Department of Education

P.S. 21 Q

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 25Q021

ADDRESS: 147-36 26 AVENUE FLUSHING, NEW YORK 11354

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 021 **SCHOOL NAME:** Edward Hart

SCHOOL ADDRESS: 147-36 26th Avenue, Flushing, New York 11354

SCHOOL TELEPHONE: 718-445-8833 **FAX:** 718-358-0891

SCHOOL CONTACT PERSON: Debra Buszko **EMAIL ADDRESS:** Dbuszko@schools.Nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Ellen Singleton
PRINCIPAL:	Debra Buszko
UFT CHAPTER LEADER:	Thomas Amper
PARENTS' ASSOCIATION PRESIDENT:	Lorraine Kosnar
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 25 **SSO NAME:** ICI LSO

SSO NETWORK LEADER: Peggy Miller

SUPERINTENDENT: Diane Kay

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
Debra Buszko	*Principal or Designee	
Thomas Amper	*UFT Chapter Chairperson or Designee	
Lorraine Kosnar	*PA/PTA President or Designated Co-President	
	Title I Parent Representative *(suggested, for Title I schools)*	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Rosalba Baretta	Member/Parent	
Leslie Feldman	Member/Teacher	
Rosemarie Flores	Member/Parent	
Denise Martinez	Member/Parent	
Harriet Gonzalez	Member/Teacher	
Calliopi Kalantzopoulos	Member/Parent	
Lerna Karanfiloglu	Member/Teacher	
Jill-LeakeyEisenberg	Member/Assistant Principal	
Adelaide Wunderlich	Member/Parent	

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

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 21 is a large urban elementary school in Flushing, Queens, serving 1039 students in Grades Pre-K-Grade 5. With 68% of these students eligible for free lunch; and 22% limited in English proficiency, we faced the many challenges that other Title I schools faced: the need for a unified mission; a cohesive instructional program in literacy, math, science and social studies; well-trained teachers; and a strong partnership between home and school.

All members of the school community work cooperatively to achieve our mission which is to "to know our students well and to teach them what they need to know to be successful." It is our vision that all teaching be personalized to the students needs so that all students receive a well rounded education, academically, socially, physically and emotionally. To this end our staff focuses their energy and enthusiasm on helping students be the best they can be

In order to accomplish this goal, our priorities are made transparent at the very beginning of the school year at the first faculty conference. Our priorities included an emphasis on teaching well, using Balanced Literacy, *Everyday Math*, and Mc Millian- Mc Graw Hill Science and Social Studies. Additionally, they included an emphasis on using formative and summative assessments, and differentiating instruction for all students; not only the struggling students but the high performing students as well. They included improving instruction for our ELLs and Special Education students by having teachers co-plan and co-teach in the classroom. All students participate in Physical and Health Education classes. They included strengthening our parent involvement through our collaboration with the community and our Title I Advisory Committee. Finally, they included a multi-tiered approach that provided enrichment activities for all students.

Students are assessed regularly and those students who are at risk of not meeting the standards participate in the 37.5 additional instructional time, Monday through Thursday. Students identified with special needs are placed in either our Collaborative Team Teaching classes (K-5) or our Self- Contained classes (K,1,2). Students with less restrictive needs are served by the SETTES and Speech teachers as well as our occupational and physical therapists and our adaptive physical education teacher. Students identified as gifted and talented are placed in our Gifted and Talented classes, in grades K, 1 & 2.

Our ESL students receive services either through a co-teaching model in Grades 1, 2, 3and 5 or through a pull out model. Our ESL teachers participate in the school wide professional development using the workshop model of teaching and attend workshop days at Teachers College along side our General and Special Education Teachers.

In addition to our strong academic program, students in all grades have an opportunity to participate in a variety of enrichment activities. All students attend grade appropriate programs and performances at our local universities or cultural arts organizations. Students in Grades 1-5 participate in cycles of School Wide

Enrichment on Friday afternoons. This year we are adding additional opportunities for students to participate in physical activities in a new initiative and partnership with the YMCA called P.S. 21 Gets Heart Healthy.

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 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	P.S. 021 Edward Hart							
District:	25	**DBN:**	25Q021	**School BEDS Code:**	342500010021			
DEMOGRAPHICS								
Grades Served:	Pre-K	√	3	√	7		11	
	K	√	4	√	8		12	
	1	√	5	√	9		Ungraded	
	2	√	6		10			
Enrollment				**Attendance** - *% of days students attended*:				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08*	2008-09	
Pre-K	72	90	90		95.5	95.5	95.6	
Kindergarten	122	158	157					
Grade 1	129	135	174	**Student Stability** - *% of Enrollment*:				
Grade 2	139	111	125	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 3	134	130	136		92.8	92.3	92.7	
Grade 4	141	130	136					
Grade 5	158	139	128	**Poverty Rate** - *% of Enrollment*:				
Grade 6	137	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
Grade 7	0	0	0		63.8	67.8	68.3	
Grade 8	0	0	0					
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:				
Grade 10	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 11	0	0	0		2	1	1	
Grade 12	0	0	0					
Ungraded	0	2	0	**Recent Immigrants** - *Total Number*:				
Total	1032	897	928	*(As of October 31)*	2006-07	2007-08	2008-09	
					38	31	21	
Special Education Enrollment:				**Suspensions** *(OSYD Reporting) - Total Number:*				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08	2008-09	
# in Self-Contained Classes	0	0	14	Principal Suspensions	14	8	8	
# in Collaborative Team Teaching (CTT) Classes	53	44	56	Superintendent Suspensions	0	1	1	
Number all others	66	60	50					
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09					
# in Transitional Bilingual Classes	0	0	0	**Number of Staff** - *Includes all full-time staff:*				
# in Dual Lang. Programs	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
# receiving ESL services only	207	204	156	Number of Teachers	73	72	75	

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	13	0	6	Number of Administrators and Other Professionals	7	12	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	4
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2006-07	2007-08	2008-09	*(As of October 31)*	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	95.9	100.0	97.3
				% more than 2 years teaching in this school	80.8	83.3	85.3
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	65.8	70.8	69.3
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	93.0	92.0	93.0
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.8	97.3	100.0
Black or African American	4.0	4.1	3.3				
Hispanic or Latino	29.8	29.1	27.4				
Asian or Native Hawaiian/Other Pacific Isl.	53.2	55.3	55.5				
White	12.9	11.4	13.3				
Male	51.3	52.8	51.4				
Female	48.7	47.2	48.6				

2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ___						
	School Requiring Academic Progress (SRAP) – Year ___						

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	93.4	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	11.6	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	24	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	51.8		
(Comprises 55% of the Overall Score)			
Additional Credit:	6		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

After reviewing the data from the New York City Department of Education's Quality Review, Progress Report and Learning Environment Surveys and the New York State Annual School Report Card, our student assessment folders (including individual formative and summative assessment data) and after an extensive conversations with the School Leadership Team, Inquiry Team and the professional development team at P.S. 21 the following needs were determined.

