



**PS 130 MANHATTAN
HERNANDO DESOTO SCHOOL**

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

SCHOOL: 02M130
ADDRESS: 143 BAXTER STREET NEW YORK, NY 10013
TELEPHONE: 212-226-8072
FAX: 212-431-5524

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 130 MAN **SCHOOL NAME:** HERNANDO DESOTO

SCHOOL ADDRESS: 143 BAXTER STREET NEW YORK, NEW YORK 10013

SCHOOL TELEPHONE: 212-226-8072 **FAX:** 212-431-5524

SCHOOL CONTACT PERSON: LILY DIN WOO **EMAIL ADDRESS:** LWOO@SCHOOLS.NYC.GOV

POSITION/TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: YVONNE MOY

PRINCIPAL: LILY DIN WOO

UFT CHAPTER LEADER: RENA E. LIAD

PARENTS' ASSOCIATION PRESIDENT: PHYLICIA CHOON YIN CHAN

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 **SSO NAME:** EMPOWERMENT

SSO NETWORK LEADER: ELVIRA BARONE

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
LILY DIN WOO	*Principal or Designee	
RENA E. LIAD	*UFT Chapter Chairperson or Designee	
PHYLICIA CHOON YIN CHAN	*PA/PTA President or Designated Co-President	
ERIN MA	Title I Parent Representative (alt.) <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
WINNIE FUNG	Member/ Parent	
PHILIP LAM	Member/ Parent	
YVONNE MOY	Member/ Parent (Title I Parent Rep)	
HOWARD G. EPSTEIN	Member/ Assistant Principal	
LESLIE FURMANSKY	Member/ Staff	
KENNETH MENDEZ	Member/ Staff	

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.

P. S. 130 Manhattan, located in Manhattan's Chinatown/Little Italy, is a community of learners dedicated to providing each child a rigorous but well-balanced education. While most of our children come from limited English proficient homes, we expect that all children, regardless of background or ability, to strive towards meeting high standards and academic excellence. The school strives to help children to become independent thinkers and to take the responsibility for their own learning. At PS 130, we celebrate their efforts and successes and we emphasize the basic virtues of respect, compassion, perseverance, honesty, and commitment to character building.

In order for children to succeed, they need an environment that encourages them to take risks in their learning. We believe in providing a rigorous standard-based integrated program in a nurturing environment—one that tries to address all of the children's academic needs and mandates, yet allows children to think freely and critically, to ask questions about their learning, and to appreciate and support the work of those around them.

We have a strong believe that the arts (visual arts, music, dance and theater) play a very important role in the lives of our children. Not only do they help children develop the social skills, communication skills, self-confidence and poise that are so necessary to be successful in life. What has been especially rewarding is that we have found that the arts have had the greatest impact on our neediest students by helping them to grow as learners who enjoy coming to school. This has resulted in raising our academic achievements. We offer not only a full-time art teacher, a full-time music teacher and various school-sponsored after school performance arts programs, but we also offer a full continuum of the arts through partnerships with arts organizations all students from Pre-K through Grade 5, regardless of ability or placement. These organizations include, among others, the Children's Museum of the Arts, Midori and Friends, City Lights Youth Theater, the Third Street Music School, National Dance Institute, Young People's Chorus, Rosie O'Donnell's Broadway Kids, and the American Ballroom Dance and Theater. The school has a full-time arts coordinator to schedule and coordinator all of these activities.

Technology has recently been a strong focus for our school as well to prepare our students for the future. Our classrooms are fully wireless Internet ready and classes are using the mobile labs for their research and projects. We added 16 interactive SMART boards to our classrooms last year and are in the process of adding more this year as the staff grows more adept at using this technology. Computer instruction is offered to all of the children from Pre-K through Grade 5 by our technology teacher and technology aide.

As a school community, we also recognize the fact that families and community play very important roles in the educational foundation of the children. As such, we promote relationships and activities that encourage active involvement by parents, extended families, and community and business organizations. By working together, we can create even more opportunities for children to learn.

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. 130 Hernando De Soto								
District:	2	DBN:	02M130	School BEDS Code:	310200010130				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	34	35	28		97.7	97.7	TBD		
Kindergarten	151	161	143	Student Stability - % of Enrollment:					
Grade 1	183	158	168	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	182	190	161		97.0	98.0	TBD		
Grade 3	158	180	190	Poverty Rate - % of Enrollment:					
Grade 4	186	160	176	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	177	190	160		65.7	65.7	TBD		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		2	34	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		29	25	17		
Grade 12	0	0	0	Suspensions (OSYD Reporting) - Total Number:					
Ungraded	3	0	3	(As of June 30)	2007-08	2008-09	2009-10		
Total	1074	1074	1029		0	0	TBD		
Special Education Enrollment:				Special High School Programs - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	16	20	13	CTE Program Participants	0	0	0		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Early College HS Program Participants	0	0	0		
Number all others	63	59	72	Number of Staff - Includes all full-time staff:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	Number of Teachers	64	62	TBD		
# in Transitional Bilingual Classes	4	7	13						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	238	248	209						

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	11	1	39	Number of Administrators and Other Professionals	16	18	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	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	93.8	95.2	TBD
				% more than 2 years teaching in this school	75.0	83.9	TBD
				% more than 5 years teaching anywhere	67.2	67.7	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	81.0	85.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0		100.0	100.0	TBD
Black or African American	1.7	2.1	1.9				
Hispanic or Latino	4.9	4.5	4.5				
Asian or Native Hawaiian/Other Pacific Isl.	90.0	89.5	89.0				
White			1.1				
Male	52.1	53.7	53.5				
Female	47.9	46.3	46.5				
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			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	101.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	14.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	22.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	60						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	4.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = 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?
-

We have conducted a comprehensive review of our school's educational program as well as all of the most current quantitative and qualitative data regarding student performance and progress. Below are our findings:

- **The school's current student body of 1074 is comprised of the following: 89.5 Asian (Chinese), 4.5% Hispanic, 3.6% White, and 2.1% Black. While only 2.3% are recent arrivals from another country, the great majority (approximately 75%) enters school speaking little or no English.** This is due to the fact that most are raised by non-English speaking caregivers or relatives while parents work. **Many are sent back to China where they reside until they reach school age.** In addition, about half of our entering kindergarten children have had no pre-school experience. The children's parents are unable to help them with English because they, too, are limited English proficient.
- **65.7% of our students are eligible for free lunch; an additional 15.4% are eligible for reduced fee lunch, bringing our total low income population to a little over 81%.** Many parents are factory or restaurant workers with very long hours and many have jobs where they are transported by their employers to faraway locations in New Jersey, Connecticut and Long Island. They travel to and from work via vans that are provided by the restaurants. Others, because of the distance, live at the worksite and return home only on their days off. Almost all families have both parents working. **As a result, over 85% our children attend after school programs until at least 6:00 PM.**
- One of our major areas of concern is the English language acquisition needs of our students. **Parents acknowledge the importance of learning English and overwhelmingly support an ESL approach rather than a bilingual approach to instruction; although bilingual placements were available and were offered, almost 100% of the parents opted for an ESL-only program in lieu of a bilingual program.**
- **Approximately a quarter of our staff is dually city-licensed or state-certified (both as a Common Branch teacher and as an ESL or Chinese bilingual teacher). This has enabled us to organize and offer classes as self-contained ESL where the children can receive their mandated ESL services within the structure of their own classrooms**

through their own classroom teachers. In fact, they are receiving more ESL through their day-to-day content area and literacy instruction. The teachers are able to plan and teach in a way that provides children with continuity of instruction without the disruption of pull out programs.

