Principal will form a Hiring Committee. Members will perpetually seek out qualified candidates through referrals, job fairs, and collaborations with local universities and colleges of education.
- The committee will present candidates they deem as high quality whom they wish to place on our team with a menu of all available professional and extra curricular opportunities available for the P.S. 50 staff ( i.e., a "What it means to be in the P.S. 50 Family Fact Sheet").

- The committee will ask each candidate to conduct a demonstration lesson so that we may see their practice in action. Observing a candidate sets the standard for the kind of professionalism we as a staff will exhibit and expect them to exhibit should they be selected for our team.

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

- Reading Recovery Teacher offers Literacy Workshops to families throughout the year.
- We partner with CAS to provide Literacy services such as ESL classes for families and GED classes.
- Teachers regularly invite families into the classrooms to participate in the Literacy work of the classroom and school.

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.

The Principal, Parent Coordinator, and PTA members will host a welcome event for entering kindergartners in summer. While students are shown around to their classrooms, families will receive orientation materials and have the opportunity to ask questions, voice concerns, and receive a welcome packet with helpful transition activities and suggestions.

The Guidance Counselor, Social Worker, and Principal will coordinate workshops for Kindergarten Teachers prior to the beginning of the year on how to effectively introduce children to P.S. 50

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.
- a. Provide Professional Development Opportunities for all staff in Data Driven Instruction, Backwards Planning, and Curriculum Design that starts with formulating targeted assessments for each unit and each cycle of instruction.
  - b. Develop at least 4 formative common assessments designed to assist each team in determining, "How will we know when the child has learned the essential outcomes?" Set target scores for students to determine proficiency. Administer common assessments regularly and analyze results, identify programmatic strengths and weaknesses, as well as provide professional development training in how to pinpoint specific skills students are struggling with and revise the instruction to meet the student's needs.
  - c. Continue to use consistent system for turning in, analyzing, displaying, and using assessment data to drive the next phase of instruction.
  - d. Establish accountability for all individuals relating to the above tasks - establish 'data walls' that are regularly used to track performance of all subgroups.
  - e. Create a part-time teaching position where a staff member coordinates and analyzes teacher's use of data and supports grade level team leaders in the effective use of this information.

- f. Continue significant professional development work around the logistics of ongoing assessment (what kind of data/assessments for each content area, how do we analyze/interpret it, how do we chart it effectively, how do we get students to participate/take their own ownership of their learning as a result of regular assessment? How do we develop a cohesive and equitable approach to assessing in classroom-daily work in writing, math, etc.?).
  - g. Create regular articulation meetings between classroom teachers and service providers to review data.
  - h. Staff development provided for all inquiry team members.
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.
- a. This is accomplished through our Design Your Own Assessment Process that requires regular collection, monitoring, analysis and oversight of student performance and identification of students who are at risk.
  - b. Our Data Collection process described above is embedded in the Grade Level Professional Development Cycle and therefore has the ongoing support of administration and staff developers from inside and outside the school.
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.

PS/IS 50 is an educational setting that involves the entire community that falls within the Federal, State, and local services guidelines. We offer a variety of programs that address the needs of our community at large. East Harlem families send their children to our school expecting that they will acquire the skills needed to overcome the many obstacles that prevent academic and social achievement. Currently, many of our students are caught between meeting the new educational mandates and being overwhelmed by social and emotional needs of their urban community.

The coordination and integration of Federal, State, and local services are provided through the following school based services:

- The Children's Aid Society provide medical, dental, and mental health services, after school programming (both recreational and academic ), parent workshops
- IEP Team assists with crisis intervention, turning 5 evaluations, child abuse awareness and prevention, at-risk counseling, evaluations for special education services
- Guidance Counselor provides mandated and at-risk counseling services, suicide and violence prevention program, referrals to community based programs

- Parent Coordinator responsible for pre-kindergarten referrals, job training referrals, inform parents of No Child Left Behind tutoring, liaison between parents and school staff
- Teaching Staff general and special education formal staff conferences and weekly mini meetings. They provide on-going feedback on the targeted school population, the quality of delivery of services, and the overall impact on classroom environment and school community

PS/IS 50 team strives to coordinate the above services in order to provide an equal opportunity to achieve higher levels of academic and social-emotional success for all our students.