I. School Community needs to improve systems and build capacity for staff to collect and analyze student data so that individual student progress can be tracked over time and to monitor their instructional impact.
2. . School Community needs to improve systems and build capacity for staff to collect and analyze student data so that individual student progress can be tracked over time and to monitor their instructional impact.
3. School Community needs to carry out regular in depth analysis of performance and progress based on comparisons with similar schools.
4. Inquiry teams need to carry out regular in depth analysis of performance and progress of student subgroups, classes and grades.
5. Inquiry process needs to be extended into the greater school community
6. Teachers need to improve differentiation strategies to meet the needs of each student particularly the higher achieving students.
7. Teachers need to focus on differentiating instruction to ensure that students are making at least one year's progress.
8. Teaching needs to focus on those subgroups not making adequate yearly progress in ELA specifically, our English Language Learners and Hispanic students who are in the lowest third citywide.
9. School Community needs to extend enrichment opportunities, including physical activities, to all students during and beyond the school day.
10. School Community needs to further develop teachers' proficiency in using technology as a teaching tool as well as a communication, research and publishing tool.
11. School Community needs to continue efforts toward including parents from all subgroups to support and encourage their children to be the best they can be.

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: . Based on our last Quality Review it was stated that our School Community needs to improve systems and build capacity for staff to collect and analyze student data so that individual student progress can be tracked over time and to monitor their instructional impact. Therefore, 90% of teachers will demonstrate differentiation of instruction, using data analysis and small group instruction during the Reading block, as measured by formal and informal observations.

Objectives

- All students in Kindergarten will be assessed four times a year using the Teachers College Reading Assessments for the purpose of determining the students' mastery of concepts of print, letter ID, high frequency words and spelling and for the purpose of developing short and long term goals for each student based on the results of these assessments
- All students in Grades 1 & 2 will be assessed four times a year using the Teachers College Reading Assessments for the purpose of determining the students' mastery of concepts of print, letter ID, high frequency words and spelling and for the purpose of developing short and long term goals for each student based on the results of these assessments
- All students in Grades 3-5 will be assessed three times a year using the Teachers College Reading Assessments to determine the students' mastery of concepts of print, letter ID, high frequency words and spelling and for the purpose of developing short and long term goals for each student based on the results of these assessments.
- All students in Kindergarten will be assessed minimally twice a year with Teachers College Running Records (Bebop) minimally twice a year, to determine their Reading Level for the purpose of developing short and long term goals based on the results of these assessments
- All students in Grades 1 & 2 will be assessed minimally four times a year with Teachers College Running Records (Bebop) to determine their reading Level for the purpose of developing short and long term goals based on the results of these assessments
- All students in Grades 3-5 will be assessed minimally four times a year with Teachers College Running Records (Bebop) , to determine their Reading Level for the purpose of developing short and long term goals based on the results of these assessments
- All students in Kindergarten through Grade Five will provide three "On Demand" personal narrative writing samples for the purpose of determining where the students are performing based on the Narrative Continuum and for the purpose of developing short and long term Writing goals for each students based on the results of these assessments
- All classroom teachers will be able to demonstrate through their formal and informal observations that they have analyzed and interpreted assessments to differentiate instruction using individual and small group instruction
- All classroom teachers in Kindergarten through Grade 5 will maintain an individual assessment binder for each child in the classroom, readily available to the supervisors, including all data listed on the Cover sheet named Data Checklist for 2009-2010.
- 80 % of students in grades 1 & 2 will move at least two levels in reading as evidenced by the T/C running record assessments
- 50% of the students in grades 2 & 3 will show progress (2 levels or more) on the TC writing continuum as evidenced by their "on demand" writing

Goal # 2: **Based on our last Quality Review, our School Community needs to improve systems and build capacity for staff to collect and analyze student data so that individual student progress can be tracked over time and to monitor their instructional impact. Therefore, 90% of the teaching staff will participate in the inquiry process and participate on an inquiry team, as measured by inquiry, faculty, grade meeting agendas & ARIS Inquiry Spaces and blogs.**

Objectives

- 90% of teachers will participate in action research Inquiry Teams and identify an area to focus on to improve student learning
- 90% of Teachers will selecting 3-5 target students from their class based on assessment data and then identify a skill, sub-skill and learning targets for these students and set short and long term goals for each student
- Students in target population will show accelerated progress in a minimum of 4 sub skills by the end of the year as measured by teacher made assessments in each separate Inquiry Team
- Inquiry Team members will share their action research results during June Grade Planning days and based on those results one "school wide instructional change" will go into effect by September 2010.

Goal # 3: Councilman John Liu, designates $100,000 of RESO A money for school improvement to P.S. 21. After consultation with our school leadership and curriculum team, it was decided to expand the number of classrooms equipped with Smart Boards and provide professional development and training to teachers to utilize Smart Board technology as a learning and teaching tool. Therefore, 50% of the teaching staff will utilize Smart Board technology as a teaching and learning tool, as measured by formal & informal observations, and participation in Smart Board professional development opportunities.

Objectives

- 50% of the classrooms throughout the school will be equipped with Smart Boards
- 50% of the teachers will be provided with learning opportunities at least 10 times a year to enhance their Smart Board skills at incorporating technology into their teaching
- All parents will have opportunities to learn about the technology being used in the school and see how it enhances student learning through a series of parent workshops
- All of the students will have regular access to computers in their classrooms for instruction

Goal # 4 Although 100% of our parents completed our school environment surveys, our Title I Advisory Committee, PTA executive board and Parent Coordinator continue to see a low attendance at our parent workshops and meetings. Therefore, we would like " To increase the percentage of parents attending and participating in school sponsored parent workshops and meetings from 10% to 20% as measured by attendance forms. "

Objectives

- All Parents will have increased opportunities to participate in their child's school experience by attending, volunteering, and participating in school activities.
- All parents will have the opportunity to support their child's learning at home by becoming aware of the learning goals of the Units of Study in Literacy and Math through monthly parent letters and workshops.
- All parents will have access to improving their parenting skills by participating in parenting workshops offered monthly.

Goal # 5 After conducting a needs assessment, the SLT suggested the school increase the number and quality of enrichment activities for all of our students. Therefore, we plan "to increase the number and quality of school wide Enrichment activities by 10% in each grade as measured by program descriptions, enrichment brochure selections, and calendars and schedules of enrichment activities."