- **As a result of our current delivery of services to English Language Learners (ELLs) on the lower grades, many do not remain as ELLs for long (on the 2009 NYSESLAT, for K-1, we had a 58% proficiency rating on the listening and speaking sections and a 56% proficiency rating for reading and writing sections).** For those who remain as ELLs on the lower grades, additional ESL services are provided by appropriately licensed/certified teachers through push-in services that are planned and coordinated with the classroom teachers. Because children spend much less time out of the classroom, the likelihood of “feeling lost” in class was greatly reduced. While the achievement varies from year to year (depending on the complexity of the test and the amount of time ELLs have been in this country, the school has performed better than similar schools as well better than the average city school.
- **A related major area of focus is literacy instruction.** As an exempt school, we have had the option of choosing our own reading program. We have opted to continue to implement the Balanced Literacy Program as it was designed in District 2 with the support of an AUSSIE consultant. Everyone in the school - administrators, classroom teachers, cluster teachers, special service teachers (ESL, Speech, Special Education, etc.) and paraprofessionals - is either trained or in the process of being trained in the Balanced Literacy Program. This program is an intensive assessment driven program that was well-practiced throughout District.
- Our implementation of the program over the past 11 years has enabled us to maintain a steady upward movement in our ELA scores from 38% in 1990 to their current levels:

	COMBINED SCORES OF GRADES 3, 4, AND 5 FOR 2008		COMBINED SCORES OF GRADES 3, 4, AND 5 FOR 2009	
	LEVELS 2, 3 & 4	LEVELS 3 & 4	LEVELS 2, 3 & 4	LEVELS 3 & 4
General Ed Only	99.6	88.7	99.6	94.7
Special Ed Only	97.0	48.2	93.5	67.7
All Students	99.0	84.4	99.3	93.1

	GRADE 4 ENGLISH LANGUAGE ARTS			
	2008		2009	
	<i>Levels 2, 3 & 4</i>	<i>Levels 3 & 4</i>	<i>Levels 2, 3 & 4</i>	<i>Levels 3 & 4</i>
General Education Only	100.0	94.3	98.6	95.0
Special Education Only	92.3	61.5	91.7	58.3
All Students	98.8	90.1	98.1	92.2

- Although we are exempt from the citywide math curriculum, we use Everyday Math as our framework and supplement with other materials as necessary. A review of our State math scores show that this strategy works and that the school shows a steady improvement as a result, the most current scores indicated as follows:

	COMBINED SCORES OF GRADES 3, 4, AND 5 FOR 2008		COMBINED SCORES OF GRADES 3, 4, AND 5 FOR 2009	
	LEVELS 2, 3 & 4	LEVELS 3 & 4	LEVELS 2, 3 & 4	LEVELS 3 & 4
General Ed Only	100.0	99.1	100.0	99.6
Special Ed Only	98.2	87.3	100.0	93.5
All Students	99.8	97.9	100.0	99.2

	GRADE 4 STATE MATH			
	2008		2009	
	Levels 2, 3 & 4	Levels 3 & 4	Levels 2, 3 & 4	Levels 3 & 4
General Education Only	100.0	100.0	100.0	99.3
Special Education Only	100.0	84.6	100.0	91.7
All Students	100.0	98.9	100.0	99.4

- Although historically our science scores were good, we had chosen not to apply for a waiver for the science curriculum. The decision was based on wanting the school to be prepared for the anticipated citywide science testing on grades 3 and 5 which has not yet happened. **Our state science assessment scores indicate that our science curriculum is showing good results; in 2008, 97.6% of 185 students taking the test scored a Level 3 or 4, with the boys and girls scoring almost evenly. Only 1 child (a boy) scored a Level 1.**
- We have a waiver for the citywide social studies curriculum. Our test scores over the years have been excellent, with the **most recent 2009 score of 96.4% out of 191 students scoring on Levels 3 and 4.** Of the eight students who scored below a Level 3, 4 only one student scored a Level 1. All eight were either new arrivals/ELLs who have had less than a year in the United States or students with IEPs in our self-contained class.
- Significant aids:
 - Professional learning has played an important role in the development of a consistent school philosophy and common successful teaching practice in ELA and the content areas.** Students' needs are met more readily when all instructional staff members have the same understandings and an array of teaching strategies and supports. Teacher buy-in and their willingness to learn have been significant in making this successful.

- **Significant and sufficient resources are allocated to ensure the implementation of initiatives** (sub days, per session for training and intervention programs, materials and supplies, etc.)
 - **Parent involvement has been strong.** The Parents Association has been very supportive of the initiatives at the school by seeking additional funding and resources to support our current programs. They have also been assisting in the ongoing outreach to parents (through translation, workshops and meetings) to help them understand the policies and programs at the school so that more parents can become more active partners in their children's education.
 - **A strong working relationship with various outside organizations which result in the school's ability to offer an array of enrichment programs, during the school day and after school.** Children enjoy coming to school and, as a result, our school's attendance has been one of the highest in the city (about 98%) every year.
- Barriers:
 - **While we are very happy that we have been able to reduce the number of children who remain at-risk each year, we are not happy that the resources that enabled us to achieve this accomplishment are reduced as a result.** There is a realization that funding is limited, especially in light of the recent fiscal crisis, but our students need continuous school support in order to maintain their achievements; many of their parents and caregivers do not have the capacity in the English language or educational background to support their continued growth.
 - Our school's high academic performance has been, in part, a direct result of the many enrichment programs and activities that we offer our students; each program and activity has been designed to target an important skill that children need to develop that directly impacts their academic performance. These programs offer exposure to many things that our children would not otherwise have. **With the increase time spent on mandatory assessments, time management has become a growing concern for our instructional staff.** Balancing what needs to be done with what is right for children requires careful planning and budget. As a result, differentiation continues to be a major focus.
 - The needs of some of the children have dramatically changed in recent years and are not like what the school has been used to. We have more and more children who are born in the US but who have been sent back overseas to China to be taken care of by relatives until they are school age. These children come to us lacking not only English language skills but often a close relationship with their parents as well. Parents, as a result, are frustrated because they feel the children do not listen to or respect them. Professional development and additional resources need to be put into place to help these families.
 - In order to continue moving forward with our goal of using technology as an instructional tool, we need to continue building the capacity and knowledge of our teachers in that area. We made tremendous strides in 2008-09, but there is still much work to be done.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal #1: To improve students' achievement in English Language Arts.

- ◆ By June, 2010, the percentage of students in the lowest third of the school making a year's progress on the ELA **will increased from 83.3% to 85%**.

Goal #2: To improve the English proficiency of the ELL students in the school.

- ◆ By June, 2010, at least 50% of all ELL students taking the NYSESLAT will demonstrate an average gain of at least 10% on the **raw score** on each of the two combined sections (reading/writing and listening/speaking).

Goal # 3: To further increase the use of technology as both an instructional and a learning tool.

- ◆ 100% of the teachers will have improved their understanding and knowledge of how to use technology as an instructional and communication tool through a variety of equipment and resources (interactive SMARTBOARDS, document cameras, etc.)
- ◆ 100% of the teachers will use email as a means of communication with colleagues, students and supervisors. In addition, there will be an increased use of the school-wide Google calendar to share important dates, meetings and events with staff and students.

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

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve students' achievement in English Language Arts.</p> <ul style="list-style-type: none"> ◆ By June, 2010, the percentage of students in the lowest third of the school making a year's progress on the ELA will increased from 83.3% to 85%.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◆ Administrative staff, staff developer and teacher mentor team will meet to in September to set the framework for this year's work and study group focus as well as the possible models of support for the students. Funding for professional development and study group/inquiry work is through Title I and tax levy funds. ◆ Staff developer and supervisors will begin orientation meetings with grades on the purpose of child study, the selection of children to be studied and the procedures to be followed. Grouping of teachers for study teams will be no more than 4-6 in a group. Based on last year's success, continued inclusion this year will be service providers and out-of-classroom/AIS teachers with classroom teachers. Staff developer and selected lead teachers will guide the discussions. Supervisors of the respective grades will be in attendance. The Inquiry Team will be analyzing the data from this study. ◆ Supervisors and/or staff developer will hold half-day or full day grade meetings approximately every three months to discuss each teacher's documentation on their case study child. Team meetings will be held periodically in between as well as team observations of each other's students during classroom lessons or other settings. Substitute coverage will be provided for staff as needed through Title I funding for professional development (inter-visitations, planning meetings, feedback sessions, etc.). Sharing of note-taking artifacts and summarizing successful strategies with samples children's work and other evidence of success (pictures of class celebrations, parent feedback, etc.) at each of the meetings. It will be expected that the teachers will implement the suggested strategies in their classrooms with children and/or groups with similar needs.

