Department of Education

P.S. 51
ELIAS HOWE

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (2/ MANHATTAN/ P.S. 51, 02M051)
ADDRESS: 520 WEST 45TH STREET NY, NY 10036
TELEPHONE: 212-757-3067
FAX: 212-582-8661

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 051 **SCHOOL NAME:** P.S. 51 The Elias Howe School

SCHOOL ADDRESS: 520 West 45th Street NY,NY 10036

SCHOOL TELEPHONE: 212-757-3067 **FAX:** 212-582-8661

SCHOOL CONTACT PERSON: Nancy Sing-Bock **EMAIL ADDRESS:** nbock@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Dana Goldberg Julye Szymanski
PRINCIPAL:	Nancy Sing-Bock
UFT CHAPTER LEADER:	Shani Perez
PARENTS' ASSOCIATION PRESIDENT:	Arcelia Vivar-Espinoza, Mary Ann Savage
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 2 **SSO NAME:** Integrated Curriculum & Instruction Learning Support Organization

SSO NETWORK LEADER: Dan Fiegelson

SUPERINTENDENT: Daria Rigney

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
Nancy Sing-Bock	*Principal or Designee	
Shani Perez	*UFT Chapter Chairperson or Designee	
Mary Ann Savage/ Arcelia Vivar-Espinoza	*PA/PTA President or Designated Co-President	
Nancy Diaz	Title I Parent Representative *(suggested, for Title I schools)*	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Dana Goldberg	SCHOOL LEADERSHIP TEAM CHAIRPERSON	
Julye Szymanski	SCHOOL LEADERSHIP TEAM CHAIRPERSON	
Lisa Collazo	Member/Teacher	
Carol Ogle	Member/Parent	
Leslie Preston	Member/Parent	
Kevin Weinstein	Member/Parent	
Marcela Leite-Cortes	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.

For the last 106 years, P.S. 51, The Elias Howe School, in Hell's Kitchen has been the primary elementary school. It currently has 325 students from Pre-kindergarten through Grade 5. The school mission of P.S. 51 is as follows: P.S. 51 is dedicated to meeting the needs of our diverse and rich multicultural student population. We are a community of learners where all children are encouraged to celebrate their diversity and achieve academic and social success. Teachers are encouraged to develop meaningful dialogues amongst themselves, the administration, and the parents. Parents are our partners in the education of our children.

P.S. 51 uses a Balanced Literacy Program for the teaching of reading and writing. Our teachers work with Teachers College staff developers to improve their teaching of reading and writing. P.S. 51 uses the TERC mathematics curriculum. This innovative program helps students understand the essential ideas of number and operations, geometry, data, measurement, and early algebra. Social studies instruction is taught using an integrated approach aligned with the New York State standards. Science instruction is taught using a hand-on; inquiry-based model aligned with the New York State science standards. Students participate in a general music class as well as additional vocal and instrumental music classes. Computer instruction is given to all students. They learn that computers are a necessary tool for learning and are taught cyber-safety. In Art class, students learn to explore and practice art making in a variety of disciplines, such as painting, drawing, photography, and collage. P.S. 51 is in the process of improving our technology program by creating a library/media center in our school, which is being funded by New York City Council and Manhattan Borough President grants.

We have many art partnerships with community-based organizations. They include: Rosie's Broadway Kids, American Ballroom Dance Theatre, The Striking Viking Story Pirates, Spotlight on Fitness, American Ballet Theatre, Carnegie Hall, and the Whitney Museum. Abundant Waters non-profit after-school program provides homework help, sports, chess, art, dance, robotics, music, and art instruction. Currently, they are working with TADA Theatre Company from a grant through City Council funding.

Volunteers from local businesses read with our students daily through the Everybody Wins program. United Parcel Service has been a partner of P.S. 51 for the past seven years. They provide funding for special events, programs to promote literacy. P.S. 51 works closely with Community District 4 and the 44th Street Block Association. Bellevue/NYU provides our school with a School-Based Health Clinic. We have student teachers from Fordham, NYU, and Hunter College and America Reads NYU Tutors. We also have the CookShop Program, a nutrition program funded by the U.S. Dept. of Agriculture.

Parents are welcomed into the school and are given every possible support to enable them to become effective partners in promoting their children's learning. We have parent courses in: parenting, nutrition and health, literacy, math, English classes, arts and crafts, and workshops on immigration, safety, health care, and other topics.

P.S. 51 is dedicated to providing the best education possible to the students and families of the Hell's Kitchen neighborhood.

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									
School Name:	P.S. 051 Elias Howe								
District:	2	**DBN:**	02M051	**School BEDS Code:**	310200010051				
				DEMOGRAPHICS					
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded		
	2	√	6		10				

Enrollment			
(As of October 31)	2007-08	2008-09	2009-10
Pre-K	36	32	35
Kindergarten	65	51	47
Grade 1	52	59	53
Grade 2	49	51	56
Grade 3	42	44	43
Grade 4	44	39	54
Grade 5	46	43	36
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	0	0
Total	334	319	324

Special Education Enrollment:			
(As of October 31)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0
# in Collaborative Team Teaching (CTT) Classes	7	16	22
Number all others	28	41	32
These students are included in the enrollment information above.			

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	0
# in Dual Lang. Programs	0	0	0
# receiving ESL services only	49	61	59

Attendance - *% of days students attended*:			
(As of June 30)	2007-08	2008-09	2009-10
	94.1	95.2	TBD

Student Stability - *% of Enrollment*:			
(As of June 30)	2007-08	2008-09	2009-10
	94.4	95.4	TBD

Poverty Rate - *% of Enrollment*:			
(As of October 31)	2007-08	2008-09	2009-10
	65.6	65.6	TBD

Students in Temporary Housing - *Total Number*:			
(As of June 30)	2007-08	2008-09	2009-10
	2	38	TBD

Recent Immigrants - *Total Number*:			
(As of October 31)	2007-08	2008-09	2009-10
	8	11	10

Suspensions *(OSYD Reporting) - Total Number:*			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	0	2	TBD
Superintendent Suspensions	1	3	TBD

Special High School Programs - *Total Number:*			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

Number of Staff - *Includes all full-time staff:*			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	24	25	TBD

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
# ELLs with IEPs	9	0	16	Number of Administrators and Other Professionals		10	9	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		0	0	TBD
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**				
(As of October 31)	2007-08	2008-09	2009-10	*(As of October 31)*		2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school		95.8	100.0	TBD
				% more than 2 years teaching in this school		62.5	72.0	TBD
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere		33.3	48.0	TBD
(As of October 31)	2007-08	2008-09	2009-10	*% Masters Degree or higher*		92.0	88.0	TBD
American Indian or Alaska Native	1.5	1.6	1.5	% core classes taught by "highly qualified" teachers (NCLB/SED		98.1	95.4	TBD
Black or African American	12.6	11.3	11.1					
Hispanic or Latino	57.5	60.2	58.6					
Asian or Native Hawaiian/Other Pacific Isl.	15.9	12.2	14.2					
White			2.2					
Male	52.1	52.7	52.5					
Female	47.9	47.3	47.5					
2009-10 TITLE I STATUS								
√	Title I Schoolwide Program (SWP)							
	Title I Targeted Assistance							
	Non-Title I							
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10	
				√	√	√	√	
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY								
SURR School (Yes/No)		If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:								
	Phase				**Category**			
	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							

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CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT			
Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		**Secondary Level**	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

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

	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	–	–					
Black or African American	–	–	–				
Hispanic or Latino	√	√	–				
Asian or Native Hawaiian/Other Pacific Islander	–	–	–				
White	–	–	–				
Multiracial	–	–					
Students with Disabilities	–	–	–				
Limited English Proficient	–	–	–				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	78.7	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	13.4	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	20.6	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	44.7		
(Comprises 60% of the Overall Score)			
Additional Credit:	NR		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
$\sqrt{}^{SH}$ = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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?

The latest **School Report Card** was 2008-2009 and showed the following students performance trends and other indicators of progress:

We are a Title I school in Good Standing in ELA, Math and Science. All students made **ADEQUATE YEARLY PROGRESS** in all three content areas.

On the 2008-2009 **Progress Report** our school was assigned a letter grade of "A." Our overall score was 78.7 out of 100, up from 66.2 the year before. **This score places us in the 42nd percentile of all elementary schools citywide.**

In **School Environment** we scored 13.4 out of 15 in the areas of Academic Expectations, Communication, Engagement, and Safety and Respect. Our school's attendance last year was 94.1% which was an improvement from 94.1% the year before.

In **Student Performance** we scored 20.6 out of 25, up from 19 the year before. Our Special Education students made exemplary proficiency gains in ELA (31.6%) and Math (21.1%) by moving at least one-half of a proficiency level.

79.5% of all students who took the ELA last year got a Level 3 or 4 in ELA, up from 76%. Last year 96% who took the Math test scored at Levels 3 and 4, up from 93.9%. The median student proficiency in ELA was 3.27, up from 3.19 last year. In Math it was 3.76, down from 3.77 last year.