Objectives

- All Students will participate in at least two Tier I Enrichment activities
- All Students in Grades 1-5 will participate in at least one cycle of Tier II Enrichment Activities
- All of Students in Grade 4 & 5 will be offered the opportunity to participate in vocal and instrumental music program

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): ELA

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	***Goal # 1: 90% of teachers will demonstrate differentiation of instruction, using data analysis and small group instruction during the Reading block, as measured by formal and informal observations.***
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	➢ Two Full-time Literacy Coaches, one dedicated to Grades Pre-K-2 and the other Grade 3-5 funded by Title I and Contract for Excellence Funding, support literacy assessment and instruction for all teachers ➢ Master Schedule includes 2 Common Preps per grade, per week ➢ Teachers work intensively with Teachers College staff developer for twelve sessions ➢ Teachers participate in professional development on administering the Teachers College Assessments ➢ Teachers focus on using the assessments in their planning and delivery of instruction ➢ Coaches focus their assistance to teachers based on individual needs as they model and co-teach in cycles demonstrating differentiation of instruction ➢ Coaches focus their assistance on analyzing student work and using the Narrative Continuum and developing teaching points for individual students ➢ Professional Development Team created 2009-2010 Data checklist, indicating all pertinent information that must be included in students' individual assessment binders ➢ Coaches provide instruction and support on November 4th in putting the Assessment Binders together ➢ All Teachers participate in Teachers College Calendar Days based on their needs, notes are taken and distributed to the grade ➢ Data Specialist (ESL teacher funded with Data Specialist funding) provides professional development and support for data input and analysis of TC Assessment Pro. ➢ Teacher Leaders participate in T.C. Leadership Groups and facilitate a four week focus group to turn key to other teachers ➢ Principal, Assistant Principal, both coaches and ESL teacher participate in Leadership Group at T.C. and ICI LSO ➢ Kindergarten, Grade One and ESL & Self-contained teachers in Grade 2 & 3 implement Fundations, supported by the ICI LSO's NSS, Lena Kim.

	➢ Principal and Assistant Principals conduct formal and informal observations looking for differentiation of instruction based on assessments ➢ Principal and Assistant Principals conduct walkthroughs looking for evidence of differentiation based on assessment ➢ ESL teachers, supported by the ICI LSO's NSS, Giuvela Leisengang, develop ESL language goals and a rubric, to coincide with the goals of each Units of Study in Literacy ➢ ESL teachers, supported by the ICI LSO's NSS Giuvela Leisengang, develop strategies to develop academic language for the upper grades ESL students ➢ Eligible teachers select alternatives to observation that are year long in scope, using assessment and student work samples to monitor student progress ➢ Administration meets with staff member twice a year to review Assessment Folders ➢ Children will be assessed ongoing through the year using T/C Assessment as outlined above
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	➢ Master schedule includes two common preps per grade per week ➢ Master schedule includes 12 days of on-site PD with TC for Lower Grades & Upper Grades ➢ Galaxy reflects Title I and Contract for Excellence funding for coaches; Data Specialist's funding ➢ Tax Levy support administration, teachers salaries ➢ Title I dollars support Professional Development at Teachers College
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	➢ Coaches Logs, & Agendas ➢ Data Specialist's Logs, & Agendas ➢ Review of Assessment Binders including all Data, ie: Student Profile Sheet; Student Test History; Monthly Independent Reading Level Progress Sheet; TC Assessments; Running Record; On Demand Writing Pieces; 1st and 2nd Predictive Periodic Reading Assessment; Independent Reading Levels ➢ Teachers' lesson plans, & conference notes ➢ Attendance Records at Conference Days & Leadership Groups ➢ Administrators' conference notes and letters to teachers regarding Assessment Binders ➢ Administrator's notes on walkthroughs, formal and informal observations

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	***Goal # 2: 90% of the teaching staff will participate in the inquiry process and participate on an inquiry team, as measured by inquiry, faculty, grade meeting agendas & ARIS Inquiry Spaces and blogs.***
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	➢ Administrators, coaches, data specialist, (funded by Tax Levy Data Specialist funding) & teachers who participated in Inquiry teams last year, will facilitate multiple school based Inquiry Teams ➢ Lead Inquiry Team will meet with Principal on a monthly basis to share the process of each team ➢ 90% of Staff will participate in inquiry teams. Children's First Inquiry Team money will be used for per session money for recording information in ARIS ➢ Teams will share their work with school community on ARIS Inquiry Spaces ➢ Principal +one team will receive professional development through the ICI LSO in small network meetings ➢ Lead Inquiry Team will provide professional development and monitor school teams' progress ➢ Each team will divide their research into for four, six week sessions ➢ Each team will meet in school, on common preps and during lunch periods, scheduled among themselves ➢ Each team will first pick a skill, then a sub skill and then, ➢ Each teacher will select between 3-5 target students who need this skill from their class to target ➢ Each team will establish a baseline and a long-tem goal and an assessment tool to measure this ➢ Each team will establish short-term goals or learning targets for their selected students ➢ Each teacher will create a system to record students' progress ➢ Each team will meet to evaluate their students' progress and revise their instructional plan and/or to set new goals
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	➢ Data Specialist, funded by Tax Levy Data Specialist funding, will co-facilitate school based Inquiry Teams ➢ Children's First Inquiry Team money will be used for per session money for recording information in ARIS' Inquiry Spaces ➢ Principal + One will receive professional development through the ICI LSO in small network meetings
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	➢ Minutes of network meetings, Principal + One meetings and Inquiry Team meetings ➢ Inquiry Team Members agenda's and minutes of meetings ➢ Individual Students' Assessments & Progress Reports (Individually Made) Students Reading Levels for the Reading Group ➢ Students Writing Samples, Reading Levels, other pre-determined performance indicators ➢ Supervisors' conference notes with Inquiry Team members

	➢ Supervisors' notes from observing Inquiry Team meetings ➢ Informal observations in classrooms using specific strategies with students ➢ Presentation on June Grade Planning Days

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	***Goal # 3:*** **50% of the teaching staff will utilize Smart Board technology as a teaching and learning tool in the classroom as measured by formal & informal observations, and participation in Smart Board professional development opportunities.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	➢ Part time technology coach funded by Title I funding ➢ Technology coach is part of the Professional Development Team which sets and support school wide instructional goals ➢ Technology coach provides professional development one-on-one, in a small lab, and via e-mail with bi-weekly tech tips ➢ Professional Development is provided to teachers based on a needs and interest survey ➢ Coach installs software and provides professional development and direct instruction to students ➢ Coach provides professional development and support to teachers and students using Acuity ➢ Coach provides professional development and support to teachers analyzing student achievement and progress data ➢ Coach participates in designing test prep programs for ELA & Math based on diagnostic exams and organizes data into Excel worksheets ➢ Students are instructed on Internet Research, Keyboarding, Power Point , and Microsoft Word ➢ All classrooms in Pre-K have one computer and printer ➢ All K– 4 classrooms have two computers and a printer ➢ All classrooms in Grades 5 have four computers and a printer ➢ Technology coach provides professional development ➢ 25 classrooms are equipped with Smart Boards ➢ Smart Board Teachers participate in professional development workshops once a month, intervisit when scheduled and co-plan with other staff members and coach on an ongoing basis ➢ Technology Expansion Project for this year will be funded by RESO-A, given by Councilman John Liu. ➢ RESO-A Grant funded an updated computer lab with 30 PCs; 10 additional Smart Boards; a mobile cart with 24 laptops; a document camera; and the backbone to support the upgrade (including two servers) ➢ Smart Board teachers will participate in Smart Board training given by Tequipment ➢ Technology coach and parent coordinator work together to plan series of parent workshops on using technology at home to support their student's learning,Internet Safety, & accessing ARIS