- ◆ Teachers will be required to submit learning goals for each of their children and to report quarterly (October/January/March/May) on their students' progress. Principal, supervisors of the grades and staff developer will monitor progress and have meetings and discussions with individual teachers/grades and additional professional development will be provided as needed.
- ◆ Administration, staff developer, and team of lead teachers will summarize findings and planning of next steps.
- ◆ At risk students will receive support from AIS and/or early intervention reading teachers in small groups during the school day through either a push-in or pull-out model. Funding is primarily through Title I.
- ◆ Students identified as at risk of not meeting standards will attend the "Muffin Club" tutoring (UFT time) before school each morning when they will receive small group instruction with no more than 4-6 children in a group. Groups will be assessed every 6-8 weeks and participation will be adjusted accordingly based on classroom performance and assessments.
- ◆ One-to-one reading intervention will be given to the most at-risk students through a trained reading specialist (former Reading Recovery teacher) and America Reads volunteers. Periodic assessments will be made and students will be added or discontinued based on progress in the programs and in the classrooms. Funding for the intervention is primarily through Title I and Fair Student Funding.
- ◆ One-to-one buddy reading opportunities with corporate volunteers from the Power Lunch Program during their lunch periods once a week. Students will be selected based on need. Program involves no cost to the school.
- ◆ Students identified as at risk (all levels 1, 2 and some low 3) will attend an extended school day program that will focus on reading and writing strategies every Tuesday and Thursday from 3:10 pm to 4:40 pm from November 2009 through April, 2010. Funding for this program will be through the Contract for Excellence funds.
- ◆ All 4th grade students will attend a one-day Saturday Institute for test prep on the Saturday before the 2010 ELA exams. Funding will be through the Contract for Excellence funds.
- ◆ To provide motivation and reinforcement, students will participate in a variety of arts/performance partnerships that help students practice their literacy skills through other hands-on venues. Funding is primarily through tax levy funds and private grants and donations.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◆ Per session costs for Extended School Day program - Contract for Excellence (\$60,221) ◆ “Muffin Club” early morning tutorial program – (no extra cost – part of the teachers’ regular work day). ◆ Equipment, supplies, books and materials for Extended School Day and academic support programs - Title I (\$27,316); One-Time Allocation (\$36,374); TL FSF Summer Funding (\$24,503) ◆ AIS & ESL pull-out/push-in programs – Title I ◆ Arts & enrichment partnerships, residencies and programs –Fair Student Funding & Grants (\$241,528) ◆ 60 days for A.U.S.S.I.E. Staff Developer Kaye Lawson – Title I (10% Professional Development - \$55,735 + 5% Highly Qualified - \$27,868); ◆ 200 sub days for child study, professional development meetings and intervisitations – Children’s First (\$30,994) ◆ Mentoring (inclusive of 2nd and 3rd year teachers as well as any new teachers) – per session hours (\$20,990) through Children’s First
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ Increased student participation in the classroom (daily monitoring of children’s participation – teacher notes). ◆ Positive parent feedback at individual parent meetings and interactions. ◆ Consistent improvement/progress in student achievement as indicated by classroom running records, progress reports, work samples, writer’s notebook, teacher assessments, etc. Quarterly reports will be submitted to the principal/assistant principals for review. Teachers will set new goals for the next 10-12 weeks after the review. ◆ Improved standardized raw score test results (individual growth from the previous year’s test scores) as indicated by the ATS student gains report.

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 as a Second Language

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the English proficiency of the ELL students in the school.</p> <ul style="list-style-type: none"> ◆ By June, 2010, at least 50% of all ELL students taking the NYSESLAT will demonstrate an average gain of at least 10% on the raw score on each of the two combined sections (reading/writing and listening/speaking).
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◆ ELL students will attend the morning “Muffin Club” tutorial program (UFT time) with teachers who are familiar with ESL strategies. ◆ 3rd, 4th and 5th grade ELL students will attend an extended school day program focused on ESL strategies taught by ESL teachers and specialists every Tuesday and Thursday from 3:10 pm to 4:40 pm from November, 2009 through April, 2010. Funding is through Title III. ◆ ELL students will participate in class presentations and performance arts programs that will help develop their language skills and confidence in using the English language. Funding is through tax levy funds and private grants and donations. ◆ ELL students will participate in the Power Lunch program where students are paired with corporate volunteers to read once a week during their lunch period. (No cost to the school). ◆ ESL specialists will work with students in small groups for ESL instruction. Children will be assigned to classes where teachers are dually certified (ESL and Common Branches) whenever possible to reduce the need for pull-out services and to provide all-day ESL support. Funding is through Title I and tax levy funds.

	<ul style="list-style-type: none"> ◆ Paraprofessionals, America Reads tutors and other volunteers will work with children on an individual and small group basis within the classroom to provide more individualized attention. Funding for paraprofessionals is primarily through Title I funds. ◆ Parents of ELL students are offered ESL classes twice a week from October through June so that they can help their children at home. Funding is through Title III and Title I parent involvement funds. ◆ Trips are planned for the second half of the year for ELLs and their parents so that they can experience first-hand many of the things they read about (city landmarks, museums, plays, etc.). Follow up activities include writing responses and journal entries. Funding is through Title III. ◆ The addition of more computer technology in the ELL classrooms to provide training on and access to the Internet so that ELL students can have equal access to information. Funding is through Title III.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◆ “Muffin Club” early morning tutorial – (part of the teachers’ regular contractual day), ◆ Per session costs for ESL Extended School Day – Title III ◆ Arts and enrichment partnerships, residencies and programs – (included in the costs of Goal 1 under the same category). ◆ Supplemental ESL teacher costs – Title I ◆ Equipment, supplies, materials, trip fees, etc. for the ELL program – Title III
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ Increased ability to use the English language as evidence by the quality of language used in classroom discussions. Students will demonstrate better fluency and confidence when giving answers in English. ◆ Positive parent feedback at individual parent meetings and other interactions as indicated on the learning environment survey, parent letters and other communications. ◆ Consistent improvement/progress on student achievement in the classroom as indicated by documentation, including but not limited to running records, progress reports, student presentations, student work/writing samples, writer’s notebook, and teacher assessments. Teachers will be required to submit quarterly reports on the progress of the students.

Improved standardized raw score test results (individual growth from the previous year's test scores, predictive and interim assessment exams, NYSESLAT). Projected gain for target population will be to demonstrate an average gain of at least 10% on the **raw score** on each of the two combined sections of reading/writing and listening/speaking.

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): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To further increase the use of technology as both an instructional and a learning tool.</p> <ul style="list-style-type: none"> ◆ 100% of the teachers will have improved their understanding and knowledge of how to use technology as an instructional and communication tool through a variety of equipment and resources (interactive SMARTBOARDS, document cameras, etc.) ◆ 100% of the teachers will use email as a means of communication with colleagues, students and supervisors. In addition, there will be an increased use of the school-wide Google calendar to share important dates, meetings and events with staff and students.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◆ Funds have been secured to purchase additional technology equipment for teacher and classroom use, including but not limited to document cameras, computers, webcams and SMART boards. This will be a continuation of our efforts which was started last year with the purchase of 16 SMART boards for the classrooms. ◆ Year-round, ongoing training will be provided for staff in the use of various essential programs (i.e., Word, PowerPoint, Excel, Publisher, Kidspiration, etc.) as well as on-line resources (i.e., Discovery Education, Nettekker, etc.) for instruction by the technology team consisting of various staff members. ◆ Experimentation with webcam communication to bridge learning between locations to share projects and presentations.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◆ Per session (\$10,000) and training rate funds (\$23,534) will also be provided through Title I ARRA SWP and Children’s First Funding for professional development. ◆ Approximately \$17,000 of a special legislative grant as well as \$100,000 from the Lower Manhattan Development Corporation to purchase additional equipment for classrooms.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ There will be an increased number of students using computers at home and in school for research and homework as demonstrated by the students’ projects and work displays. ◆ There will be an increased number of staff using emails as a way of communication between staff and/or with the home by the end of the year as demonstrated by the email logs. ◆ 100% of the teachers will know how to access student information on-line and be more knowledgeable about how to use the data to analyze student needs as demonstrated by their login records. Based on the data results, more focused instruction can be planned so that the children’s needs are more specifically addressed. ◆ There will be an increased willingness by teachers to spend time on planning together and sharing successful strategies on technology supported instruction. Information can be shared more readily and archived for future reference. ◆ There will be an increased pool of paraprofessionals who will be able to help students on the computers for projects and research as observed by the supervisors through the year. ◆ Samples of class work and homework assignments throughout the year will demonstrate more use of technology.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	62	25	N/A	N/A	8	0	11	0
1	54	10	N/A	N/A	10	0	14	0
2	42	15	N/A	N/A	7	0	17	0
3	65	15	N/A	N/A	8	0	11	0
4	70	10	5	5	7	0	13	0
5	30	10	5	5	12	0	10	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> - Before school tutorial program from 8:15 am to 8:45 am in small groups of no more than 4-6 for guided reading. - Extended school day program on Tuesdays and Thursdays from 3:10 pm to 4:40 pm in groups of no more than 10 in Balanced Literacy strategies from November to when the tests are given in April. - Daily small group guided reading groups with AIS staff pushing into classrooms whenever possible. - Saturday Institute Practice Test for all students on the Saturday before the actual test in groups of no more than 6. - Reading intervention during the day on a one-to-one basis for 30 minutes each day. - Individual tutorials during the school day by an AIS teacher or America Reads tutor.
Mathematics:	<ul style="list-style-type: none"> - Before school tutorial program from 8:15 am to 8:50 am in small groups of no more than 4. - Pull out program during the day for at risk students in groups of no more than 6 for one period a day. - Extended school day program on Tuesdays and Thursdays from 3:10 pm to 4:40 pm in groups of no more than 10 from November until April.
Science:	Small group/ individual intervention during the day by the classroom teacher, America Reads tutor and/or student teacher.
Social Studies:	Small group/ individual intervention during the day by the classroom teacher, America Reads tutor and/or student teacher.
At-risk Services Provided by the Guidance Counselor:	Counselors provide social and emotional support to students in small groups and individually during the school day. Interventions include: strategies for behavioral management, coping skills, stress reduction, development of socialization skills, self-esteem support, increasing appropriate expression of feelings, resiliency building, etc.
At-risk Services Provided by the School Psychologist:	NA