In **Student Progress** we scored 44.7 out of 60, up from 34.8 last year. In ELA the percentage of our Grade 4 and 5 students in the lowest third making at least 1 year of progress was 93.1%, up from 78.1% last year. In Math the percentage of our Grade 4 and 5 students in the lowest third making at least 1 year of progress was 82.1%, up from 71.4% last year**.**

In both ELA and Math we had a very low average change in student proficiency for all levels. This means that, **although the large majority of our students make at least one year of**

progress on the ELA and Math tests, we need to push our students to achieve a higher scale score from year to year so that they make MORE THAN one year of progress.

While our **students with disabilities** made some exemplary gains on the ELA and Math state tests, our ELA School Report Results by Student Group showed that, while **89% of tested General Education students** scored at Levels 3 and 4, only **56% of Special Education students** did. Our Math School Report Results by Student Group showed that, while **99% of tested General Education students** scored at Levels 3 and 4, **only 91% of students with disabilities** did.

In the **ethnic subgroups**, **75% of tested Hispanic or Latino students** scored at Levels 3 and 4 on the ELA and **96%** scored at those levels on the Math test.

In **the gender subgroups, 88% of tested Female students** and **72% of Male students** scored at Levels 3 and 4 on the ELA. In Math, there was only a 1% difference between the gender subgroups.

In the **English Proficient subgroups**, 88**% of tested English proficient students** and **53% of Limited English Proficient students** scored at Levels 3 and 4 on the ELA. In Math, **99% of English Proficient students** and **90% of Limited English Proficient students** scored at Levels 3 and 4.

NYSESLAT Results from 2009 indicate that schoolwide, **16% of tested students scored at the Proficiency level** in the **Reading and Writing** section and **20% in the Listening and Speaking** part. Overall, while **most of the students who took the NYSESLAT moved up a level** from either Beginner to Intermediate or Intermediate to Advanced from 2008 to 2009, **there is a small group of ELLs that we are concerned about because of their slow progress toward NYSESLAT Proficiency**. Three of these students have not improved their overall score for 4 years, three for 3 years, eight students for 2 years, and one student dropped down a level.

Periodic Assessment Results throughout last school year showed the following results: On last year's **ELA Predictives**, our third graders went up from 57% to 72% from the Fall to the Spring assessments. Fourth graders went up from 64% to 69% and fifth graders from 54% to 62%.

On the **Math Predictives**, third graders went up from 81% to 82% from the Fall to the Spring assessments. Fourth graders maintained the same percentage, and fifth graders went up from 61% to 64%. On the **Math Diagnostic ITAs**, which are aligned to our TERC curriculum, third graders went up from 75% to 87% from the Fall to the Spring assessments. Fourth graders went from 81% to 88% and fifth graders went down one percentage point.

Our school is exempt from the Quality Review for two years because we received an A on school's Progress Report and were a "well-developed" on the Quality Review.

Based on our needs assessment, we feel that the most significant aids or barriers to the school's continuous improvement have been:

One significant aid to our school's continuous improvement has been our use of the **Teachers College reading and writing curriculum**. It has had a positive impact on both children's interest and achievement in reading and writing. Students are engaged in the various genres of reading and writing. The TC curriculum also provides a foundation around which teachers can collaborate. Developing rubrics for the TC units focused both teachers and students on specific skills and goals the students need to master. The assessment-driven instruction helps us target the at-risk students so that we can

provide the appropriate intervention in a timely fashion as well as differentiate instruction for students at or above grade level. The use of this model throughout the grades has helped the children by giving them a consistent structure and language for learning about reading and writing. The use of some of the same genres in different grades also helps the children because as they progress through the grades, students have a background to build upon as they study a genre more in depth. We support our reading and writing by purchasing many books and other necessary materials.

Our model of professional development has also been a significant aid to our continuous improvement. We have a **Professional Development Team**, which includes the Principal, the Assistant Principal, and the literacy and math coaches. The team meets regularly throughout the school year. The team sets general professional development goals for the school and discusses how the work is going. The **TC model of professional development** has also helped our school. The lab site model has encouraged teachers to reflect on their practice in reading and writing and to share strategies and resources with each other. The literacy coach, who attends the lab site, has provided a constant support for the teachers during the rest of the school year. This year our **Learning Support Organization – Children's First Network 14** in the areas of English as a Second Language, Math, Special Education, and Literacy are providing residencies at our school to support the goals and priorities of the Principal. Each NSS meets with the Principal prior to the start of the residency. During the residencies, lab-sites are set up where teachers have opportunities to first observe the network support specialist demonstrate lessons. After that teachers teach components of lessons being coached by the specialist and/or coach. Teachers then have meetings with the network support specialists and coaches to plan, develop and reflect on teaching practices. Network Support Specialists conduct monthly meetings with Principals, Assistant Principals, and coaches in various content areas providing professional development and on-going support.

Our **academic intervention program** is another significant aid to our continuous improvement. We focus on children who are considered "at-risk" in reading and/or math. We provide interventions focused on children's specific needs. The Academic Intervention Team meets regularly to determine if interventions are effective. This year, even though we are exempt from having a Quality Review, we are conducting an in-house review. The Academic Intervention Team is using a new protocol for the Case Study called "Descriptive Review of a Student." This allows a classroom teacher to present a struggling student to the Academic Intervention Team. The Team then asks clarifying questions, reflects and responds, and finally suggests possible interventions for the future and ways that the Team can support the teacher and student in trying out the proposals.

One barrier to our continuous school improvement has been the **large number of second language learners and some English-speaking students whose parents do not use English regularly at home**. We address this issue with the assistance of our ESL Teacher and our Parent Coordinator. We provide our non-English speaking parents with interpretation at all meetings and workshops and give them translated written materials. These parents are included in all school meetings and workshops. In addition, we provide workshops targeted specifically to the needs of the parents of our Second English language learners: homework help, language development, testing and various content areas.

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.*

Based on the findings and implications from the comprehensive needs assessment, we determined the following goals for 2009-10.

ELA Goal:
Students in Grades 3-5 will increase their average change in proficiency at all levels on the 2010 ELA by half of a performance level or more. We will continue to draw on the work of our 5th grade inquiry team on reading comprehension as an action research model to improve reading comprehension instruction with all students in Grades 3-5.

School-Wide Goal:
By June 2010 students in grades K-2 will demonstrate progress in literacy toward achieving state standards as measured by an increase in 2 levels on the Teacher College Reading Assessments and Benchmarks.

ESL Goal:
By June 2010 the ELL student group will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring a higher proficiency level in any of the four modalities.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **English Language Arts**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Students in Grades 3-5 will increase their average change in proficiency at all levels on the 2009 ELA by half of a performance level or more. We will continue to draw on the work of our 5th grade inquiry team on reading comprehension as an action research model to improve reading comprehension instruction with all students in Grades 3-5.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**1) Continue with first inquiry team comprised of 5th graders focusing on developing comprehension skills using Mosaic of Thought Strategies by Ellin Keane, administering Teacher College Assessments, setting personal reading goals with students that are monitored throughout the year. Sharing action research program used with inquiry team students with parents to demonstrate and model strategies parents can use with their children at home. Classroom teachers, SETSS teacher, ESL teacher and all providers who work with these targeted students will meet, plan and implement consistent instructional techniques. 2) Create a second inquiry team targeting the fluency with 2nd Graders. We are hoping that further developing fluency will improve reading comprehension. 3) Members of the inquiry teams will continue to provide professional development on reading strategies developed to deepen reading comprehension skills to enable teachers to implement these techniques in the classroom.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	**Flexible scheduling, budgetary decisions to sustain the funding of intervention teachers, literacy coach, professional development, materials, supplies, substitute days and per session hours for planning, meetings, study groups and opportunities for teachers, staff and administrators to attend TC workshops, conferences and other professional development activities. Workshops for parents to educate them on reading strategies, book clubs, homework, reading logs and responses, word study, and school/home connection. As well as Inquiry Teams, vertical and horizontal teacher teams, LSO support specialists and residencies in our school.**

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	**Students in Grades 3-5 will increase their average change in proficiency at all levels on the 2010 ELA by half of a performance level or more.** **2010 ELA scores, Teacher College Assessments and benchmarks, ARIS, periodic assessments, analyzing student work, conferencing notes, observation and other informal and formal assessment tools. Three progress meetings with Principal, Assistant Principal and service providers in which teachers report on the progress of their students in the lower, middle and top of their class. Tier I, II, and III interventions will be used to help students make academic progress in the inquiry teams and all students in Grades 3-5.**