	➢ Technology coach provide variety of website to support teacher's instructional goals ➢ Technology coach maintains school website

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	➢ Part time technology coach funded by Title I funding ➢ Existing Smart Boards and Teacher training supported teachers will participate in Smart Board training given by Tequipment funded with Title I funding ➢ All classrooms in Pre-K have one computer and printer funded by Title I monies ➢ Technology Expansion Project for this year will be funded by RESO-A, given by Councilman John Liu.
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	➢ Title I and Tax Levy lines support Tech coach in Galaxy ➢ Evidence of teachers using technology as a teaching tool through informal and formal observations ➢ Observations during walkthroughs of computers and Smart Board being used. ➢ Teachers' lesson plans and teaching reflect integrating Smart Boards and computers into daily instructional program ➢ Student work reflects on-line research ➢ Student work is presented using Word or Power Point ➢ Coaches' logs and agendas of workshops and meeting ➢ Attendance sheets at parent workshops ➢ Attendance sheets at teacher workshops ➢ Sign out log of Mobile Computer lab ➢ Copies of Teacher's Needs Assessment
Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Goal # 4** **To increase the percentage of parents attending and participating in school sponsored parent workshops and meetings from 10% to 20% as measured by attendance forms.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	➢ Title I Parent Advisory Committee provides opportunities for parents, and school staff to work collaboratively to determine the needs of parents and to provide enrichment and support to families ➢ Provide translated letters in the four major languages informing parents of Orientations, Parent Teacher Conferences, School Reports, Report Cards and parent workshops. (Translated by NYCDOE translation unit) ➢ Provide translators (with NYCDOE translation funding) during parent teacher conferences, P.T.A. meetings, parent conference, parent workshops, guidance conferences.

	➢ Provide child care during PTA meetings and parent workshops including EPIC (teachers volunteer the Evening; school aides provide care during the day) ➢ Literacy and Math Coaches write Parent Letters, in each grade, informing parents of the learning goals of each Unit of Study in Literacy and Math and suggestions about how parents can help their children at home.(All letters are translated in the four major languages; English, Spanish, Korean, Chinese) ➢ Workshops will be given on the new accountability tools and DOE assessments ➢ Provide parenting support group in native language (Spanish) as well as in English ➢ Parent Coordinator and Coaches conduct workshops on Literacy, Math, Science, and ➢ Social Studies as well as Test Preparation program and academic expectations, & ARIS ➢ Pre-Kindergarten Social Worker (U-Pre-K funded) conducts workshops on Early Childhood social & emotional issues. ➢ Guidance Counselors conduct workshops on social, emotional & family issues. ➢ Teachers create opportunities for parents to volunteer in their class, for example as a class parent, chaperon on a trip, help during concerts, special events etc. ➢ PTA Executive Board and Title I Advisory Committee advertises for volunteers and keeps an active list of parents who are willing and available to assist when needed, for example during eye screening, orientations, movie nights, pretzel day, fifth grade events, field day etc. ➢ Title I Advisory Committee meets monthly to assess the needs of the families and to provide additional opportunities for family involvement, for example Bingo Night, A Day at Shea, Burger King Night, Dollar Days, and Family Night. ➢ Volunteers will be officially recognized with a Certificate of Thanks and a token of Appreciation during National Volunteer Month. (April) All volunteers' names are posted on a Parent Involvement Bulletin Board. ➢ Administrators work closely with PTA executive board and plans and coordinates activities and workshops that compliment the Title I Committee's and Parent Coordinator's workshop and family activities. ➢ Administrators work closely with the Parent Coordinator to ensure distribution of all notices are timely, parent workshops are scheduled monthly on topics that are pertinent and timely, for example Dealing with Separation Anxiety, Test Stress and Expectations, The Middle School Transition etc. ➢ Use Automated School Messenger to announce important meetings, include PT conferences, PTA meetings; follow-up phone calls to parents reminding them of meetings

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	➢ Translated letters in the four major languages & Translators provided by NYCDOE translation funding ➢ Literacy and Math Coaches funded with Title I, & Contract for Excellence & Fair Student Funding ➢ Parent Coordinator conducting monthly workshops funded by TL Parent Coordinator funding ➢ Guidance Counselors conduct workshops on social, emotional & family issues funded by IDEA & TL Mandated Counseling ➢ U-Pre-K funded social worker provides parent workshop and support to parents and students on a bi-weekly and as needed basis.
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	➢ Attendance logs at Parent Orientations, Parent Teacher Conferences, Workshops and PTA meetings. ➢ Feedback from the SLT, PTA executive board, staff and parents during monthly meetings and documented in the minutes. ➢ Teachers' records of parent attendance, conferences and volunteering. ➢ Evidence of funding allocation in Galaxy using Translations money, allocating for 5 full time coaches, partnership with LIJ and 5% set-aside for Title I Parent Involvement money. ➢ PO's of Title I Parent Involvement spending on parent involvement activities, and Translation services ➢ Title I Parent Involvement Binder that memorializes workshops and activities. ➢ Coaches' Binder of Monthly Parent Letters in Units of Study in Literacy and Math
Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	***Goal # 5:*** **To increase the number and quality of school wide Enrichment activities by 10% in each grade as measured by program descriptions, enrichment brochure selections, and calendars and schedules of enrichment activities.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	➢ Full time music teacher, funded with Tax Levy who will instruct students on instrumental and vocal music and directs both the Band and the Chorus. ➢ Music teacher provides an overview of instrumental program during an Assembly program to introduce students to choices. ➢ Assistant principal and lead teacher attended Gifted and Talented professional development provided by ICI LSO ➢ Administration provides professional development to staff members on Tiers of Enrichment and enrichment opportunities during faculty conferences, grade meetings and staff development days. ➢ Teachers will plan at least two Tier I field trips to take during the school year which directly relates to their grades' curriculum