At-risk Services Provided by the Social Worker:	Bilingual Social Worker provides additional student/family counseling, parenting workshops, teacher consultation and student observations in preparation for possible referrals, collaborates with social agencies to help students' families, handles crisis intervention, and reports possible child abuse cases.
At-risk Health-related Services:	NA

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s): K-5 Number of Students to be Served: 222 LEP: 222 Non-LEP: 0

Number of Teachers: 16 Other Staff (Specify): 4 (Teachers currently enrolled in State approved ESL certification programs)

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. 130 Manhattan is a Pre-K to 5 school committed to providing its LEP/ELL students with a program that meet their needs and, at the same time, focuses on the new standards and is consistent with the city's literacy and content initiatives.

- At the time of registration, there is a trilingual staff in the main office (English, Chinese (both Mandarin and Cantonese speaking), and Spanish) to ensure that the parents complete the home language survey and to explain the program choices for the children. Children are given the LABR within the first 10 days of registration.*
- We also have at least two parent orientations at the beginning of the school year and individual meetings with new admits as they come in to register throughout the year.*

- *Parents are given the brochure with the program information and are given an opportunity to view the DVD.*
- *They also have the opportunity to meet with the Principal and/or ESL coordinator to answer any questions and an opportunity to visit the classrooms.*

Although the school offers both self-contained Chinese bilingual and freestanding ESL classes each year, almost 100% of our parents voluntarily request an ESL-only program for their children rather than a bilingual program. Their rationale in choosing an ESL-only program is based the fact that as part of their every day, weekend, and/or after school childcare arrangements, many of the children, particularly on the lower grades, attend Chinese language schools. They receive between 3 to 10 hours of formal native language instruction at these outside school programs. They have expressed a strong desire for our school to focus our instruction on the children's English language skills during the school day rather than on native language instruction because they are unable to provide that support at home.

To meet the needs of the children, we provide the services listed below. All ELL programs are supervised by Ms. Lily Woo, principal and Ms. Shirley Chin, assistant principal, both of whom are state certified in ESL. Ms. Woo's experience includes extensive work with the New York State Education Department as a former associate with the Office of Bilingual Education.

Bilingual Program for Special Education only

- *One self-contained bilingual class is offered for grades K-2 and 3-5.*
- *Each self-contained bilingual classroom provides a differentiated approach (i.e., small group, whole group, and individual instruction) based on the students' language proficiency and academic learning levels.*
- *Native language and ESL instruction is aligned with SED NLA and ESL Learning Standards respectively; advanced level ELLs will also receive ELA instruction aligned with the SED ELA standards and the NYC Balanced Literacy approach.*
- *ESL instruction is provided based on beginning, intermediate and advanced levels as determined by the LAB-R and the NYSESLAT and is consistent with CR Part 154 requirements.*
- *Core subject areas (such as social studies and science) are addressed during our literacy block using balanced literacy strategies that are specifically tailored to our ELL population and to the special needs of the children in the special education program.*
- *All services are provided by a fully certified bilingual special education teacher.*

ESL Program:

- *For students in K-5 who have opted out of bilingual programs, self-contained ESL classes and small group push-in/pull-out ESL services are provided. In both cases, ESL instruction is fully aligned with the SED ESL Learning Standards and the city's balanced literacy standards.*
- *The ESL push-in/pull-out teacher and the classroom teacher work very closely in planning their lessons. In addition, the district manual entitled, "District Two's Balanced Literacy Program with ESL Strategies" and the New York State Learning Standards for ELLs has been made be available to every staff member who has ESL students in their rooms. The teachers use these manuals as resources.*
- *Teachers who are providing ESL services to the children are fully certified ESL teachers or teachers who are working towards certification through accredited certification programs in ESL.*
- *Instructional groups are organized according to the children's language proficiency levels (as beginning, intermediate and advanced levels) as determined by the LAB-R and the NYSESLAT results and is consistent with the CR Part 154 units of instruction requirements.*

- *Core subject areas (such as social studies and science) are addressed during our literacy block using balanced literacy strategies that are specifically tailored to our ELL population and using grade-appropriate content materials and trade books matched to their English language ability. Because many of out-of-classroom teachers are also ESL certified, they are essentially receiving ESL services all day long, including ESL through content area instruction.*

Instructional Support

- Title III Program:

In reviewing our NYSESLAT data, we noticed that our ELLs on the lower grades (K-2) outperformed our ELLs on the 3rd, 4th and 5th grades; more students were passing on the NYSESLAT on the lower grades than the upper grades. While our 3rd, 4th and 5th grade students were making progress, they were struggling with the writing portion of the test. Although we provided support to our ELL children throughout the school year through small group and/or individualized instruction (i.e., ESL small-group, Reading Intervention, etc.) during the school day, this was not enough for some of the students. In addition, the fact that ELL students must also take the ELA after only one year in the US made it even clearer that supplemental services after school were necessary to help these students succeed. We decided that these services would be provided through our Title III Extended School Day Program.

The Title III Extended School Day Program is a supplemental service that will be provided to approximately 36 of the most needy 3rd, 4th and 5th grade ELLs from the first week of December through the last week of April (approximately 35 sessions) twice a week for 1 ½ hours per session. There will be 3 classes which will be taught by an ESL-certified teacher and two Common Branch teachers who are currently enrolled in approved ESL-certification programs and who will be getting their certification in ESL in May. These two classrooms will be supported by a fully-certified ESL push-in teacher as well as two supervisors (the principal and assistant principal), both of whom are fully certified in ESL. Students will be organized by proficient levels and teachers in the Title III Extended School Day will have a particular focus in preparing the students for the writing portion of the NYSESLAT and ELA. Materials used in the Extended Day Program will be purchased accordingly through Title III, including NYSESLAT and ELA test prep materials. Professional development will be provided to the Title III teachers once a month by the two ESL-certified supervisors (the principal, who has 35 years of experience in ESL instruction (and who has worked for the New York State Education Department's Office of Bilingual Education/ESL as an Associate for 6 years specializing in ESL) and the assistant principal who has over 20 years of experience in ESL instruction). While 10% of the Title III allocation will be designated for parent involvement activities, an additional \$2,688 will also be charged to Title III funds to supplement existing supplemental parent activities. This will allow us to provide translators and interpreters to parent of ELLs participating in all the parent activities offered by the school.

To provide students with a hands-on learning experience on the landmarks and historical sites in New York City (as part of the social studies curriculum) and to get parents more involved as partners in their children's education, a Saturday New York City bus tour trip has been planned, with 3 Chinese-speaking staff accompanying on the trip to translate for the parents. Many of our ELL parents don't know their way around the city, nor do they understand how spending quality time with their children actually helps their children become better students. This trip is to help educate both the parents and the children, by providing a guided, educational experience together. The children will be expected to write about what they have learned on the trip and their parents will be invited to a celebration where they will share their experiences and writings with their families.