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 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for improvement (SINI/SRAP/SURR or 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): **Literacy in K-2**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2010 students in grades K-2 will demonstrate progress in literacy toward achieving state standards as measured by an increase in 2 levels on the Teacher College Reading Assessments and Benchmarks.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**Set systematic school wide interim benchmarks measurable in reading using data and assessments conducted and collected by teachers and providers. Teachers/staff will meet with administrators on a regular basis providing evidence of students progressing reading levels using the Teachers College Reading Assessments. Teacher teams and inquiry teams will meet to design an implementation plan to establish/determine school wide interim checkpoints/benchmarks to monitor student progress. These teams will help develop differentiated plans and time frames for reaching individual and or groupings of students.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	**Flexible scheduling, budgetary decisions to sustain the funding of intervention teachers, literacy coach, professional development, materials, supplies, substitute days and per session hours for planning, meetings, study groups and opportunities for teachers, staff and administrators to attend TC workshops, conferences and other professional development activities. Workshops for parents to educate them on reading strategies, book clubs, homework, reading logs and responses, word study, and school/home connection.**

Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	**2010 Teacher College Assessments and benchmarks, analyzing student work, conferencing notes, and observations. Three progress meetings with Principal, Assistant Principal and service providers in which teachers report on the progress of their students in reading.**

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 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for improvement (SINI/SRAP/SURR or 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): **ESL Goal**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2010 the ELL student group will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring a higher proficiency level in any of the four modalities.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**This year we have formed an ELL Inquiry Team that will be working to improve academic language in the targeted sub-group of ELL's. Teachers participating in the ELL Inquiry Team will receive professional development from the ESL and the ESL network specialist through ELL lab residency during the fall semester. Teachers will learn strategies and techniques for explicit instruction in academic language which they will use to design and implement targeted lessons in reading and writing.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	**Our Title III budget will be used to fund an ESL study group made up of teachers working with the ELLs on the Inquiry Team. Those funds will cover professional development, materials, supplies, and per session hours for planning, meetings, study groups and opportunities for teachers. Title III funds will also be used for facilitating workshops to educate parents on reading and writing strategies that they can utilize at home as well as the ELL Inquiry Teams, ELL network specialists and residencies in our school.**
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	**Evidence of meeting interim checkpoint benchmarks using informal/formal assessments aligned with New York State Standards. Teachers will discuss student progress during progress meetings conducted throughout the school year. There will be quarterly assessments using a computer-based program called Imagine Learning to further assess student's development in academic language.**

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K		5	N/A	N/A	1		1	
1	10	27	N/A	N/A	2		1	5
2	21	11	N/A	N/A	3			5
3	22	21	N/A	N/A	4			3
4	31	36	10	N/A	1			4
5	37	24	10	N/A	1		3	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: ELA Extended Time, Extended Day (ELLs only), Literacy intervention teacher, Student teachers & America Reads tutors, Reading Recovery	Extended Time – Teachers work with small groups of at-risk students three times a week for 50 minutes after the regular school day. They provide additional help in reading and writing from September to June. Extended Day for ELLs – Same focus as Extended Time but one hour longer two days a week. Literacy intervention teacher – Works with small groups of the most at-risk students in Grades 2-5 in reading and writing, providing targeted instruction and ongoing assessment, throughout the year during the school day. Student Teachers & America Reads tutors – Support the classroom teacher in working with at-risk students in reading and writing, throughout the year during the school day. Reading Recovery – This full-time teacher works one-on-one daily with at-risk first graders on literacy skills. Each student's cycle can last up to 20 weeks.
Mathematics: Extended Time, Saturday Academy, Extended Day (ELLs only), Math intervention teacher, Student teachers & America Reads tutors	Extended Time – Teachers work with small groups of at-risk students three times a week for 50 minutes after the regular school day. They provide additional help in mathematics from September to June. Extended Day for ELLs – Same focus as Extended Time but one hour longer two days a week. Math intervention teacher – Works with small groups of the most at-risk students in Grades 2-5 in mathematics, providing targeted instruction and ongoing assessment, throughout the year during the school day. Student Teachers & America Reads tutors – Support the classroom teacher in working with at-risk students in mathematics, throughout the year during the school day.
Science: Extended Time	Extended Time – Teachers work with small groups of at-risk fourth graders three times a week for 50 minutes after the regular school day. They provide additional help in science from September to June.
Social Studies:	Teachers work with small groups of students integrating science and non-fiction guided reading using appropriate texts aligned with the New York State Standards

At-risk Services Provided by the Guidance Counselor: Small group and individual counseling, Class lessons, Peer Mediation program	Guidance Counselor meets with students who have been identified by teachers or parents as needing services related to social, emotional, and/or behavioral issues. Topics might include: peer relationships, self-esteem, anger management, anxiety, and family dynamics. She also conducts class lessons based on need in the areas of bullying and conflict mediation. Guidance Counselor also coordinates, supervises, and trains students for the Peer Mediation program which trains older students to help younger students learn how to solve conflicts.
At-risk Services Provided by the School Psychologist	School Psychologist provides at risk counseling with students identified by teachers or parents as needing services. The Psychologist also works with students needing peer mediation.
At-risk Services Provided by the Social Worker: Small group and individual counseling, Class lessons, Peer Mediation program	School Social Worker meets with students who have been identified by teachers or parents as needing services related to social, emotional, and/or behavioral issues. Topics might include: peer relationships, self-esteem, anger management, anxiety, and family dynamics. She also conducts class lessons based on need in the areas of bullying and conflict mediation. School Social Worker also coordinates, supervises, and trains students for the Peer Mediation program which trains older students to help younger students learn how to solve conflicts.
At-risk Health-related Services: Project Omnibus (SAPIS)	A drug- and alcohol-prevention specialist meets with classes and small groups on topics such as drug and alcohol prevention, self-confidence, healthy choices, and peer relationships.

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.

Language Allocation Policy Narrative

Part I: School ELL Profile

a. The LAP Team composition is made up of administration, teachers, parents and staff.
b. P.S. 51 has 2 certified ESL teachers.
c. 17% of our school population are ELLs. Out of 323 students 56 are ELLs.

Part II: ELL Identification Process

1. The identification process at P.S. 51 of ELL's begins with screening students at the time of enrollment when parents complete the HLIS (Home Language Identification Survey). Parents of incoming students upon registration are given the HLIS survey to complete and an informal interview is conducted in English and in the native language when available. The HLIS is always provided to the parents in their Native Language, as provided by the Department of Education. The HLIS survey is reviewed by the ESL coordinator who determines if the student is eligible to receive the LAB-R. The LAB-R is then administered to students who are eligible by the ESL coordinator and an ESL teacher. Completion is always done within the 10 day school period allotted. The scores are tabulated and the program placement is determined. Parents are advised of their child's performance on the LAB-R and of their placement. Students who test into ESL are placed into the freestanding ESL program and will receive entitlement letters in their native language as provided by the DOE. Students who test and are not entitles to ESL services will receive the non-entitlement letter in their native language as provided by the DOE. Students who continue in the program using the NYSESLAT scores, will receive the continuation letter in their native language indicating their proficiency level. Students who score proficient on the NYSESLAT, receive a discontinuation letter and remain in the general education program. Please note all students also receive the English translations of letters along with the native language translations in case those parents feel more comfortable reading English.

   Annually students are administered the NYSESLAT (New York State as a Second Language Achievement Test). The ESL coordinator facilitates a parent meeting to discuss the exam with parents. All ELLs receive the proper testing modifications and a schedule is set for testing each of the four modalities. Students are tested by grade bands by the ESL teacher and ESL coordinator.

2. For all students who are entitled to ESL services parents receive a letter in their native language regarding a parent orientation meeting that is held at the school during the morning and evening hours. These letters are translated by the Interpretation and Translation Department at the DOE. For parents who cannot attend the scheduled meeting, one-on-one meetings are provided on a different date.

During the parent orientation meeting parents are provided with an overview of the identification process, a description of the ESL program at P.S. 51, a showing of the video produced by the DOE that outlines all three programs available in NYC public schools, and assistance is provided for completing the Parent Option forms and Parent Surveys. Parents also are given the opportunity to voice questions or concerns. Translations are provided by staff, students or parents. The video is presented in all languages that are applicable for our parents. Following the orientation parents are given time to complete the Parent Selection Form and Parent Survey, which are provided in their native language as provided by the DOE. Assistance is offered for parents who may need help completing the forms.

The fall parent orientation was held on Monday September 21, 2009 at 8: 15 am and at 5:30pm. The spring parent orientation will be held on Tuesday, April 13, 2009 at 8:15 am and 5:30pm.

3. Parents who do not return the forms will be contacted via mail or phone or during parent teacher conferences. One-on-one meetings will be scheduled if necessary in order to review the forms.

4. Upon receiving the NYSESLAT scores and calculating the LAB-r scores for new admits, students are placed into the freestanding ESL program. Placement is done immediately after the 10 day period for testing students with the LAB-R. The parent orientation is also held immediately after testing of the LAB-R is complete so that parents are informed and students can begin participating in the ESL program. Parents are provided all the information needed at the parent orientation meeting, which as stated previously translations are offered by using staff, students, or other parents.

5. The parent selection forms for the past 3 years indicate that the majority of parents select ESL as their first option for their children. This year all parent who returned the forms indicated ESL as their first choice.