	➢ All students in grades 3-5 will participate in three cycles of Enrichment. (Enrichment is two, 8 week periods in which o students self select areas of interest that are taught by our o teachers.) ➢ Students in grades 1 and 2 will participate as a class in two group selected 6 week cycle of Enrichment ➢ Teachers submit course description of what they would like and have an aptitude to teach. Course plans must show evidence of thoughtful planning with rigorous goals for the children. ➢ The course offerings are arranged into an Enrichment booklet by the technology teacher. ➢ Classroom teachers guide students in making selection of courses. ➢ Assistant principals schedule students into classes, distributing students as equitably as possible. ➢ Master Schedules blocks out last two periods of Friday for Enrichment. ➢ Professional development time will be provided to debrief on enrichment activities, share best practices and modify plans for future enrichment cycles. ➢ Parent meetings and workshops will be held to inform parents about the enrichment program, give them an opportunity to have input and see how they can support the enrichment program with their own ideas, skills and talents
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	➢ Full time music teacher, funded with Children's First Dollars instructs both the instrumental and vocal music program throughout the year ➢ Assistant principal and lead teacher attended Gifted and Talented professional development provid by ICI LSO ➢ Teachers will plan at least two Tier I field trips to take during the school year which directly relates to their grades' curriculum. Parents assume partial or full payment for performances and/or admissions ➢ Enrichment materials supported by TL Fair Student Funding
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	➢ Master Schedules blocks out last two periods of every Friday for Enrichment. ➢ Full time music teacher's schedule of instrument groups, band and chorus rehearsals. ➢ Evidence of funding allocation in Galaxy for Full time Music Teacher. Money in Galaxy set aside instructional supplies to support enrichment materials ➢ Money in Galaxy set aside for trips and buses in pre-kindergarten. ➢ Grade meeting minutes sharing of best practices during Enrichment. ➢ Flyers, Programs, Permission Slips and Invitations to Enrichment Activities ➢ Enrichment Brochure is created and distributed. ➢ Informal walk-throughs during Friday afternoon can observe students participating in enrichment program. ➢ Informal walk-throughs can observe students participating in vocal and Instrumental music, dancing and storytelling

	➢ Yearly schedule of all class trips recorded in master calendar. ➢ Feedback and minutes from the SLT, PTA executive board, staff and parents during PTA, SLT & Title I Advisory Monthly meetings. ➢ Concerts, Assemblies, and Performances and their programs. ➢ Agendas, minutes, schedules from staff professional development sessions

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	74	31			2	0	2	0
1	69	40			5	0	1	0
2	68	37			7	0	1	1
3	70	25			5	0	0	1
4	58	26	26	28	8	0	0	4
5	54	19	22	24	10	0	0	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:	Students are assessed and based on that assessment, instruction is provided using Fundations, Wilson, individualized & small group differentiated instruction, during the school day, and during 37.5 additional minutes of instruction. Reduced class size, co-teaching, test prep, at risk Resource Room during the school day are also used.
Mathematics:	Students are assessed and based on that assessment, instruction is provided using the Everyday Math program and STEPS, individualized & small group differentiated instruction, during the school day, and during 37.5 additional minutes of instruction. Reduced class size, co-teaching, test prep, at risk Resource Room during the school day are also used.
Science:	Based on assessments students at risk are supported using the Mac Millan/McGraw Hill program. Students are taught in individualized & small groups using differentiated instruction, during the school day, and during 37.5 additional minutes of instruction. Reduced class size, co-teaching, test prep, during the school day.
Social Studies:	Based on assessments students at risk are supported using the Mac Millan/McGraw Hill program. Students are taught in individualized & small groups using differentiated instruction, during the school day, and during 37.5 additional minutes of instruction. Reduced class size, co-teaching, test prep, during the school day.
At-risk Services Provided by the Guidance Counselor:	The staff is made aware of the support staff (guidance counselor, school psychologist, social worker) that is available to speak with families, students and staff when a crisis situation arises. The school counselor and a bi-lingual social worker & bilingual school psychologist are available at all times to address the needs of our school community either counseling students or their families. We work in conjunction with several outside agencies to connect families with add ional outside resources, counseling and support when necessary.
At-risk Services Provided by the School Psychologist:	The staff is made aware of the support staff (guidance counselor, school psychologist, social worker) that is available to speak with families, students and staff when a crisis situation arises. The school counselor and a bi-lingual social worker & bilingual school psychologist are available at all times to address the needs of our school community either counseling students or their families. We work in conjunction with several outside agencies to connect families with add ional outside resources, counseling and support when necessary.
At-risk Services Provided by the Social Worker:	The staff is made aware of the support staff (guidance counselor, school psychologist, social worker) that is available to speak with families, students and staff when a crisis situation arises. The school counselor and a bi-lingual social worker & bilingual school psychologist are available at all times to address the needs of our school community either counseling students or their families.

	We work in conjunction with several outside agencies to connect families with add ional outside resources, counseling and support when necessary. Individual and small group counseling individual students during the school day.
At-risk Health-related Services:	Students with Juvenile diabetes are closely monitored and report to the nurse for frequent blood sugar monitoring. The school nurse works carefully with physicians and families to ensure their wellbeing.

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

NCLB/SED requirement for all schools

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

LAP Team Composition

The Lap team members of P.S. 21 Q are Debra Buszko (principal), Jill Leakey assistant principal), Sarah Waldman (second grade), Beth Hecht and Sue Miller (ESL teachers), Marguerite Schlaffer (parent coordinator), Lorraine Kosner (parent)
Lisa Hamada (guidance counselor), Lydia Plagos and Michele Wolf (literacy coaches), and Pam Ruocco (related service provider). The four ESL teachers are all licensed and copies of licenses and certifications are on file.

ELL Demographics

P.S. 21 has a total of 1045 students, of which 130 ESL students are in general education and 26 are in special education. This accounts for almost 15% of the school population.

ESL instruction is delivered by the push-in and pull-out models. The pull out model is implemented in Grades K-4. In grades K-5 the children are grouped heterogeneously.
The students in push-in groups in grades K-5 are grouped both heterogeneously and homogeneously when possible. The ESL teacher works using the co-teaching model.

All of the children being served in kindergarten and first grade are newcomers, having only received ELL instruction for 0-3 years. This total number is 82 students.
In second grade, 13 are newcomers and none have been in ESL for 4-6 years.
In the third grade, 11 students are newcomers, 7 students have been in ESL for 4-6 years. In the fourth grade there are 16 newcomers and 12 who have had ESL instruction for 4-6 years. There are no long term students who have received service for 6+ years.
In the fifth grade there are 9 newcomers and 3 students who have received service for 4-6 years. In addition, 3 fifth grade students have received long term service of 6+ years.

The predominant language groups are Spanish, Chinese, and Korean. There are a small number of students who speak Punjabi, Polish, Urdu and Arabic and other languages. In kindergarten, 18 students speak Spanish and 12 speak Chinese, 6 students speak Korean. This accounts for 90% of the grade.
In first grade, 12 students speak Spanish, 16 speak Chinese and 8 speak Korean. This accounts for 85% of the grade.
In second grade, Spanish is the predominant language with 6 students speaking it. There are 3 Chinese speakers and 4 Korean speakers. This accounts for the entire second grade.
In third grade, Spanish is the predominant language followed by Korean and Chinese. There are 7 Spanish speakers, 6 Korean and 4 Chinese speakers. These three languages account for the entire third grade.