#### **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:** \_\_\_\_\_ **SURR<sup>1</sup> 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.

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<sup>1</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

**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.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

We spent the 2008-2009 engaged in addressing these issues with staff. At the conclusion of the year, we had made significant progress to aligning the ELA and Social Studies Curriculum within and across grades.

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

Applicable     X Not Applicable

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

Our Curriculum Maps, Curriculum Materials, and the differentiations made for ELLS and students with IEPs during the ongoing professional development work last year indicate that these issues have been resolved. We are spending this year refining and revising any remaining gaps or newly existing gaps that teachers may identify. Teachers are also engaged in cross-grade planning throughout the course of the year rather than at the conclusion which helps address any alignment issues.

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

## 1B. Mathematics

### Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

Our school assessed how relevant this finding was by looking closely at student work on open-ended math problems. We will also include this topic and use this lens of looking at the process strands during our monthly math grade meetings to discuss student progress. We will also consider using this finding as part of our new Math Inquiry Teams to begin in January 2010.

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

x  Applicable    Not Applicable

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

We find that the communication skills of students across the curriculum require a great deal of support, guiding, coaching and teaching. This need shows up in the area of math communication as well. We incorporate more problem-solving tasks to supplement the Everyday Math curriculum and find that this is the process strand where students need additional support and practice. Our problem solving approach incorporates communication however we still observe students struggling to independently complete problem solving tasks.

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.

We will infuse more of the process strands into the math work we do every day. This includes: more class and partner discussion about math, more writing in math, and building more connections between math and other subjects as well as math and the world outside of our school community. We will supplement the Everyday Math and Impact Math curricula with resources that provide a focus on problem-solving strategies (i.e., Singapore Math). We will engage in discussions during our math grade meetings and assess what the professional development needs are concerning the math process strands. In addition, our Math Inquiry Teams will look closely at including the process strands finding into their action research plans for the next semester.

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## **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.

Classroom observations and walk-throughs conducted on a daily basis provide evidence that students are engaged in balanced workshops/lessons. The ongoing collaborative planning done here on a regular basis supports the use of the workshop model wherein students gradually assume increasing responsibility for their understanding and demonstration of skills and requires that the bulk of the time during each lesson be spent on independent engagement that is preceded by explicit teacher modeling and guided practice.

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?

See above ( 2A.1)

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.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12

mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

This finding is relevant to our school's educational program. As much as we try to use the workshop model for mathematics instruction, we fully realize that the demands of the curriculum and the curriculum pacing require teachers to increase the amount of direct instruction in order to meet the content standards of the program and New York State.

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

x 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?

Observation of math classrooms and discussion with teachers are the evidence that supports the relevance of this finding to our school's program. Teachers spend a great deal of math instructional time covering content, rather than process and students are not receiving enough direct teacher instruction based on these observations.

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 best way for us to address this issue is to explore it as a community and brainstorm ways to expand our repertoire of math instructional practices. Some of this work can be accomplished by the development of our Math Inquiry Teams, one focusing on the middle school level and another on elementary grades. We will need to provide more professional development opportunities to teachers who are interested in developing their instructional techniques. We will take advantage of DOE offerings as well as math institutes conducted by the Math in the City Program at City College. On the technology front, we will need additional computer equipment and

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

training from central in order to significantly increase the use of technology in our math instructional practices. We applied for and received a GE grant to strengthen the use of technology and improve teacher practices in the Middle School.

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

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

Please respond to the following questions for Key Finding 3:

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

We have already identified this as a source of challenge for at least 5 years based on teacher retention data, however this year demonstrated a turn around with only three new staff members.

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

Applicable    Not Applicable

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

We only lost one staff member, others left from natural attrition.

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

### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

We reviewed ESL teacher's participation in professional development and training and her participation exceeded that of the General Education Teachers.