6. Therefore P.S. 51 is aligned with the parents requests.

Part III: Demographics

B. ELL Years of Service and Programs:

P.S. 51 has 56 ELL Students of which 50 are newcomers, 6 have been receiving services for more than 3 years and 7 receive special education services.

C. Our ELL population speak various native languages which consist of Spanish, Chinese, Arabic and Thai.

Programming and Scheduling Information

1. a. Instruction at P.S. 51 is delivered using both a push-in model and a pull-out model.

1. b. Students are grouped heterogeneously based on their grade level and English proficiency. In the lower grades k- 2nd grade students are grouped heterogeneously (mixed proficiency levels) with students in the same grade. In the upper grades, 3-5th grade, students are grouped heterogeneously (mixed proficiency levels) and all students regardless of grade are grouped into a class.

2. The ESL coordinator ensures that all mandated time is being meet. A schedule is prepared by both ESL teachers that indicate the periods that students are being serviced. These schedules meet mandated instruction minutes; beginners and intermediates receive 360 minutes and advanced students receive 180 minutes.

2. a. In the pull-out model, double periods are blocked together. During these double blocks all students receive 180 minutes of instruction time. Beginners and intermediates will then receive an additional 180 minutes using a push-in model during the week.

3. The ESL program has two models; push-in and pull-out. During push-in periods ELL students are learning the content being taught in their mainstream classroom and the ESL teacher is co-teaching with the classroom teacher or providing small group instruction. In the mainstream classroom students are using the Teacher's College Reading and Writing curriculum, in science they are using the FOSS kits, in social studies they have texts books and in math they are using the TERC curriculum. The ESL teacher pushes-in during any of these subject areas and supports the ESL students in their classroom. The ESL teacher supports classroom lessons by using scaffolding such as modeling, bridging connections between new concepts and prior knowledge, contextualizing by using realia or graphic representations and schema building by previewing texts or using organizers to prepare for reading a text. Differentiation includes use of graphic organizers, leveled texts, teacher made templates for writing units, personal word walls for students, and vocabulary development in order to make content comprehensible to all ELLs. The ESL teacher provides support to classroom teachers by making themselves available during common preps and copies of the pacing calendar with teaching points is provided to the ESL teacher for planning.

   During the pull-out periods all ELL students are exposed to thematically based units in the ESL program. Thematic units are aligned with the NYC scope and sequence and NYS standards. Content areas are embedded in the thematic units and taught simultaneously through the curriculum. Grade appropriate content is taught using these thematic units. Instruction in the ESL program is monolingual however there are several methods that are used to make content comprehensible. This includes use of scaffolding strategies that include modeling, bridging, contextualization, schema building, and text re-presentation. Also collaborative learning activities are used, hand-on activities are planned, technology is infused into the curriculum and various materials are utilized, such as authentic texts, books on tape (The New Heights Program published by Pacific Learning), books in the students native language, and the internet for support. This year our classroom has a Smartboard, which is used to deliver instruction in different modalites by using videos, visuals, audio, and interactive writing.

The ESL classroom is a student centered classroom where the ELL community is developed and students are provided with a risk-free environment. ESL methodologies are used by the ESL teachers to make content comprehensible to all students and meet their needs. ELL approaches include, but are not limited to, the Language Experience Approach, where students share an experience and then produce language in response to their first-hand, multi-sensory experience, and the Whole Language Approach, where students develop their language skills in all four modalites; listening, speaking, reading, and writing. ESL instruction incorporates the components of Balanced Literacy, such as read alouds, shared readings, interactive writings, guided reading and independent reading & writing. Differentiation of process, product, or content is done through the use of small group instruction, use of graphic organizers, and supplemental materials.

ELL's are given opportunities to develop their language skills in all four modalities through their reading experiences, writing activities, listening activities and opportunity to speak on a daily basis by sharing their work, having discussions with their peers, making presentation and actively participating in class.

Assessments are also an important part of the ESL curriculum. Both informal and formal assessments are utilized. These assessments will drive instruction as teachers plan in order to meet the needs of the students. This year our school is involved in an ELL residency that addresses the development of academic language of our students. The focus in ESL is to further develop academic language in our ELLs. As part of the curriculum, activities are designed around read alouds so that students have multiple exposure to academic language and are taught strategies to tackle this language and further develop comprehension skills.

4. a. As of now we do not have any SIFE students, but in the event that we do, we will use small group instruction to address their needs and provide the additional support. Students will participate in extended time, in title III programs, use books in the native language, and use Imagine Learning (a computer based ESL program).

b. For all newcomers there will be hands-on activities and collaborative learning activities used to develop their Basic Communication Skills, as well as, their content knowledge. Students will have access to bilingual glossaries and dictionaries in native language. Students will preview exams in order to familiarize themselves with the format of the exam, and testing modifications will be provided. By infusing the skills that are needed on the exam into daily lessons, students practice and develop these skills in an authentic environment not through test-prep curriculums. Newcomers will also be conferenced with more regularly in order to continuously assess their progress.

c. We have found that ELLs who are receiving 4-6 years of ESL service are many times the students who are stalling in the same proficiency level. These students are being closely monitored and will be part of the ELL inquiry team. Using the NYESLAT data along with research-based text being studied during the ELL residency, teachers will design lessons and activities that provide students with a deeper look at academic language. When the ESL teacher pushes into mainstream classroom instruction will be differentiated for these students by using level texts, teaching in small groups and co-teaching with the classroom teacher. The ESL teacher and classroom teacher will also on a continuously discuss the students needs and design strategies that can be used to further support the student in reading and writing.

d. We currently do not have any long term ELL's, but if we should have them we would look at different forms of instruction involving the Academic Intervention Team and developing tier I and II interventions that can be used in the classrooms.

e. The ESL teacher receives a copy of the IEP for any ELL students that receive SETSS or are in the CTT classes. The IEP goals will be used to inform instruction and students will be given the appropriate modifications in ESL class.

5. Title III funds are used to offer an afterschool program that provides ELL with further language support. As a form of intervention, 2-5th grade students participate in this program, twice a week. Tier II interventions are also used in the classroom to target areas that students need more support. These interventions can be used for any subject area and any grade level. Tier II interventions include Great Leaps in reading and math, small group instruction using a push-in or pull-out model in the different subject areas by teachers who specialize in these areas and Reading Recovery. Tier I interventions are also used by the classroom teacher. The Academic Intervention Team provides support to classroom teacher by inviting them to meet with the team and together design ways so that these interventions can be successful in their classroom. Tier I interventions include, but are not limited to, small group strategy lessons, increased conferencing, restating directions, scaffolding directions, and differentiating content/product/process.

6. The ESL teacher will keep an on-going dialogue with students and teachers who have scored proficient on the NYSESLAT in order to monitor their progress. Based on their needs these students can participate in small group instruction during push-in periods. Former ELL's will also receive the appropriate testing modifications for two years of exiting the program.

7. This school year we have directed our attention to the development of academic language in our students. An ELL Inquiry group has been formed in order to track more closely those students who have remained in the same proficiency for over two years and need further support to develop academic language. A study group with the teachers is also being facilitated by the ESL coordinator, in order to further explore this topic. The study group will be described in further detail in the Professional Development of the LAP. We will begin this work with a small number of classrooms and if it is effective we will branch out to the entire school.

8. All programs will remain in place due to their success from the following years. We are trying to improve our program by doing more co-teaching during push-in periods.

9. All ELLs in grades k-5 have equal access to school programs throughout the year. Kindergarten and first grade students have access to Reading Recovery, small group push-in instruction, Everybody Wins Power Lunch volunteer, an American Reads tutor and extended time. Students in grades 2-5th have access to the same programs and in addition can receive support thought the Title III afterschool program and Great Leaps in reading and math. ELLs have access to our guidance counselor when necessary.

10. There is a substantial library of books on tape called The New Heights Program published by Pacific Learning that is used with the ELLs. This program has leveled texts that students read with the audio assistance and then complete activities to further develop vocabulary, practice sequencing, literary responses, and even syntax of sentences and paragraphs. ELLs are also provided with leveled libraries so that students

can read appropriate texts for their ability. All classrooms have Smartboards and computers, which are made accessible to the ELLs for further support. Our school also purchased an ESL computer-based program called Imagine Learning for the ELLs. This program is specifically designed to develop literacy skills in English for ELLs. Students further develop skills in all four modalities when using the program, by reading books, working on grammar, listening to songs and even recording themselves speaking. The program addresses a range of levels from beginners to advanced of students in kindergarten through middle school grades.

11. While instruction is conducted in English, we are fortunate enough to be able to give support in Spanish since our ESL teacher, paraprofessionals and several classroom teachers are bilingual Spanish/English speakers. For other native language support we use parents and students to provide translations for fellow peers. Native language is also supported by providing texts in the student's native language and providing access to the internet for translations. Ells also have access to bilingual glossaries and dictionaries in their native language.

12. All support services and resource are strategically prepared so that they correspond to ELL's ages and grade levels.
13. We do not have activities in place prior to the start of the school year, however there are parent workshops and parent orientations within the first few days of the school year and throughout the year parents have the option of participating in school tours.