In the fourth grade Spanish and Korean are the predominant languages with 9 speakers for each language. There are also 8 Chinese speakers, and 1 Urdu and 1 Punjabi speaker. This is the break down for the fourth grade.
In the fifth grade, Chinese and Korean are the most spoken languages, with 5 speakers each, followed by Spanish, with 4 speakers. There is also 1 student who speaks another language in grade 5. This comprises the total ELL population of fifth grade.

Parent Choices

Parents are given three program choices for their children: Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language.

In order to ensure that parents understand all three program choices available, letters, translated into their languages, are sent to the parents of all new ELLs. These letters explain all three program choices as well as inviting parents to a meeting where they can view a DVD in their own language which explains the three program options. At these meetings parents also have the opportunity to ask any questions they might have of the parent coordinator and ESL teachers as well as translators who are present to translate into all parent languages.

The Program Selection forms are sent home soon after the school year begins. If they are not returned by the date indicated on the form, a second form is sent. Parents are reminded to return the form when they pick up their children from school and they are encouraged to attend parent workshops where they can also view the video. When possible, a translator is used to answer any questions a parent has about the forms. Returned forms are kept on file at the school.

Over the past few years the majority of parents (82% in 2004, 69% in 2005, and 84% this year) have opted for the Freestanding ESL program. Some others requested the Transitional Bilingual program, but due to the fact that transportation is not provided, and the lack of bilingual programs in Korean and Chinese, parents have chosen for their children to remain at P.S. 21 in the Freestanding ESL program.

Our freestanding ESL program is aligned with the requests of the majority of our population. Most parents who preferred bilingual education chose not to enroll their child in that program either because of transportation difficulties or because they wanted to remain at P.S.21. There are not sufficient parent requests for us to open a bilingual program. In the future, should more than fifteen parents of children in two contiguous grades request a bilingual program we will open a bilingual class as requested.

Assessment Analysis

The patterns across proficiency levels and grades show that most of our kindergarteners come to school as beginners, who by the end of their first year progress to the intermediate or advanced level of language acquisition. They move through first and second grades building competencies and by the end of the third grade most of those students test out of the ESL program. In the upper grades most of our ELLs are those students who have transferred into our school as newly arrived students.
Currently, 41% of our students are beginners, 25% are intermediate, and 34% are advanced.

In the early grades (K-1) most of our students have very few oral skills and they are busy listening and assimilating the sounds of English. They may understand what is being said and may respond by guessing what is expected from context or by imitating other students. Some students with

greater understanding can produce some English words, phrases, and simple sentences related to social events. As they progress, students can understand written English when accompanied by concrete context such as pictures, actions and sounds.

As students move toward the advanced stage of language acquisition we see that students sound fluent in social situations, but still have trouble understanding and producing the complex structures of the language. Finally, as students reach fluency, they can produce language with varied grammatical structures and vocabulary comparable to native English language speakers of the same age.

Based upon the NYSESLAT results of the 101 students who were tested, the strongest strand was speaking for 87% of them. Writing was the weakest strand for 32% of the students and reading was the weakest strand for 61%. Because the students' weakest area was reading, our school's Inquiry Team focused on reading comprehension and vocabulary development for upper grade ELLs to aid instruction in content area development. Therefore, we group children by level as much as possible. Many grades are using the Fundations program to help children with reading skills. Next year we plan to cluster children into classes on each grade by proficiency in order to individualize instruction.

The students' progress is monitored by using the Teachers' College (T.C.) Assessments. In kindergarten, 5% scored level 1, 18% scored level 2, and 77% scored level 3. In first grade, 16%, all of whom were beginners, scored level 1, 57% scored level 2, and 27% scored level 3. In second grade, 72%, of which half were beginners, one fourth were intermediates and one fourth were advanced, scored level 1, 24% scored level 2, and 4% scored level 3. In third grade, 47%, of which two thirds were beginners and one third were intermediates, scored level 1, 22% scored level 2, and 31% scored level 3. In fourth grade, 91%, which was equally divided between beginners, intermediates and advanced, scored level 1, 4% scored level 2, and 4% scored level 3. In fifth grade, 76%, of which one sixth were beginners, one sixth were intermediates and two thirds were advanced, scored level 1, 8% scored level 2, and 16% scored level 3.

These results are consistent with the reading scores on the NYSELAT which show that reading is the most difficult modality for most students. To help students improve their reading skills we provide small group instruction, utilize components of balanced literacy that include guided reading and shared reading, and remedial help when necessary.

Our school does not administer the ELL Interim Assessments because they are not mandated.

All ELLs who have been in this country for at least one year must take the ELA exam. Most of the current fourth graders, who were tested last year as third graders, scored at level 3, followed by levels 2 and 1. One scored level 4.
Most of the current fifth graders, who were tested last year as fourth graders, scored at level 2, followed by level 3. No student scored at either level 1 or at level 4. The test is only given in English.

The other state test administered to the ELLs was the New York State Math Assessment.
Most of the current fourth graders, who took the test as third graders, scored level 3. Of those, one fifth of the students took the test in their native language.
Of the students who scored level 4, one-third of the students took the test in English. The remaining two-thirds of the students took the test in their native language.
There was only one child who scored at level 2. The test was given in English.

One child scored level 1. The test was administered in the native language.
The current fifth graders show similar trends in their testing pattern.
Last year, most of the students scored level 3. Only one out of the five who received a level 3 was tested in their native language, the rest were tested in English.
This trend was reversed for those students who scored at level 4. Only one out of five was tested in English and the remaining four were tested in their native language.
Only one child scored level 2. That test was administered in English.

Thirteen of our students took the NYS science test last year. Of the thirteen, three scored on Level 1 and 2, six scored a Level 3, and one scored a Level 4. The Level one and 2 scores represent 23% ,while the Level 3 represents 46% and Level 1 represents 7 % of the total population of ELLs who took this state test.

The testing patterns seem to indicate that the abilities of those who scored level 3 are similar to the rest of the school population. Most of the children who scored levels 3 and 4 in their native language come from countries with a strong math background so they did well regardless of their English proficiency level. More focus is needed on academic language and reading word problems especially among children with weak literacy skills in both languages because this is bringing down their test scores.

Administrators, ESL teachers and classroom teachers of ELLs are all aware of the NYSESLAT results for their students, and these data are used to drive instruction. ESL and classroom instruction is differentiated in order to focus on students' areas of weakness. Content area instruction includes all four modalities, so that ELLs have an opportunity to exercise their strengths- usually listening and speaking- while also working to improve skills in their areas of weakness- usually reading and writing.

The ELLs have the option of taking the state tests in their native language. Most of the students who tested in their native language scored at least level three. Scores were similar to those who tested only in English, but many of those students were advanced.