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

Applicable  Not Applicable

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

Our ESL Teacher's participation rate in PD opportunities exceeds the teacher average. Furthermore, the ESL Teacher was included in all offerings for the General Education Staff such as the AVID training for Middle School in Florida in the Summer of 2010.

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.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

Observation of practice and review of student performance data.

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?

The ESL Team provided a thorough review of student data for each student receiving services at the five points throughout the year designated by our Design Your Own Assessment Process. The ESL Team worked with classroom teachers to build additional assessments to the ones being used in classrooms already and provided this data during articulation meetings and grade level meetings. Similarly, we received extra credit on the school report card for creating exemplary proficiency gains for all ESL Students in the school.

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.

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#### **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.

Last year we spent a great deal of time helping educators articulate the distinction between performance indicator goals and remediation goals. Once teachers were able to learn the distinction between the two, teachers began to focus their attention on the present level of performance page of the IEP, which identifies the student's strengths and weaknesses and supports and accommodations the teachers will use to develop remediation goals.

Once the teacher and related services providers developed a more concise understanding of how IEP writing should support the student, we discovered that they were working in a more collaborative effort which increased their level of transparency and increased their level of accountability

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

x Applicable    Not Applicable

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

The evidence that supports our findings was based on the teachers lack of evidence to track the level of progress students were making based on their IEP goals; the lack of differentiated instruction to make accommodations for SE students; and the general education teachers lack of knowledge of on how they could effectively work with the SE students in their classes.

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.

By hiring a special education supervisor to teach and train special and general education teachers how to acquire a better understanding of the IEP Process, IEP goal writing, and how to implement goals to meet student's emotional and academic delays.

The school will address the following professional development needs and special education deficits by ensuring that 100% of all students IEPS will be written in a way that ensures self- satisfaction and true success.

**Objectives I:**

IEPS will be:

➤ Clear and understandable to all constituents and legally viable  
Directly aligned with assessed student needs, state standards, and curricular expectations of the school.

➤ Written with knowledge and inclusion of goals for remediation.

➤ Written in a collaborative community and utilized by all staff, including general education staff who support special education students.

**Goal II:**

All staff who support students with special needs work in a cooperative and collaborative manner to ensure that students achieve true success.

**Objective II:**

- All Paraprofessionals receive training in IEPs and Crisis Mgmt.
- All related service providers have established regular and effective articulation with classroom teachers.
- Special Education suite supported all Special Education Staff with resources and opportunities for on-going collaboration and growth.
- Annual Review Meetings, Triennials, Requested Re-evaluations that demonstrate the alignment and one-minded purpose of all staff serving students with special needs.
  - Co- Observations with ICT and Self Contained classes will be implemented by the Principal and Special Education Director to ensure that the teacher(s) are implementing IEP goals in instruction and implementing differentiate form and support and accommodations to support SWD's.
  - Special education teachers will continue to receive support form ICT Consultant through the course of the year to ensure that instruction is aligned with IEPs goals.

Indicate whether your school will need additional support from central to address this issue.

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**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.

Another area of focus last year, was to assess the usages of accommodations and modifications throughout student's instructional day. We did this by examining the IEP's and extracting the identified accommodations and modifications from the IEP and then assessing the level of instruction in the classroom to see if they are being implemented.

We have made an adding effort to ensure that student and parent take part in this decision making process in which they determine if this level of support is helping in the class. These discussions take place on an on going basis and teachers are advised to make changes by or before January 31<sup>st</sup> to remove and/ or add Testing Modifications.

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

Applicable  Not Applicable

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

The regular and ongoing review of IEPS reveals that this issue has been addressed.

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

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

*This appendix will not be required for 2009-10.*

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

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



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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **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.)

22 Students

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

Our STH Team, which is comprised of Social Workers and Guidance Counselors, meets on a weekly basis to review our roster of Students in Temporary Housing. From this list we divide up the students and each team member is asked to outreach to their assigned students. Outreach includes interfacing with teachers, the students themselves as well as their parents. We use a checklist of items to address all academic and social – emotional needs of the student and their families. If we discover their needs are not being met we brainstorm ideas of how to reach their needs. We offer tangible needs like school supplies and uniforms as well as emotional support, including counseling.

### **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.