Professional Development and Support for School Staff
1. There will be monthly ESL PD's faciliated by the ICILSO (ELL Network Support Specialist) where ESL teachers from our network of schools will have intervisitations in other schools. During these meetings teachers will have the opportunity to observe lessons, plan for future lessons and articulate about their programs. This year we will be basing our work around the text Building Academic Language by Jeff Zweirs. In addition, the ESL teachers will participate in an ESL Labsite Residency being held at P.S. 51. The residency will take place over five sessions. Teachers will observe lessons on further developing academic language in classrooms and meet during a study group in order to discuss the text and design activities for read alouds. Our principal is involved in a principal study group led by the research and development team that is also reading the text Building Academic Language by Jeff Zweirs and will be visiting the school to see the work being done at the school.

2. The guidance counselor provides an information meeting for parents to inform them of the middle school process. Translations are provided. The counselor also trains students how to fill out forms for middle school and discuss how to make the right choice of school. Mock interviews are held with students who must formally interview with middle schools. These are the ways that we support our students as they transition from elementary to middle school.

3. This year the ESL coordinator is facilitating an ESL study group in connection with the ELL Network Specialist to provide training around academic language. During the study group teachers will discuss the text Building Academic Language by Jeff Zweirs and collaboratively design activities for read alouds that will focus on developing academic language in the classroom. Math and reading coaches and the speech teacher will also participate. Attendance will be kept for each meeting, an agenda will be distributed and any activities designed will be copied for all to have.

Parent Involvement

1. Parent involvement is greatly encouraged at PS 51. There are a variety of programs parents may participate in, for example "Parents as Reading Partners" has been successful, inviting parents into the classroom to read with their children. Parents maintain involvement in their child's schooling through corresponding with teachers via homework packets, letters, conferences, phone calls, and in person discussions. All parents of ELLs are invited to participate in workshops to facilitate their efforts in helping to educate their children and translations are provided by staff, parents or students. The ESL department will also develop a parent outreach program in which workshops will be created to address the needs of ELL parents. The workshops will be held the third Monday of every other month beginning in October. The ESL teachers will plan and implement the workshops. Topics for the workshops include: Helping Your Child with Reading, Helping Your Child with Writing, Helping Your Child with Math, Preparing Your Child for the NYSESLAT, Using the Internet to Support Your Child's English Skills, and Summer Fun with Reading. Snacks will be provided and materials distributed to parents at every workshop

2. PS 51 provides parents with a list of organizations that parents can go to learn English or receive homework help.

3. The needs of the parents are evaluated through feedback received directly from the parents after each monthly ELL Parent Workshop we deliver and through evaluation forms they complete about the workshops. Parents are asked to provide ESL teachers with questions, concerns, or comments throughout the school year. The needs of the parents are also evaluated at parent-teacher conferences where we have the opportunity to speak with parents directly. Lastly, school leaders inform ESL teachers of common concerns and needs of parents of ELLS.

4. Our parental involvement activities address the needs of parents in different forms. ESL Parent Workshops address the needs parents have in regard to their child's academic development. Many parents do not have resources to help their children. We provide parents with a variety of learning tools they may take home and work on with their students. Glossaries, sight word lists, and flashcards help these parents work with their child even if they are unable to afford books or learning manipulatives. The needs of parents are met by providing information in their Native Language about the school, curriculum, and teaching techniques. Programs such as Parents as Reading Partners provides parents to participate in an actual reading workshop in the classroom giving them an idea of what their children do in school on a daily basis.

B. After reviewing an analyzing the assessment data answer the following:

1. The assessment tools that our school uses to assess the early literacy skills of our ELLs are Fountas and Pinnell level and TCRWP (Teachers College Reading and Writing assessments. The data provides the reading levels of the ELLs, and we can use that to inform instruction by planning according to the students' needs. Also, the TCRWP provides a benchmark of the students' vocabulary and spelling development, which we use as a guide to differentiate students' learning activities.

2. The data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades indicates that students have the greatest difficulty making the transition from the advanced level to the proficient level on the reading/writing section of the given tests. Students seem to be mastering listening/speaking skills at a rapid pace then tend to plateau in reading/writing especially upon reaching the upper grades.

3. Patterns across the NYSESLAT modalities will have an affect on instructional decisions. More focus on academic language spoken in the classroom will be implemented. While all four modalities are incorporated into each lesson plan, it is apparent planning needs to be focused on teaching reading skills and strategies that ELLS can take to their mainstream classrooms. It is for this reason that our school has taken the steps to examining academic language more closely and having teachers participating in an ELL residency that is focusing on this very topic. Furthermore, reading and writing practice and instruction will take precedence over other activities at the upper level.

4. (a) The scores for ELLs are most affected on tests that rely greatly on their English language skills. This is most evident when comparing their ELA and Math scores. ELLs usually demonstrate more ability on math tests than on tests involving a great deal of reading and writing. Specifically, a drastic improvement for students between the grades of kindergarten and first grade is quite noticeable, particularly in reading and writing skills. This is due to the NYSESLAT assessing both grades in a band with the same exam. Between the grades of three and four, while students tend to maintain their proficiency, some students stall and leaps in skill levels are infrequent.

(b) Although our school is not participating in the ELL Periodic Assessments we use testing data, TCRWP assessments, Fountas and Pinnel levels and teacher made assessments to make decisions. We also hold progress meetings with classroom teachers and corresponding service provider including the ESL teacher. At these meetings, both teachers are able to review skill levels and abilities of students they share as well as collaborate on goals for any given student, especially at-risk students. The school leadership has implemented a Title III afterschool program for ELLs who, based on these assessments are in need of further support. These scores are used to create small groups for intervention services in ELA and math for struggling ELLs that are offered during the school day. The data is also used by the ELL Inquiry team and the Academic Intervention Team to target further support services for any struggling students. Students are also grouped for these services in extended time using this data.

(c) The schools is learning that ELLs improve most drastically throughout early years of schooling and then tend to taper off in regard to advancing reading and writing skills at the upper levels. The Native Language is used as needed, depending on the student. Glossaries and documents sent home to parents are offered in their Native Language.

5. From these assessments the school is learning that ELLs are being provided targeted interventions in their area of need.

6. The success of our ELLs is evaluated through continual classroom assessment both formally and informally. The success of our program is also determined by reviewing individual student skill levels and evaluating their progress. Partially, our program is evaluated by the amount of students that are able to exit the program or advance to the next level of ESL grouping.

SAMPLE STUDENT SCHEDULE 2007-08 ESL *Kindergarten*
ESL Program Type: ___ Free-Standing _***X***_ Push-in _X__Pull-out
Indicate Proficiency Level: _***X***__ Beginning ___Intermediate ___Advanced

School District: _____*02*_____ **School Building:**____*051*____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: *8:15* To: *9:15*	Subject (Specify) Reading Workshop/ Handwriting	Subject (Specify) ESL Pull-Out	Subject (Specify) ESL Pull-out	Subject (Specify) Reading Workshop/ Handwriting	Subject (Specify) Reading Workshop/ Handwriting
2	From: *9:15* To: *10.05*	Subject (Specify) Writing Workshop	Subject (Specify) ESL Pull-Out	Subject (Specify) ESL Pull-Out	Subject (Specify) ART	Subject (Specify) Music
3	From: 10:05 To: *10:55*	Subject (Specify) Math Workshop	Subject (Specify) Library	Subject (Specify) Math Workshop	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop
4	From: *10:55* To: *11:45*	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: *11:50* To: *12:40*	Subject (Specify) Music	Subject (Specify) Math Workshop	Subject (Specify) ART	Subject (Specify) Math Workshop	Subject (Specify) ESL Push-in
6	From: *12:45* To: *1:35*	Subject (Specify) ESL Push-in	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) ESL Push-in
7	From: *1:35* To: *2:25*	Subject (Specify) Shared Reading/ Word Study / Reading Stations	Subject (Specify) Shared Reading/ Word Study / Reading Stations	Subject (Specify) Social Studies	Subject (Specify) Shared Reading/ Word Study / Reading Stations	Subject (Specify) Work Centers
8	From: *2:35* To: *3:25*	Subject (Specify) --------	Subject (Specify) ------	Subject (Specify) -----	Subject (Specify) -------	Subject (Specify) ---------
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

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

Form TIII – A (1)(a)

Grade Level(s) k-5_____ Number of Students to be Served: 20 LEP _____ Non-LEP

Number of Teachers 2_____ 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.

P.S. 51 is servicing 58 ELLs using a push-in and pull-out program. All students who are beginners and intermediate receive 360 minutes and advanced students receive180 minutes of mandated services during the school day. P.S. 51 will use the Title III funds to implement a rigorous language instruction afterschool program to further support our English Language Learners. It will be a 24 week program from October – April and will meet twice a week. The program is designed to provide further assistance to ELLs of all language proficiencies to meet state standards in all four modalities; listening, speaking, reading and writing. Instruction will be delivered using thematic units that incorporate other subject areas, such as math science and social studies. The instruction will be provided by certified ESL teachers and/or certified teachers trained in ESL methodologies.