The native language is used when newly arrived students don't have enough command of the English language to express themselves. They can label pictures or write in their native language which can then be translated into English. A classmate who speaks the same language can translate for the new student. They can also read books in their own language or bilingual books. In the Pull-Out program the non-English children can be paired with another child who speaks the same language. In the Push-In program the child can sit at the same table with others more proficient in English who also speak the same language.

Planning for ELLs

ESL instruction is delivered by the Push-In and Pull-Out programs. The students in Push-In groups are grouped both heterogeneously and homogeneously by grade when possible. Students in the Pull-Out program in the upper grades are grouped by grade with beginners and intermediates

in one group and advanced students in another. All others are grouped heterogeneously. Different instructional approaches include using Balanced Literacy, Fundations phonics program and small group instruction.

Each year the ESL teachers create a comprehensive list of ELLs, including each student's level of proficiency. The ESL teachers' schedules are then based on the NYS mandates of 360 minutes for beginners and intermediates and 180 minutes for advanced students. Explicit ESL instruction is delivered using the Teachers College Workshop Model with read alouds, shared reading, shared and interactive writing. ELA instruction is delivered using Teachers College Reading Workshop and Writing Workshop which are aligned to the classrooms. Content areas are taught by pre-teaching vocabulary and focusing on language functions necessary to succeed.

There are currently no SIFE students enrolled at P.S.21. Should our population include SIFE students in the future, they will receive additional instruction in the form of AIS programs, the Wilson Program, and SETTS. The extended day will also be used to give more individualized instruction to the SIFE students.

Newcomers receive 360 minutes of ESL instruction per week. They are concentrated in ESL-based classrooms where master teachers use Sheltered Instruction to make content comprehensible. These teachers attend Teachers' College seminars in order to learn to scaffold their balanced units of study. Certified ESL teachers push in to these classrooms for the mandated number of minutes each week to work with classroom teachers and students. Teachers use methods such as Total Physical Response, the use of visuals to access prior knowledge, and peer tutoring to differentiate instruction. The students receive small group instruction which is driven by the data attained through continuous assessment. ESL teachers provide test prep to help with different strategies and there is differentiated instruction in the classroom. The extended day also offers small group instruction tailored to their individual needs.

There are very few long term ELLs at P.S. 21. Long term ELLs receive additional instruction from AIS teachers. They are also referred for professional evaluation for possible language processing deficits.

For those students identified as students with special needs, ESL instruction is differentiated based on students needs and is driven by the data available in these students' IEPs.

Resources and Support

ELLs receive scaffolded instruction in all content areas. Visuals and texts are used especially for the beginners and intermediates during test prep sessions and the students meet in small groups both in the classroom, in AIS or SETTS, and during the extended day according to individual needs.

In order to provide transitional support, ELLs who have reached English proficiency and who are recommended by their teachers, are included in advanced ESL groups and receive explicit ESL instruction from certified ESL teachers. ESL teachers and classroom teachers are involved in continuous discussions of such students' language needs, and the development of programs designed to help these children excel without constant ESL support. They are also provided with testing accommodations for two years and may receive extra support from other programs such as AIS, SETTS, or summer school.

During literacy instruction the following materials are used: big books, books on tape, word wall, morning message, poems, charts, letter/picture cards and smart boards. Monolingual and bilingual dictionaries are both used in the upper grades to help students understand content area material. The books used in ESL instruction- both in literacy and content area instruction- are aligned with the student's classroom instruction. Other materials are used for content area instruction such as math manipulatives and hands-on science materials. Children also have access to educational websites such as starfall.com, mathgames.com, and scholastic.com.

As ELLs transition from elementary school to middle school, their ESL and classroom teachers work together with the guidance counselor to select the best placement. The students' teachers also articulate with the administration, guidance counselors and teachers of the middle school to discuss the students' needs.

ESL teachers attend professional training with the network support specialist. The workshops are designed to scaffold balanced literacy to suit the needs of ELLs. Information learned in these workshops as well as on other staff development days are shared among the classroom teachers. The classroom and ESL teachers plan collaboratively on common preps in order to align the English Language Arts standards with the ESL standards. They also use NYSESLAT scores to drive instruction. Classroom teachers are given advice by the ESL teachers on how to assist ELLs in the regular classroom by scaffolding lessons. Additionally, there are monthly grade meetings with the literacy and math coaches where differentiated strategies are discussed with the classroom teachers. This ensures teachers 7.5 hours of ESL training and 10 hours of ESL training for special education teachers.

Office of English Language Learners
Grades K–8 Language Allocation Policy
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI LSO/District 25	School Edward Hart
Principal Debra Buszko	Assistant Principal Jill Leakey
Coach Lydia Plagos	Coach Michele Wolf
Teacher/Subject Area Sarah Waldman/Second Grade	Guidance Counselor Lisa Hamada
Teacher/Subject Area Beth Hecht/ESL	Parent Lorraine Kosnar
Teacher/Subject Area Suzanne Miller/ESL	Parent Coordinator Marguerite Schlaffer
Related Service Provider Pam Ruocco	SAF Diane Kay
Network Leader Peggy Miller	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1045	Total Number of ELLs	156	ELLs as Share of Total Student Population (%)	14.93%

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native

language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In	6	6	2	2	2	2	0	0	0	20
Total	6	6	2	2	2	2	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	131	Special Education	26
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	116	0	15	14	0	8	0	0	3	130
Total	116	0	15	14	0	8	0	0	3	130
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0

TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number) African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	18	12	6	7	9	4	0	0	0	56
Chinese	12	16	3	4	8	5	0	0	0	48
Russian	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0
Urdu	0	2	0	1	1	0	0	0	0	4
Arabic	0	1	0	0	0	0	0	0	0	1
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Korean	6	8	4	6	9	5	0	0	0	38
Punjabi	1	1	0	0	1	0	0	0	0	3
Polish	1	0	0	0	0	0	0	0	0	1
Albanian	0	0	0	0	0	0	0	0	0	0
Other	2	2	0	0	0	1	0	0	0	5

Programming and Scheduling Information										
TOTAL	40	42	13	18	28	15	0	0	0	156

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for Long-Term ELLs (completed 6 years).
    e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
For All Program models			
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	22	16	4	6	12	4	0	0	0	64
Intermediate(I)	1	20	5	4	6	4	0	0	0	40

Advanced (A)	17	6	4	8	10	7	0	0	0	52
Total	40	42	13	18	28	15	0	0	0	156

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING /SPEAKING	B	1	1	1	0	3	0	0	0	0
	I	1	10	5	1	0	1	0	0	0
	A	1	12	4	4	8	3	0	0	0
	P	2	13	2	7	9	7	0	0	0
READING/ WRITING	B	5	10	2	1	3	0	0	0	0
	I	0	20	5	3	4	4	0	0	0
	A	0	5	3	8	13	7	0	0	0
	P	0	0	2	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	6	7	1	15
5	0	6	3	0	9
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4	0	1	1	0	8	2	2	4	18
5	0	0	1	0	4	1	1	4	11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		3		6		1		13
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures	
School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

Rev. 10/7/09

Filename: 25Q021 LAP worksheet 2009-2010_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP Batch15\Process\CEP_Q021
Template: C:\Documents and Settings\partha\Application Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 1/7/2010 3:01:00 PM
Change Number: 2
Last Saved On: 1/7/2010 3:01:00 PM
Last Saved By: NYCDOE
Total Editing Time: 2 Minutes
Last Printed On: 3/9/2010 11:35:00 AM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,778 (approx.)
Number of Characters: 32,935 (approx.)