In addition to this trip, we plan to have a Health Fair/Family Day event at the school on a weekend in May, 2010. This event is held every year to provide an opportunity for families to spend a day together at the school, having fun and learning how to keep themselves and their children healthy. We have health care providers to answer questions, dental screening, vision screening, fire and home safety. We are also providing educational presentations and workshops for parents on that day to improve parents' understanding of the educational system. Sports events, games and activities are planned for the children while parents speak with various service providers and attend workshops. Based on our previous experiences, more than 1,000 families are expected to attend. Because parents are aware of the expectations and importance of attending school, our attendance rates is one of the top 10 schools in the city, with over 98% attendance every day.

The rationale for using Title III funds for translation purposes on the New York City tour trip and at our Health Fair/Family Day event is because our TL translation services allocation of \$740 does not go very far. Although the number of ELLs who generate funds is about 23% of our population, in reality, we have about 75% of our families in need of translations. The constant need to translate letters for classroom teachers, as well as other school-specific communications is supported by both Title I Translation Services (\$4,390) and additional school FSF funds (\$8,600). Title III funds used for translations for these two events will be supplemental to our Title I and school tax levy translation commitment. The Health Fair/Family Day is a very important event for us. Parents are given valuable information on safety and preventive health care for their children and families, as well as suggestions and activities as to how to help their children in school. We expect a high turnout at the health fair/family day (anticipated attendance of over 1,000) where we may need as many as 15 translators to work at the same time at the event to ensure that parents get the information they need and want.

Appropriate materials are provided for the day school bilingual and ESL classes, as well as for the Title III Extended School Day Program. Amongst these materials are, but not limited to, the Addison Wesley ESL series, Scott Foresman ESL series, Prentice Hall/Regents ESL books, Modern Curriculum Press Concept Science Program and Stopwatch Program, Carolyn Graham's Chant materials, Hampton Brown ESL Theme Links Program, Rigby PM series, Steck Vaughn ESL materials, bilingual books, as well as other big books and trade books that are appropriate and specially developed for ELLs. Materials used by the bilingual and ESL programs are closely coordinated with the literacy materials used by the rest of the school.

- *Additional Support:*

Our school has many enrichment programs and extracurricular activities that support academic learning for all children in the school. All ELLs on every grade are offered the same opportunities to participate as every other child and many of the ELLs do take advantage of the offerings. These programs and activities, which support self-confidence and language development, include the following:

- *A 6-week art residency with the Children's Museum of the Arts (Pre-K & K)*
- *An 8-week residency with Midori and Friends' Adventures in Sounds Program (Grade 1)*
- *A 12-week residency program with the National Dance Institute for young students (Grade 1)*
- *A 12-week residency in drama with City Lights Youth Theater integrating a social studies theme (Grade 2)*
- *A year-round once-a-week program in violin through the Third Street Music School (Grade 3)*
- *A year-round once-a-week program in choral singing through the Young People's Chorus Satellite Schools Program (Grade 3, 4 & 5)*
- *A year-round once-a-week after school program in chorus (Grades 3, 4, & 5)*
- *A year-round once-a-week after school program in instrumental music (fife and drum marching band) (Grades 3, 4, & 5)*
- *A year-round dance program through the National Dance Institute (Grade 4)*

- *A 15-week residency in theater arts through Rosie's Broadway Kids (Grade 5)*
- *A 10-week twice-a-week program in ballroom and social dancing through the American Ballroom Dance and Theater (Grade 5)*
- *A year-round after school Chinese lion dance club through the Parents Association (Grade 5)*

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

Professional development has been a major focus at the school for all teachers in our school, including bilingual and ESL teachers. Since most of our children come from homes that do not speak English and have parents who are unable to provide language support to the children, they are all still “English language learners” with special needs – even after they have passed the NYSESLAT. For this reason, all of our training will include a strong focus and discussion on the strategies to be used with English language learners in the general education classroom. Staff development opportunities include, but are not limited to, the following:

- *A portion of each month’s allotted time for staff/grade meetings will be devoted to addressing the needs of English language learners in the school. The focus during these sessions will include ESL strategies in the content areas.*
- *Workshops (both in school and as part of an Empowerment Schools network) and visits to successful ESL/Bilingual classrooms will be arranged for the ESL and bilingual staff.*
- *There will be study groups within the school throughout the year which will focus on the needs of the ELL students.*
- *We will be looking at making arrangements for ESL and bilingual staff to attend citywide or State sponsored conferences on Bilingual Education and ESL and will be studying differentiated instruction as it relates to the English language learner.*
- *All newly appointed teachers serving ELLs will be provided with a mentor teacher to assist them in the planning, delivery of services, and assessment.*
- *All teachers serving ELLs will be encouraged to participate in professional development offered by the Department of Education.*
- *All newly appointed/hired general education teachers will be provided with 7 ½ hours of professional development on ESL strategies.*

Form TIII – A (1)(b)

School: PS 130 MANHATTAN

BEDS Code: 310200010130

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

(ALLOCATION: \$40,480)

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	\$20,954 \$1,048 \$ 6,736 Subtotal: \$30,390	<ul style="list-style-type: none"> - 420 hours of per session for ESL and General Ed teacher to support ELL Students in an Extended School Day Program: <i>3 teachers x 2hrs/day x 35 sessions x \$49.89 (current teacher per session rate with fringe) = \$20,954</i> 21 hours of per session for teachers to take ELL students on a bus tour of NYC on a weekend. <i>3 teachers x 7 hours x \$49.98 = \$1,048</i> - 135 hours of per session for translations for parents on the NYC tour trip and the School Health Fair/Family Day <i>135 hours x \$49.89 (current teacher per session rate with fringe) = \$6736</i>
Purchased services - High quality staff and curriculum development contracts.		NONE
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$5,290	<ul style="list-style-type: none"> - NYSESLAT test preparation materials and workbooks, leveled libraries (high interest/low vocabulary books), - Supplemental consumable supplies and materials for the Extended School Day program for ELLs (paper, markers, etc.)
Educational Software (Object Code 199)		
Travel		
Other: Admissions and transportation	\$4,800	Cost of admissions to City Sights “All Around Town” bus tour for ELLs students and their parents to learn about NYC and landmarks. <i>\$60 x 80 tickets (36 students + 36 parents + 6 staff + 2 supervisors) = \$4,800</i>
TOTAL	GRAND TOTAL: \$40,480	

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.**

We reviewed the home language surveys of the children, met with the Parents Association Executive Committee and Parent Coordinator regarding the needs as expressed by parents, and evaluated the number of requests by teachers and staff for communications to parents in both Chinese and Spanish. The home language surveys are maintained in the office for documentation.

In addition, at the beginning of each year or at the time of admission, each family was required to complete an emergency home contact card, indicating their language of preference for home contact. Assistance is given in the appropriate language to ensure the accuracy in completing these cards. These cards are kept in a file in the main office. Whenever contact needs to be made, home contact cards are used to determine the language of preference, and the appropriate translator (Mandarin, Cantonese, or Spanish) facilitates the contact or written translation as needed.

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

The findings were that we needed translations and interpretation services in Chinese for all written communications for the vast majority of our Chinese families. We have only about 5% of our school that are Spanish most of who have someone at home who can speak English; for those families who don't, we have made arrangements for them to be notified by a Spanish-speaking member of our staff (either by phone or in writing) of the notices that pertain to those families. These findings were shared with the parents at one of the general Parents Association 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.**

Written translations of all school notices and communications will be provided in Chinese by in-house Chinese bilingual staff members. These same notices will be provided in Spanish if they pertain to the Spanish families by in-house bilingual Spanish staff at our school. Notices are sent out at the same time in all three languages whenever possible.

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

Oral interpretation services will be provided by bilingual staff at the school as needed. Our office staff speaks Chinese (both Mandarin and Cantonese) and Spanish and our Parent Coordinator speaks Chinese. In addition, we have as many as 25 other staff members who are bilingual and who can be called upon to translate orally whenever necessary.

The translated Bill of Parents Rights & Responsibilities are distributed to each parent who indicates that their home language is other than English. There are translated signs posted at the entrance to inform parents of the availability of translators to assist them in school.

3. **Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.**

The school will fulfill the Chancellor's Regulations A-663 by distributing the Bill of Parents' Rights and Responsibilities as well as all Department of Education translated documents as required. Translated signage at the front entrance will inform parents of the availability of translation services at the school.

In addition, we have many bilingual Chinese and Spanish speaking staff in the office and in the classrooms who are readily available and can assist in the day to day oral translations at school. For all written school communications, we have staff who can do written translations into Chinese and/or Spanish on the computer so that we can readily archive and access documents as needed.