There will be two teachers hired to instruct a group no larger than 10 students each. ELL students from 2nd – 5th grade will be invited to participate. Teachers will plan thematic units. This approach will allow teachers to plan lessons that meet state standards in various core subject areas. We have found that using thematic units for instruction in ESL classes has been extremely successful in our school. Teachers will utilize formal and informal assessments to measure student progress. Portfolio's of student work will be created as another assessment tool and will be used to measure the student progress in their development of English across all the modalities. Instruction will be delivered in sheltered English, where teachers will employ ESL methods to make academic language accessible to ELLs. This includes but are not limited to the use of visual aids, use of Smartboards, web access, total physical response activities, repetition of directions, cooperative learning activities, thematic units and graphic

organizers.

The thematic units of study include a unit on cooking, a unit on Readers Theater and a unit on the community. These units will incorporate different subject areas so that students are further developing their math skills and knowledge about science and social studies concepts. A plentiful amount of time will be dedicated to reading and writing. Teachers will use ESL instructional scaffolding strategies such as; modeling, bridging using prior knowledge, providing text re-presentation, and build schema using graphic organizers, in order to provide support to all levels of English proficiencies in ELLs.

As further enrichment once a week, students will utilize Imagine Learning, which is a computer based program that helps students develop literacy skills in English. There is support in their native language and as they progress it reduces until the student completely uses English. Students receive one-on-one instruction since the program is designed to meet their individual needs. The program assessing the student's level and then providing individualized lessons and activities at their level. It is both education and engaging for students.

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

P.S. 51 will use Title III funds to implement a 5-week cycle of professional development focusing on academic language. The ELL Network Support Specialist along with the ESL teacher will facilitate the study group and will invite a total of 10 teachers from 2nd – 5th grade classrooms, as well as, out-of-classroom teachers to participate. Each session will last 1 hour and teachers will be paid per session rate. The focus of the study group is to train teachers to become "Language Watchers" of academic language. We will be using the following text to support and guide our work; *Building Academic Language: Essential Practices for Content Classrooms, Grades 5-12* by Jeff Zweirs. All teachers will be provided with the text purchased with Title III funds and chapters will be assigned for reading after every session.

The sessions will focus on training teachers to identify academic language in form of words and phrases from the "Book of the Month" read alouds. Teachers will work collaboratively to identify academic language also coined "juicy sentences" and develop activities to use in the classroom for an assigned book of the month. The goal is to have developed activities for various "book of the month" titles that teachers can share and implement in their classrooms. The study group exposes teachers to literature from experts in the ESL field and allows time for creating lessons to further develop academic language in our ELLs school-wide.

The work completed by the study group will be shared with the staff during a PD day.

Description of Parent and Community Participation – Explain how the school will use Title III funds to increase parent and community participation.

In September there will be a parent orientation, facilitated by the ESL teachers, held in the morning and evening to inform ELL parents about the ESL program at P.S. 51. Parents will have the opportunity to meet with the ESL teachers, learn about the ELS program at our school, be informed

about the procedures for identifying ELLs, the exams used (LAB-R & NYSESLAT) watch the video and complete the parent survey and parent option forms. A simple breakfast/snack will provided.

In April there will also be a spring parent orientation, facilitated by the ESL teachers, held during morning and evening sessions. Parents will be informed about the upcoming NYSESAT exam and provided with sample copies of the exam. If there are any new parents to the program, they will be provided with an overview of the ESL program at P.S. 51, the procedure for identifying ELLs, watch the video and complete parent survey and parent option forms. A simple breakfast/snack will be provided.

P.S. 51 will develop a parent outreach program in which workshops will be created to address the needs of ELL parents. The workshops will be held the third Monday of every other month beginning in October. The ESL teachers will plan and implement the workshops. Topics for the workshops include: Helping Your Child with Reading, Helping Your Child with Writing, Helping Your Child with Math, Preparing Your Child for the NYSESLAT, Using the Internet to Support Your Child's English Skills, and Summer Fun with Reading. Snacks will be provided and materials distributed to parents at every workshop.

Form TIII – A (1)(b)

School: P.S. 51 **BEDS Code: 310200010051**

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session for ESL Extended Day Afterschool	$9,528.38	**71 hours of per session for ESL and General Ed teacher to support ELL Students: 71 hours x 2 x $49.89 (current teacher per session rate with fringe) = $7,084.38)** **Supervisor: 47 sessions x 52.00 (approx.rate with fringe) = 2,444.00**
Purchased services - High quality professional development	$2,743.95	**The ESL teacher will be working with 10 teachers for 5 sessions to offer professional development focusing on academic language.**
Supplies and materials	$2,128.99	**Books based on thematic units being studied during extended day sessions, leveled Books for ESL classroom library and breakfast/snack for parent workshops**
Parent Workshops	$598.68	2 ESL teachers will facilitate 6 workshops: 6 sessions x 2 teachers x 49.89 per session = $598.68
Other		
TOTAL	$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The school will provide written translations of all school-home communications not provided already by the Department of Education. For Spanish translations, we will use in-house translations by school staff. For other languages, we will use the services of the Translation and Interpretation Unit. The Parent Coordinator will ensure timely provision of translated documents to parents that need them by monitoring parent communication needs from the DoE, the Region, and the school.

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.

A review of our written translation needs revealed that we did not need any written translation of materials that could not be handled in-house or by the DoE's Translation and Interpretation Unit. We found that we had oral interpretation needs whenever parents who spoke languages other than English or Spanish were invited to a meeting, workshop, or parent/teacher conference. (Spanish interpretation could be taken care of in-house.) We also had oral interpretation needs when students who spoke low-incidence languages had to take State tests in which there was no translated written version. All these findings were reported to the school community through the minutes of the School Leadership Team meetings.

Part B: Strategies and Activities

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

The school will provide written translations of all school-home communications not provided already by the Department of Education. For Spanish translations, we will use in-house translations by school staff. For other languages, we will use the services of the Translation and

Interpretation Unit. The Parent Coordinator will ensure timely provision of translated documents to parents that need them by monitoring parent communication needs from the DoE, the Region, and the school.

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.

School staff and/or parent volunteers will provide oral interpretation services in Spanish and Chinese as necessary. For low incidence languages at parent events and for student tests where no translation is available, interpretation will be provided by an outside vendor.

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.

In September, the school will provide non-English speaking parents with written notification of their rights regarding translation and interpretation services and instructions on how to obtain such services. We will post in a conspicuous location a sign in each of the necessary languages indicating the room where a copy of this written notification can be obtained. Our Safety Plan will outline procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative office due to language barriers.

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:	$157, 392	$122,591	$279,983.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	$1573.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		$1226.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$7869.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		$6130.00	
6. Enter the anticipated 10% set-aside for Professional Development:	$15,739.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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.

1. P.S. 51will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: **We will present this parent involvement plan at a School Leadership meeting in June and also at P.T.A. and Title I parent meetings. For parents not able to attend, we will send home highlights of the plan and ask for their feedback.**

2. P.S. 51 will take the following actions to involve parents in the process of school review and improvement: **We have an active School Leadership Team and a Title I Parent group both of which will participate in meetings where school review and improvement are discussed.**
We will periodically disseminate a questionnaire that asks for parent opinions on ways to improve the school. School improvement will be a permanent item on the P.T.A. agenda for its monthly meetings.

3. P.S. 51 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: **EPIC (Every Person Influences Children) workshops for parents of young children, Parent Health Chats run by the School-Based Health Clinic, parent curriculum meetings, parent math meetings, ESL parent workshops to help parents with literacy activities and strategies to use at home.**

4. P.S. 51 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: **EPIC (Every Person Influences Children), Pre-Kindergarten parent workshops, ESL parent involvement workshops, Cookshop by our Parent Coordinator will facilitate and work closely with the coordinators of the various parent involvement initiatives to ensure the integration of all our parent involvement activities**

5. P.S. 51 will take the following actions to conduct, with their 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. **Actions: We will ask for and review parent opinion questionnaires on school improvement. We will review the academic progress of students to ensure that this parent involvement policy is having a positive impact on student achievement. The School Leadership Team will conduct the evaluation. The parents on the School Leadership Team will have an active role in the evaluation. We will utilize the services of translators for parents with limited English proficiency so that they can be fully integrated in the education of their children.**

6. P.S. 51will build the schools' and parents' 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 –
   1. the State's academic content standards
   2. the State's student academic achievement standards
   3. 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: **We will have parents attend a power point presentation so that they understand exactly what the State's academic content and achievement standards are and how they can help their children to meet those standards. This information will be disseminated in the languages spoken by our diverse population.**

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: **Through workshops and presentations by EPIC, parents will be apprised of the challenges facing their children in literacy and math standards. They will be taught strategies and games to use at home to assist their children.**

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**: Teachers and staff members, together with the administration and Parent Coordinator will take part in on-going meetings on how to best communicate with parents.**

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with 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 heir children, by: **Tours will be conducted at our school by our parent coordinator, on announced days, for each of the pre-school programs in our neighborhood so that parents and operators can become more familiar with our school community and the standards we set for our students. Opportunities for questions and classroom visits will be provided during those tours. Our guidance counselor and school nurse will be available in Q and A segment of the tour.**

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: **Using the translation/interpretation unit from the DOE, as well as our own staff, information concerning events, programs and activities will be sent home in the language of the parents whose children participate in the various programs.**

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.

P.S. 51, 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 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 51 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: **We will provide high quality curriculum and instruction by hiring qualified, certified teachers, providing them with high quality professional development. We will engage in an ongoing process of assessment and evaluation of our instructional practices, curriculum, and student achievement and will apply our findings to continually improve these essentials.**

2. Hold parent-teacher conferences **twice a year** during which this compact will be discussed as it relates to the individual child's achievement. **Specifically, those conferences will be held once in the fall and once in the spring, and also when a child requires academic or social intervention. Parents of students requiring special education services are invited to the planning conference and to the annual review.**

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows :**We will provide reports to parents on report cards three times a year. We will give frequent updates to the parents of our at-risk students who are receiving intervention, special education, or English language instruction.**

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: **Staff will be available to parents before and after school or during the teachers' preparation periods, by appointment. Parents will be informed that teachers are always willing to discuss their child's progress at a mutually convenient time. Parents are informed about and encouraged to attend parent-teacher conferences and planning meetings.**
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: **Early in the year, parents are informed by the Parent Coordinator about volunteer opportunities in the school. During September's Curriculum meeting, teachers also inform parents about their volunteer opportunities and ask parents to sign up. Parents are always encouraged to participate in schoolwide and class activities and are always welcome to observe in their child's classroom.**
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 (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs(participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day
- Attend school regularly and on time
- Show respect for other people, myself, animals, and property
- Accept responsibility for my own actions
- Resolve conflicts in a peaceful manner

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.

Much of the following information was gathered from the 2008-2009 Annual School Report and the 2008-9 test data. The total student population from Pre-K to grade five is 324. The student ethnic composition consists of 58% Hispanic, 14% Asian, Native Hawaiian or Pacific Islander, 14% African-American, and 12% Caucasian. 19% of our students are Limited English Proficient. The percentage of days students attended school was 93%. Free lunch eligibility is 67% percent. The students are heterogeneously grouped in 14 classes, supported by a pedagogical staff of 22 teachers. Of the 22 teachers, 100% are highly qualified. All teachers have valid teaching certificates and no teachers are teaching out of their area of certification. In the 2009-10 school year we have one kindergarten, one first grade and one second grade Collaborative Team Teaching class.

The Elias Howe School collaborates with Rosie's Broadway Kids, City Lights Youth Theater, and The American Ballroom Dancing group, Learning Leaders, Everybody Wins, Ryan Chelsea Clinton Health Center. We are also the recipients of a grant from NYU/Bellevue that established a School Based Heath Clinic. We recently received a grant from the Center for Disease Control to begin a health, exercise, and nutrition program. Bellevue Nurse Practitioners provide physical exams, immunizations and prescriptions to all students whose parents have consented to the service. In addition, they conduct monthly health chats for parents.

We have student teachers from SUNY New Paltz, New York Institute of Technology and Hunter College at various grade levels.

Our School Leadership Team (SLT) is involved in decision-making regarding budget allocations for specific programs, evaluation of program effectiveness, and the collaborative creation of the school's goals and objectives. The SLT fosters increased awareness of the continued needs and concerns of all members of the school community.

P.S. 51 advocates a balanced literacy approach to teaching literacy. This includes daily shared reading, guided reading, read aloud, independent reading, word study, interactive writing (in early childhood classes), reading workshop, and writing workshop. Additionally, P.S. 51 has just completed its fifth year of collaboration with Teachers College Reading and Writing Project. This collaboration has continued in 2009-10. In order to support our teachers in implementing their reading and writing workshops, Teachers College provides us with two staff developers, one for grades K to 2, one for grades 3 to 5, full-day reading and writing workshops at Teachers College, support groups for the Principal, the Assistant Principal, and the Literacy Coach and a Leadership group for one teacher.

Each classroom is a print and language rich environment with student work, word study walls, and mathematic units displayed. The students are taught to work cooperatively and are provided with experiences through which they learn to think, question and feel safe to take risks.
Overall, 81.3% of our Grade 3, 4, and 5 students scored at Levels 3 and 4 combined on the 2009 NYS ELA Test. By grade, 84% of third-graders, 92% of fourth-graders, and 68% of fifth-graders performed at Levels 3 and 4 combined on this test.

Subgroup performance on the 2009 ELA tests was as follows: In grade 3, 94% of general education students performed at Levels 3 and 4 combined, 55% of students with disabilities performed at Levels 3 and 4 combined. 71% of Black or African American students performed at Levels 3 and 4 combined; 86% of Hispanic or Latino students performed at Levels 3 and 4 combined; 89% of small group totals (Asian or Pacific Islander and White) students performed at Levels 3 and 4 combined. 89% of female students performed at Levels 3 and 4 combined; 81% of male students performed at Levels 3 and 4 combined. 86% of English proficient students performed at Levels 3 and 4 combined; 78% of Limited English Proficient students performed at Levels 3 and 4 combined. 84% of Economically Disadvantaged students performed at Levels 3 and 4 combined. In grade 4, 97% of general education students performed at Levels 3 and 4 combined; 67% of Students with Disabilities performed at Levels 3 and 4 combined. 85% of Hispanic or Latino students performed at Levels 3 and 4 combined; 100% of Asian or Pacific Islander students performed at Levels 3 and 4 combined; 100% of small group totals (Black or African American and White) students performed at Levels 3 and 4 combined. 95% of Female students performed at Levels 3 and 4 combined; 88% of Male students performed at Levels 3 and 4 combined. 97% of English Proficient students performed at Levels 3 and 4 combined; 60% of Limited English Proficient students performed at Levels 3 and 4 combined. 92% of Economically Disadvantaged students performed at Levels 3 and 4 combined. In grade 5, 76% of general education students performed at Levels 3 and 4 combined; 45% of Students with Disabilities performed at levels 3 and 4 combined; 54% of Hispanic or Latino students performed at Levels 3 and 4 combined; 80% of Asian or Pacific Islander students performed at Levels 3 and 4 combined; 100% of Small Group totals (American Indian or Alaska Native, Black or African American and White) students performed at Levels 3 and 4 combined. 80% of Female students performed at Levels 3 and 4 combined; 47% of Male students performed at Levels 3 and 4 combined. 81% of English Proficient students performed at Levels 3 and 4 combined. 22% of Limited English Proficient students performed at Levels 3 and 4 combined. 68% of Economically Disadvantaged students performed at Levels 3 and 4 combined.

Overall, 97.7% of our Grade 3, 4, and 5 students scored at Levels 3 and 4 combined on the 2009 NYS Math Test. By grade 3, 98% of third-graders, 97% of fourth-graders, and 98% of the fifth-graders scored at Levels 3 and 4 combined on this test.

Subgroup performance on the 2009 NYS math tests was as follows: In grade 3, 100% of general education students performed at Levels 3 and 4 combined; 91% of Students with Disabilities performed at Levels 3 and 4 combined. 100% of Black or African American students performed at Levels 3 and 4 combined; 96% of Hispanic or Latino students performed at Levels 3 and 4 combined; 100% of small group totals (Asian or Pacific Islander and White). 100% of Female students performed at Levels 3 and 4 combined; 96% of Male students performed at Levels 3 and 4 combined. 97% of English Proficient students performed at Levels 3 and 4 combined; 100% of Limited English Proficient students performed at Levels 3 and 4 combined. 98% of Economically Disadvantaged students performed at Levels 3 and 4 combined. In grade 4, 100% of General Education students performed at Levels 3 and 4 combined; 83% of Students with Disabilities performed at Levels 3 and 4 combined. 95% of Hispanic or Latino students performed at Levels 3 and 4 combined; 100% of Asian or Pacific Islander students performed at Levels 3 and 4 combined; 100% of Small Group totals (Asian or Pacific Islander and White) students performed at Levels 3 and 4 combined. 95% of Female students performed at Levels 3 and 4 combined; 100% of Male students performed at Levels 3 and 4 combined. 100% of English Proficient students performed at Levels 3 and 4 combined; 80% of Limited English Proficient students performed at Levels 3 and 4 combined. 97% of Economically Disadvantaged students performed at Levels 3 and 4 combined. In grade 5, 97% of General Education students performed at Levels 3 and 4 combined; 100% of Students with Disabilities performed at Levels 3 and 4 combined; 96% of Hispanic or Latino students performed at Levels 3 and 4 combined; 100% of Asian or Pacific Islander students performed at Levels 3 and 4 combined; students performed at Levels 3 and 4 combined; 100% of Small Group totals (Black or African American, American Indian or Alaska Native, and White) students performed at Levels 3 and 4 combined. 100% of Female students performed at Levels 3 and 4 combined; 94% of Male students performed at Levels 3 and 4 combined. 100% of English Proficient students performed at Levels 3 and 4 combined. 91% of Limited English Proficient students performed at Levels 3 and 4 combined. 98% of Economically Disadvantaged students performed at Levels 3 and 4 combined.