In some cases where we are aware of a possible timeline issue, personal phone calls are made to the home by bilingual staff to ensure that the family has received and understood the documents and/or notices.

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:	\$470,859	\$557,354	\$1,028,213
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4709		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$5,574	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,543		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$27,868	
6. Enter the anticipated 10% set-aside for Professional Development:	\$47,085		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$55,736	

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.

See attached Parent Involvement Policy below:

THE HERNANDO DESOTO SCHOOL

PUBLIC SCHOOL 130 MANHATTAN

Excellence in Education – Enrichment for All Children

Administration:

Lily Din Woo, Principal
Howard G. Epstein, Assistant Principal
Shirley Chin, Assistant Principal



143 Baxter Street
New York, New York 10013
Telephone Number: 212-226-8072
Fax Number: 212-431-5524

PARENT INVOLVEMENT POLICY 2009-10

I. General Expectations

PS 130 Manhattan agrees to implement the following statutory requirements:

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

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

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

1. PS 130 Manhattan will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA by meeting regularly with the members of the Parents Association and School Leadership Team members.
2. PS 130 Manhattan will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA by meeting regularly with the members of the Parents Association and School Leadership Team members.
3. PS 130 Manhattan 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 by having meetings with the members of the Parents Association and School Leadership Team members.
4. PS 130 Manhattan will coordinate and integrate Title I parental involvement strategies with parental involvement strategies by offering regular workshops through our Parent Coordinator.
5. PS 130 Manhattan will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will be conducted through a survey to the general parent body by the members of the Parents Association with the assistance of the Parent Coordinator.

6. PS 130 Manhattan will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators. There will be scheduled workshops to explain all of these things to parents.
 - 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 offering parent literacy classes where they will learn about all of these things.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, reach out to, and communicate 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 having regular events and meetings where parents can be more involved.
 - d. The school will coordinate and integrate, to the extent possible, parental involvement programs and activities with Head Start and public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children, by inviting these programs to open houses and visits to the school.
 - e. The school will 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, in the language the parents can understand by having translations available.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a meeting of the school's parent body. This policy will be adopted by the PS 130 Manhattan on June 11, 2009 and will be in effect for the period of the 2009-10 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2009.

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.

See School-Parent Compact attached below:

THE HERNANDO DESOTO SCHOOL

PUBLIC SCHOOL 130 MANHATTAN

Excellence in Education – Enrichment for All Children

Administration:

Lily Din Woo, Principal
Howard G. Epstein, Assistant Principal
Shirley Chin, Assistant Principal



143 Baxter Street
New York, New York 10013
Telephone Number: 212-226-8072
Fax Number: 212-431-5524

School-Parent Compact 2009-10

PS 130 Manhattan and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

School Responsibilities

PS 130 Manhattan will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards by providing highly qualified teachers and appropriate books and materials.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on the designated days (one in November and one in March) on the City-wide school calendar.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports through report cards and regular feedback (via notes, comments on homework, and/or telephone calls) on student progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at pre-arranged times convenient to both parent and teacher so as not to interfere with instruction. Translators will be provided if necessary.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities at pre-arranged times.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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 and is prepared for school each day.
- Making sure that my child goes to bed at a reasonable time so that he/she will be rested for school.
- Monitoring amount of television their children watch.
- Volunteering, as necessary and whenever possible, in my child's classroom and in the school.
- 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 in a timely manner.

- 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

As a student, I will share the responsibility to improve our academic achievement and achieve the State's high standards. I will:

- Get up early and come to school every day, on time, prepared and ready to work.
- Follow the school's rules on behavior and to listen to all of the adults who work with me at school.
- Take care of all of my books and supplies, especially those that belong to the school and others.
- Respect school property and the property of others.
- 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.
- Treat others with respect in the way I would like to be treated myself.
- Try my best in everything that I do in school.

SIGNATURES:

SCHOOL

PARENT/GUARDIAN

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

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.

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.

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.

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.
-

The entire school is once again involved in inquiry work this year; all of the teachers are looking at all available data and are identifying the needs of the children in each class. Regular meetings by grade or individually (usually monthly, if not more often) are held with an administrator and/or staff developer to discuss assessment results and how to best use this information to provide each child with the support that he/she needs (e.g., Does the child need to be included in the extended school day program for both reading/ESL and math or will reading/ESL support alone suffice?). ESL and bilingual classes are included in this work.

After assessments are done, children are given academic intervention and support services in a variety of ways:

- *Early morning individual/small group tutoring program ("Muffin Club")*
- *Push in/pull out small group intervention*
- *Individual intervention through tutors (America Reads)*
- *Individual early literacy intervention (similar to "Reading Recovery")*
- *Extended School Day Program for reading, math and ESL*
- *Paraprofessional assistance in the classroom*
- *Guidance services (individual and small group)*
- *Service providers are expected to articulate with classroom teachers to ensure continuity and consistency of instruction.*

- *Comprehensive arts and enrichment programs to promote academic, language and social development. In addition to a full-time art teacher and a full-time music teacher and after school arts clubs and programs such as the Chinese Lion Dance Club, Fife and Drum Corps, and School Chorus,, the school offers at least one in-school arts partnership for every child from Pre-K- through Grade 5:*

- For Pre-K and K: **Children’s Museum of the Arts** (visual arts – program designed to develop fine motor skills)
- For Grade 1: **Midori and Friends’ Adventures in Sound Program** (music – attention to auditory and language/literacy development)

The National Dance Institute (we are experimenting with a new program designed for younger students in dance and movement)
- For Grade 2: **City Lights Youth Theater** (drama – using the social studies curriculum with a focus on language/literacy development and developing self confidence through performance)
- For Grade 3: **Third Street Music School In-School Violin Program** (music – intended to develop auditory and social skills, such as teamwork and working with others, as well as self confidence through performance. Children who develop a deep interest in continuing can continue in the lunchtime advance program through Grade 5.
Young People’s Chorus Satellite Schools Program (audition-only vocal music program – intended to develop language and auditory skills, teamwork, and self esteem through performance). Children who have special talent and interest can continue through Grade 5 as well as being offered scholarships to join the regular choral program after school at the 92nd Street Y.
- For Grade 4: **National Dance Institute** (dance – builds teamwork, visual, auditory, coordination and memory skills, as well as self confidence through performance). Children with special talent and interest can continue through high school on scholarship in advanced programs on Saturdays and for the summer.
- For Grade 5: **Rosie’s Broadway Kids** (music and dance – builds teamwork, language, visual, auditory, coordination, and memory skills, as well as self-confidence through performance). Children with special talent and interest are offered scholarships in Rosie’s after school and weekend theater programs.
American Ballroom Dance Theater (dance – develops teamwork, coordination and social skills). Children learn proper etiquette and social graces as well as the history of the dances they are learning. All children are offered continued lessons for a year at the studio after graduation.

All of the above mentioned programs have helped all of our students, particularly our most at-risk students in both general education and special education, by identifying and developing their skills and strengths through other areas and helping them to transfer their learning to the academic classroom. The results are demonstrated in our test scores, progress reports and quality reviews.

Currently, we offer self-contained and stand-alone ESL programs in general education. This is due to overwhelming number of our parents opting for an ESL-only program leaving not enough children to warrant a bilingual program even over two contiguous grades. The only bilingual program in the school is in Special Education where children are placed in self-contained classes by the Committee on Special Education based on their language needs. We have examined the records and current test data of our ELL students and have come to the conclusion that our current programs have been successful in meeting their language acquisition and academic needs and in helping them transition into the mainstream English classes. In fact, our special needs children have shown improvement as well.

Teachers meet regularly during organized common preps with each other, the staff developer and/or their supervisors to discuss assessment results and to plan for their lessons accordingly. There is a curriculum map that is reviewed each year to make changes that reflect the required state standards and curriculum and that would meet the needs of the children in our building.

In looking at our demographics and data, we realize that in order to maintain our success, we need to keep literacy instruction as a high priority focus. As an exempt school, we have had the option of choosing our own reading program. We have opted to continue to implement the Balanced Literacy Program as it was designed in District 2 with the support of an AUSSIE consultant. Everyone in the school - administrators, classroom teachers, cluster teachers, special service teachers (ESL, Speech, Special Education, etc.) and paraprofessionals - is either trained or in the process of being trained in the Balanced Literacy Program. All new staff are assigned a mentor/buddy teacher for a duration of as many as three years so as to keep our practice consistent in each room. This program is an intensive assessment driven program that was well-practiced throughout District 2. Our implementation of the program over the past ten years has enabled us to maintain our reading scores at a consistently high level. Our 2009 ELA scores show that over 93% of our students are on Levels 3 and 4. Although our math scores are excellent (2009 results have 99.2% of our students on Levels 3 and 4), we believe that we need to continue to help our students understand the language used in math, and address any areas of concern as identified by the state assessments.