We intend to sustain the performance of our Level 3 and 4 students by differentiating instruction for them within the classroom and in our Extended Time program. Within the classroom, we provide **Tier I interventions** for all grades which include differentiated instruction by the classroom teacher, small group and one-to-one instruction, and targeted instruction. Outside the classroom, for students at risk of not meeting standards and those who have not yet met standards, the school provides **Tier II Academic Intervention Services** (see Appendix 1). **Mandated Tier III interventions** at P.S. 51 include SETSS, an ESL program, and mandated counseling. Approximately 19 students receive SETSS in compliance with individual educational plans. Approximately 56 students are English Language Learners and receive services from certified ESL teachers based on their Language Assessment Battery scores. This is a push-in/pull-out program with the teacher working with small groups intensively on a daily basis.

P.S. 51 receives funding from New York City, New York State and the Federal Government. We are a School in Good Standing in both our Federal Title 1 and State accountability status in all subject areas. In 2009-2010, P.S. 51 has continued to implement a school-based curriculum.

We have noticed the impact of the Teachers College reading and writing curriculum on both children's interest and achievement in reading and writing. Students are engaged in the various genres of reading and writing. The TC curriculum also provides a foundation around which teachers can collaborate. Developing rubrics for the TC units focused both teachers and students on specific skills and goals the students needed to master. The assessment-driven instruction helps us target the at-risk students so that we can provide the appropriate intervention in a timely fashion as well as differentiate instruction for students at or above grade level. The use of this model throughout the grades has helped the children by giving them a consistent structure and language for learning about reading and writing. The use of some of the same genres in different grades also helps the children. As they progress through the grades, students have a background to build upon as they study a genre more in depth. We support our reading and writing by purchasing many books and other necessary materials.

Our school's model of professional development has aided greatly in our success. We have a professional development team, which includes the Principal, the Assistant Principal, and the literacy and math coaches. The team meets regularly throughout the school year. The team sets general professional development goals for the school and discusses how the work is going. Members of the team act as grade leaders for each grade and support the teachers in those grades.

The TC model of professional development has also helped our school. The labsite model has encouraged teachers to reflect on their practice in reading and writing and to share strategies and resources with each other. The literacy coach, who attends the labsite, has provided a constant support for the teachers during the rest of the school year. The principal's study group on writing with grade 3-5 teachers and the ELL teachers' study groups were very successful. In both study groups, teachers recognized the need to differentiate instruction more for their students. Teachers began working towards that goal.

Our intervention initiative was also successful this year. We focused on children who were considered "at-risk" in reading and/or math. This year we provided interventions even more focused on children's specific needs. We used some research-based programs for our interventions in reading, which did help children improve their reading skills. The Academic Intervention Team met regularly to determine whether interventions were having positive effects on the children's learning. If not, the team discussed and decided what other interventions were needed. An intervention study group paired an intervention team member with a classroom teacher to identify the Tier I interventions that could be used to help a struggling student. In the 2009-2010 school year, two School-Based Inquiry Teams have taken over this work with two targeted groups in grades 4 and 5 with about 15 students in each group.

We will utilize the literacy coach/intervention teacher to provide targeted support for teachers to improve their understanding of how to teach TC reading and writing. This work will help teachers target and support at-risk students in reading and writing next year. We will also utilize the math coach/intervention teacher to provide targeted support for teachers to improve their understanding of how to teach Investigations' problem-solving methods. This work will help teachers target and support at-risk students in mathematics next year.

2. Schoolwide reform strategies that:
    a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

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

See Pages 21-22, 43-47

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See Pages 46-47

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

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

See Pages 39-43

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.

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.

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.

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.

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[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

[1] School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

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

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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

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

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

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

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

We plan to form a Curriculum Review Team to review whether the ELA Alignment Issues are applicable to our school and if so, what the implications are for our instructional program.

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?

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.

<u>Please respond to the following questions for Key Finding 1B:</u>

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.

We plan to form a Curriculum Review Team to review whether the Math alignment issues are applicable to our school and if so, what the implications are for our instructional program.

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

☐ Applicable X Not Applicable

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

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

We plan to form a Curriculum Review Team to review whether the ELA instruction issues are applicable to our school and if so, what the implications are for our instructional program.

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?

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

We plan to form a Curriculum Review Team to review whether the Math instruction issues are applicable to our school and if so, what the implications are for our instructional program.

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

☐ Applicable ☐ Not Applicable

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

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

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

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.

The Professional Development Team will review whether the teacher experience and stability issues are applicable to our school and if so, what the implications are for our instructional program.

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?

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.

P.S. 51 plans many workshops, study groups and professional development opportunities regarding English Language Learners for all teachers in our school throughout the year. The ESL teacher facilitates multiple workshops during the school year. Topics covered in these workshops include information about the LAB-R and NYSESLAT, current data about the ELLs in our school and second language acquisition stages, just to name a few. The ESL teacher also facilitates a study group funded through Title III that will address the development of academic vocabulary in our ELLs. The study group is available for all teachers, in all grades to participate. The study group will use current research, professional texts and will allow teachers to plan activities for their classroom that meet the needs of ELLs in this area of academic vocabulary development. In addition, classroom and ESL teachers participate in ESL professional development held offsite in other schools. This year our school is involved with ICI ELL Teacher workshops - *"Closing the Opportunity Gap for ELLs"*. Last year our school participated in the ESL Academy in which we set goals for our ELLs and designed ways we would achieve them school-wide. A classroom teacher, an ESL teacher and administration were invited to attend. Information from all of these workshops are turn keyed to the staff through faculty conferences and copies of materials, notes and professional articles supplied at the workshops.

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

☐ Applicable X Not Applicable

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

All teachers in our school participate in progress meetings held three times a year. In this progress meeting classroom teachers as well as service providers such as the SETTS teacher, the ESL teacher, etc. must provide a detailed report about the progress of students, the goals that the teachers have set and how they will meet the goals. Also included in this report are al the Tier I, II, and III interventions the school provided It is very evident from these progress reports that all three tiers of intervention are being implemented in our school. Tier I interventions especially are a clear indicator of the modifications that are being used in the classroom for ELLs. Through these Tier I interventions one can see that teachers are differentiating instruction, modifying content, using manipulatives to further support the ELLs and working in small groups with ELLs in order to scaffold activities

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.

Our school plans to do extensive outreach to classroom teachers by the ESL department in our school through the use of school-wide workshops and trainings, as well as, more intimate study group opportunities. Also by participation in the ICI workshops current research is turn keyed to the staff which encourages a school wide focus on the meeting the needs of our ELLs.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Our school will send out a survey to staff about the use of data about the ELLs and it being provided in a timely manner. Teachers will also have time to reflect their thoughts on evaluations provided at the end of each on site-workshops and training facilitated by the ESL teacher.

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

☐ Applicable X Not Applicable

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

The full time ESL teacher at P.S. 51 began the school year by facilitating a presentation regarding the ELL population at our school. The presentation included data about the ELLs, second language acquisition stages, and ways to make the classroom environment friendly to ELLs. Upon receiving the NYSESLAT & LAB-R scores, the ESL teacher immediately provided them to the classroom teachers. She created a chart that listed the overall score for each ELL student and even broke it down into scores for

each modality. This allowed teachers to see the areas their students were advancing and the areas that need to be further developed. The chart also included the native language and previous LAB-R and NYSELAT scores if available. The ESL teacher is also scheduled to facilitate other workshops, trainings and study groups throughout the year at the school that teachers will be able to participate in.

In addition the ESL teachers provides classroom teachers with an ESL report cards for each ELL student that is broken down into each modality; speaking, listening, reading, and writing and includes a written comment. This provides teachers with further information about the ELL's progress through the school year. In addition the ELLs are included in the Inquiry Team groups and are provided with intense instruction in literacy and their progress is monitored, which is then shared with the classroom teacher.

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

The ESL teacher will hold another workshop about the NYSESLAT and the four modalities that are tested. As part of this workshop teachers will be provided with copies of ESL standards, citywide data about the ELL's and will also be taught ways to use NYSESLAT scores to plan instruction for each modality. An evaluation form will be provided at the end of the workshop so that teachers can provide the facilitator feedback.

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.

A committee of administrators, members of the SBST, the IEP Teacher, and mandated providers will review whether the special education professional development issues are applicable to our school and if so, what the implications are for our instructional program.

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

☐ Applicable ☐ Not Applicable

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

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

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)
Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

A committee of administrators, members of the SBST, the IEP Teacher, and mandated providers will review whether the special education professional development issues are applicable to our school and if so, what the implications are for our instructional program.

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?

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.)

   Zero

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

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.