As mentioned earlier, we have a very stable staff. Most of our new teachers served as student teachers or substitutes in our school before being hired; this gives us an opportunity to assess their abilities before they actually join our staff on a permanent basis. In fact, we now have former students who have returned to our school as teachers. We have a comprehensive professional development offering which includes regular after school support meetings for new teachers, various study groups (which include administrators, teachers, paraprofessionals and support services staff), inter-visitations, and demonstration lessons. As a Title I school that has demonstrated success, we have been fortunate to be able to attract many highly qualified staff to the school without much of a problem. More often than not, we have more applicants than we can accommodate.

We are taking active measures to increase parent involvement by providing bilingual workshops and seminars for our parents, with topics such as helping parents learn how to use the Department of Education's ARIS system, what questions to ask at Parent-Teacher Conferences, and things to do at home to help their children. We also encourage teachers to invite parents to as many celebrations as possible so that parents can see what the children are learning, as well as inviting them to participate on school trips. The school holds an annual "Health and Family Day" each spring to disseminate information on nutrition, prevention care, and health screenings as well as provide a day of fun, games and entertainment for the entire family. There were over 1200 people in attendance this past May.

We have bilingual staff (both Chinese and Spanish-speaking) to assist parents in the enrollment process and offer orientations to the children and families who come to us from the local pre-schools. We also hold a special extended orientation at the beginning of the school which is

conducted tri-lingually (English, Spanish and Chinese) for all incoming families to familiarize them with the school and its policies and procedures.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS
(NOT APPLICABLE TO PS 130 MANHATTAN)

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
(NOT APPLICABLE TO PS 130 MANHATTAN)

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)
MAY 2009

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

All SURR schools must complete this appendix.

NOT APPLICABLE TO PS 130 MANHATTAN

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.

A school based committee was formed to assess whether this finding was relevant to our school's educational program. The committee met on two occasions. Committee members included the principal, the two assistant principals, the staff developer, the data specialist, the school leadership team, and the members from our inquiry team. During the two meetings the components of Key Finding 1A were addressed. The committee reviewed our CEP and evaluated our school's data to look for gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for ELLs and our materials. The results of this assessment process were shared at an SLT meeting, with the members of the Parents Association Executive Committee, and with the staff at a faculty conference. It was determined that the Curriculum Audit findings were relevant to our school educational program in the area of curriculum mapping.

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

Applicable Not Applicable

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

Curriculum Maps: *Although our school has improved on its Curriculum Map for ELA, based on these findings it was determined that the content of the map needs more refinement as a comprehensive plan indicating what students should know and be able to do at each grade level. Our current curriculum map needs to be clearer in indicating the skills to be mastered, strategies to be utilized and student outcomes to be attained.*

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.

Our school will not require additional support from central.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

A school based committee was formed to assess whether this finding was relevant to our school's educational program. The committee met on two occasions. Committee members included the principal, the two assistant principals, the staff developer, the data specialist and the school leadership team, and members from our inquiry team. During each meeting the components of Key Finding 1B were addressed. The committee reviewed our CEP and evaluated our school's data to look at the effectiveness of our math instruction and our materials. The results of this assessment process were shared at an SLT meeting, with members of the Parents Association Executive Committee, and with the staff at a faculty conference. It was determined that the Curriculum Audit findings were not relevant to our school educational program.

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

Applicable Not Applicable

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

We have concluded that the Finding 1B does not apply to our school based on the success rate of our students in Math. Based on the documented state math test scores and the students' demonstrated performance in class, over 99% of our students are meeting or exceeding state standards, with 100% of our 4th graders at Levels 3 or 4.

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.

Not applicable.

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.

Frequent classroom observations and visitations by supervisors, staff developers and mentor/lead teachers were made over a period of several weeks with the lens of looking at the level of differentiated instruction in each room. The group first met together to review their findings within the group and then conducted meetings with the staff and leadership and parent committees to share the findings.

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?

There has been a huge emphasis on differentiated instruction over the past several years with a great portion of our professional development focused on teacher strategies in implementing this in the classrooms. As a result, all classrooms are showing evidence of differentiation by the kinds of activities and engagement that are going on in the classroom (guided reading groups, literacy centers, group work research, table discussions, literacy circles, buddy reading, etc.) as well as the evidence demonstrated by the children's work (i.e., projects indicating the same content but obviously using different level books based on their abilities and needs). Despite our demographics of having many ELLs and low-income students, our progress report shows that our lowest performing students have shown remarkable progress and achievement. Our school's overall ELA test scores indicate over 93% Levels 3 and 4 and 2007-08 Quality Review gave us a score of "Outstanding" in this area.

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

We will continue to monitor the instruction to ensure that our progress and success will continue.

2B – Mathematics Instruction

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

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

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

Frequent classroom observations and visitations by supervisors, staff developers and mentor/lead teachers were made over a period of several weeks with the lens of looking at the level of differentiated instruction in each room. The group first met together to review their findings within the group and then held meetings with the staff and leadership and parent committees to share the findings.

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?

Our math instruction includes independent seat work as well as a great deal of hands-on learning which promotes the high level of student engagement. The use of technology as a tool for math has increased greatly in our school through the use of SMART boards in the classrooms. Teachers continue to receive training in technology.

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.

Not applicable.

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 principal, the two assistant principals and the payroll secretary reviewed the history of teachers employed at this school by looking at the payroll reports, the Table of Organizations over the years, Galaxy and other artifacts that document teacher employment, retention and salaries.

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?

Our seniority reports show that the great majority of our teachers are teachers with a great deal of longevity in the school; teacher turnover is very, very low in this school. The average teacher salary in this school is over \$77,000 which is well above the average of

schools in the city. Even though we are a large school with over 1000 children and many teachers, vacancies are rare in this school. Teacher retention is very high; many of those who get married and have children return to their positions. Those who leave are often teachers who have accrued more than 30 years at this school.

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.

Not applicable.

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.

An ELL school-based committee was formed to assess whether Finding 4 was relevant to our school's educational program. The committee met on 2 occasions. Committee members included the principal, the two assistant principals, the ELL coordinator, ESL teachers, data specialist, the school leadership team and members from our inquiry team. During each meeting the components of Key Finding 4 were addressed. The committee reviewed our ELL professional development opportunities as addressed in the CEP, our Part 154, our Language Policy, our Title III and our ELL department meetings. We evaluated to what extent our ELL professional development opportunities regarding curriculum, instruction, and monitoring progress of ELLs were implemented, aligned to each other and our school goals, and how the plans were supported sustained. In addition, we assessed how many of our teachers had the opportunity to attend ELL professional development opportunities. The results of this assessment process was shared at an SLT meeting, with the Parents Association's Executive Committee,, with the staff at a faculty conference and with our Network Leader, Network Special Services Manager and our District ELL Compliance Specialist. It was determined that the Professional Development for English Language Learners Audit findings were relevant to our school's educational program in the areas of instruction and monitoring progress for ELLs.

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

Applicable Not Applicable

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

Although many of our ELL teachers participate in several professional development opportunities as indicated in the CEP, Part 154 and Title III, we found that the opportunities did not completely align to each other and school goals, nor were offered to all ELL teachers. The focus was not clearly defined by the professional development opportunities they attended. Though our teachers attended an array of professional development offered by the OELL, QTEL, the district compliance specialist and BETAC, there was not a well defined structure that supported our teachers in communicating their PD learning to inform and motivate others, as well as commit them to incorporate new instructional strategies

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

We will encourage and provide opportunities for our teachers to participate in professional development opportunities in greater numbers so as to build their capacity, as well as their support in planning and incorporating new practices. Greater emphasis will be placed on sharing information during the grade meetings as well as co-planning. The data specialist will also become a regular member of the ELL department meeting to allow a structured communication surrounding assessment, goal setting and planning. Further, the communication of ELL professional opportunities will be strengthened by including announcements in our school's weekly e-newsletter to inform all teachers of our goals, exemplary strategies, content, curriculum, questions and concerns. This initiative will directly support the professional development of our teachers and as a result, improve ELL student achievement.

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.

An ELL school-based committee was formed to assess whether Finding 5 was relevant to our school's educational program. The committee met on 2 occasions. Committee members included the principal, the two assistant principals, the ELL coordinator, ESL teachers, data specialist, the school leadership team and members from our inquiry team. During each meeting the components of Key Finding 5 were addressed. The committee reviewed our ELL professional development opportunities as addressed in the CEP, our Part 154, our Language Policy, our Title III and our ELL department meetings. We evaluated to what extent our ELL professional development opportunities regarding curriculum, instruction, and monitoring progress of ELLs were implemented, aligned to each other and our school goals, and how the plans were supported sustained. In addition, we assessed how many of our teachers had the opportunity to attend ELL professional development opportunities. The results of this assessment process was shared at an SLT meeting, with the Parents Association's Executive Committee, with the staff at a faculty conference and with our Network Leader, Network Special Services Manager and our District ELL Compliance Specialist. It was determined that the Professional Development for English Language Learners Audit findings were relevant to our school's educational program in the areas of instruction and monitoring progress for ELLs.

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

Applicable Not Applicable

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

Our committee reviewed and evaluated how teachers are supported in data analysis and interpretation to plan and monitor progress of ELLs. While it is evident that the data specialist (through professional development opportunities and attending department and grade meetings) has been instrumental in supporting our faculty in understanding periodic and state assessments to plan and set benchmarks and monitor progress, our data specialist does not meet individually with our ELL educators to support their understanding of ELL data analysis and interpretation. Upon reviewing our professional development regarding monitoring progress, we noticed that our ESL coordinator has been the only representation at OELL professional opportunities.

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.

In building our teachers capacity to monitor progress of ELLs and learn research-based new exemplary ELL instructional strategies/methodologies, we will begin by aligning our professional development opportunities in the CEP, Part 154, LAP and Title III. The alignment of will allow us to focus our efforts and more directly support our defined goals. The principal will share all professional development opportunities that align to our goals of instruction and monitoring ELL progress with the ESL coordinator.

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 special education team meeting was formulated in preparation for the CEP. The team consisted of the school Principal, the two assistant principals, and the special education liaison/guidance counselor. The school reviewed our CEP goals and objectives pertinent to professional development of special education services, as well as school data which reflects teacher practice and models of instruction utilized throughout the day. We looked at the participation of our staff in the varied professional development opportunities available to our school, both at the ISC and Network level. Additionally, we reviewed the school based inter-visitation specific professional development opportunities given at the school level. We agreed that both school-based and network/ISC based professional development, aligned to this key finding, was appropriate to promote teacher capacity to implement the range and types of instructional approaches to improve student achievement. In particular, both general and special education staff participated in professional development geared towards multiple intelligences, differentiated learning, cooperative learning lessons and other small group instructional strategies.

Additionally, we reviewed participation in the IEP clinics held both within the school and at satellite locations. It was determined that the school was on track in strengthening the goal of having our general education staff become more familiar with the types of accommodations and modifications needed to support our students with disabilities. Nonetheless, due to the complexity and continued need in this area, more professional development opportunities would be explored and provided.

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?

Even though many of our staff members (including general education, special education, related services, paraprofessionals and administrative staff) attended professional development in instructional practice for special education, i.e. collaborative team teaching strategies, parallel teaching, station teaching, and alternative teaching, modifying instruction and modifying materials for students with disabilities, more needs to be provided. Additionally, although we have provided professional development in how to accommodate the special learners in our school, more work needs to be done in the area of accommodating instructional practices, planning, and curriculum adaptations for students who need these accommodations to access the general education curriculum. Additionally, we agreed that our teachers need more access to effective practice, as modeled by experienced special educators with longer tenure in the classroom. Much can be learned from those who have found success in this area. Our teachers also attended ESO sponsored professional development in providing differentiated instructional practices for both general education and special needs populations. This work incorporated much insight into utilizing multiple intelligences and Bloom's taxonomy in the planning and provision of grade level performance indicators.

More so, upon review of the familiarity of our general education staff to interpret and utilize the IEP, we find that more work needs to be done in this area. Although the school did provide general education staff with copies of the IEPs of students they instruct, more needed to be done in unpacking the meaning of these documents, particularly in the area of how to utilize the program modifications in supporting access to the general education curriculum for our students with disabilities. We find that, although general education staff understands the basic components of the IEP, more work needs to be done in the area of accommodating instructional practices and student materials in attaining student IEP goals, as well as reporting on benchmarks and progress of these goals and objectives. In doing so, we feel that a greater emphasis can be made on aligning student goals and objectives to grade level performance indicators, as set forth by the State. Additionally, we feel that a greater emphasis can be made in providing staff with strategies and techniques to collaborate between general and special education teachers, as well as to provide more inclusive push in strategies for our related service providers. In strengthening the collaborative planning and instructional practices between general and special education staff, we strive to improve data in this key finding.

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.

Although support and professional development were provided to special education staff in the area of IEP development, through ISC liaison and IEP clinic meetings, the school decided to draw the PPT committee of the school to review the quality of IEPs developed at the school level. This committee consisted of the Principal, the two assistant principals, the special education liaison/guidance counselor. The PPT committee of the school went through a mock review of the IEPs generated at the school level, by either the IEP team or annual reviews done by special education providers, in collaboration with ESO support staff. A random selection was drawn for the review of academic, behavioral and health accommodations as indicated on pages 3-6 of the IEP.

It was decided that all students with IEP mandated behavior management paraprofessionals will be reviewed by the school PPT team. The purpose for this is to assess whether teachers and clinicians developing the IEPs were utilizing a functional behavioral assessment in conjunction with a behavior intervention plan for the student in substantiating the need for the service. We will be requesting assistance from our Network Special Services staff to assist us on this.

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 special education team meeting was formulated in preparation for the CEP. The team consisted of the school Principal, the two assistant principals, and the special education liaison/guidance counselor. The team interviewed staff and observed assessment procedures and classroom environment in classrooms in which students with IEPs were assigned.

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

Applicable Not Applicable

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

The committee found that many of the IEPs did not specify an adequate range of accommodations and modifications for students which reflected individual student needs. Furthermore, we did not find a high level of alignment between the deficits listed in each of the academic, behavioral or health pages to the program modifications needed to support growth.

The PPT committee, in congruence with ESO support staff (SSM) saw a significant lack of development in the descriptors of student academic functioning, particularly in the area of specific student deficits. Much of the academic functioning data listed general strengths, but lacked specific student deficits, including decoding level breakdown, lack of definition of student writing skills, and weak response to students' comprehension needs, both independent and with material read aloud. We also found that many of the IEPs developed did not include goals and objectives aligned to deficits, if mentioned at all. Additionally, we found that some of our teachers, as well as clinicians and related service staff, had included generalized academic goals and objectives without mention of specified student deficits at all. This provides a low level of educational benefit as set forth and reviewed by the State.

Additionally, for students whose functional level is limited, very little in the area of specified and individualized accommodations are mentioned. We found this to be true in the all the functional descriptive pages of the IEP, including academic, behavioral and health pages. Lack of this development did not articulate much to the general education staff who additionally services the students. We also did a review of all IEPs for students who have a mandated IEP crisis intervention paraprofessional. It was found that the teachers writing annual reviews often did not include a functional behavioral analysis or an adequate behavioral intervention plan for the student. This has made continued funding problematic.

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.

We will not need additional support from central at this time. We will reach out to the ESO support staff to provide on-site IEP reviews to assess whether teacher and team developed IEPs correctly address appropriate accommodations and classroom modifications to meet the needs of students. Teachers will be given opportunities to attend IEP help clinics as provided by both ISC and ESO network support teams. They will also work with the Network ESO support staff in a series of critical review of sample IEPs to better promote alignment between students' functional levels / deficits and developed IEP goals/objectives.

In addition, if possible, teachers will attend on-site turn key staff development, provided by special education liaisons, as developed by Network ESO support staff, in the provision of writing and implementing functional behavior analysis and behavior intervention planning. Teachers will routinely develop IEP behavior intervention plans for all students mandated with crisis intervention IEP paraprofessionals.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We currently have no students in temporary housing.

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

Any student in temporary housing would receive whatever necessary supplies and materials needed for his/her class as well as any academic and support services he/she would require as determined by the students' academic performance and/or IEP. These services would include, but not be limited to, academic intervention services, extended school day, counseling services, related services, and access to appropriate enrichment programs. Funds through Title I will be scheduled as needed.

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.