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

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):
ESL is differentiated based on the Lab R & the NYSESLAT scores as well as school wide formative and summative assessments. Instruction is focused on students' areas of need. All instruction is delivered in English. Basic goals for beginners are to develop listening and speaking skills, for the intermediate and advanced the goals focus on developing reading and writing skills.

Teachers provide instruction in both a push-in and pull out model. Students in Grades 1 & 2 (2 Classes) are self contained while newly admitted students and students in the upper grades (3, 4, 5,) are heterogeneously grouped. Teachers in Kindergarten use Fundations to develop phonemic awareness and phonics skills, all teachers use the Teachers College Units of Study in Literacy and Everyday Math. Students are taught in whole class, and small differentiated groups based on school wide assessments. There are high expectations for all students to achieve grade level standards.

II. Parent/community involvement:
P.S.21 offers English classes to our parents two mornings a week given by our Parent Coordinator. In addition, the ESL teachers provide EPIC training. (Every Person Influences Children) This is a 10 week program that provides instruction to parents on how they influence children's learning from birth to age 8. This program is given in English and Spanish by two of our ESL teachers. Our Title I Parent Involvement committee, along with the PTA executive board, plan and provide a multitude of parent involvement activities, including parenting workshops, curriculum nights, parent and student activities and referrals when necessary.

III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):
Newly admitted ESL students receive intensive instruction on basic vocabulary to help them integrate into the school. All ESL students receive 37.5 of additional instructions in small groups, Monday through Friday. Classroom teachers and ESL teachers use a variety of approaches including Fundations, Month by Month Phonics and Balanced Literacy including Read Alouds, Guided Reading and Shared Reading to support the ELL students' acquisition of language. Technology, including computers & Smart Boards are also integrated into the instructional program as a motivational tool.

IV. Staff Development (2009-10 activities):
ESL and Classroom teachers co-plan for the delivery of instruction for Literacy and Math. Teachers meet with the literacy and math coaches on common prep periods once a month to plan for literacy and math instruction. In addition to meeting, every teacher is supported by the coaches to the extent necessary. Coaches co-plan, co-teach and model lessons for the ESL and classroom teachers. In addition to school based professional development, all teachers attend Reading and Writing Workshop conference days at Teachers College. ESL teachers receive coaching from the ICI LSO network specialist on an ongoing basis, ensuring that the goals of our program are met.

Form TIII – A (1)(a)

Grade Level(s) 2-5 **Number of Students to be Served: 50 LEP _____ Non-LEP**

Number of Teachers 4 **Other Staff (Specify) One Supervisor**

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.

Since the development of English Language Arts skills is essential for ESL students' success in meeting the New York State Standards, our proposed program will provide additional opportunities for students to participate in English Language Arts, thus enhancing our core program using activities designed to increase, improve and strengthen our students' oral, written and expressive language skills. The Title III funding for school year 2009-2010 will help us provide additional support in English Language Development to our English Language Learners with a collaborative partnership with Young Audiences., an Artist in Residency Program. During an after school program, students from grades 2, 3, 4, and 5, will use dance, movement and visual art to enhance their oral language development. The language of instruction will be English. Teachers will link the productions, drama and music to the classroom curriculum. Parent Involvement will be supported by our full time parent coordinator along with the ESL teachers and teaching artists.

We will provide an after school program in accordance with the New York State English Language Arts Standards 1-4 for ELLs in grades 2, 3, 4, and 5 during two, two-hour instructional blocks, for twelve weeks. Supported by the scientifically based research of Howard Gardner's on the theory of Multiple Intelligences, students will tap into a variety of alternative intelligences during the after school program. Students will be placed in 2 classes of approximately 25 students each, served by two certified ESL teacher and one teaching artist. The designation of classes will be determined by their literacy levels based on NYSELAT scores, LAB scores (new arrivals), and ESL and classroom teacher recommendations. This flexible grouping will facilitate differentiated instruction and allow for greater social interaction among the students, supporting students academically as well as socially and culturally. The two multi-grade classes will provide one day a week with the Artist in Residence and a second day of small group, differentiated instruction which will allow teachers to pre-teach or reinforce needed skills to participate in the production, drama and playwriting.

A secondary goal of the Artists in Residency Program at P.S. 21 is supporting student socialization. By developing socialization and communicating skills with peers and adults, students will begin to share their experience as new immigrants and begin to view themselves, not in isolation but part of a larger group of culturally diverse families. Participation in the Title III program will be a vehicle for students' to celebrate the own cultures and their own struggles against poverty and prejudice. Finally, the project will provide ESL and classroom teachers with additional strategies to support English Language development. Ultimately, as a result from participation in this program, this experience will translate into students meeting or exceeding the New York State standards at Levels

3 & 4.

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.

Working collaboratively with Young Audiences in a school based residency program will be an opportunity for us to continue to reach and motivate English Language Learners. Additionally, it will provide an opportunity for our teachers to further explore best practices of instruction for their ELL students. First, two teaching artists and four ESL teachers will meet collaboratively and plan on using strong literature based on a social issue that students can relate to. Through the use of dance, movement and visual art, students will enhance their oral and expressive language development. Next, fifty second through fifth grade students and four teachers will participate in a twelve week program which will meet two times a week. Once a week the teaching artists will provide direct instruction to the students while the ESL teachers work side by side learning from the artists and adding their ESL expertise. For the second session each week, the teachers will follow through with the artists work and continue to work on new strategies that are being taught. Katharine Chaffee, the program manager from Young Audiences will co-plan, co-develop, and co-facilitate the professional development plan with P.S. 21's administration. The curriculum will address New York State Learning Standards and follow New York City's Blueprint for Teaching and Learning in the Arts. As a result of the collaboration, and professional development, teachers will be able to cultivate critical thinking and team building, develop personal connections and a more global perspective of dance, and practice analytical thinking. Additionally, there will be a parent workshop where the students, teaching artists and teachers will have an opportunity to teach the parents what they have learned and guide them through the experience of the program. The final session will be a culmination of the students sharing their work with parents/guardians, and extended families, and an opportunity for everyone to reflect on the process.

This is the only after school program in P.S. 21, therefore it is essential that one of the two Assistant Principals (NYS and NYC Certified Administrators) be responsible for the coordination of this project, including supervision of the teachers, students and resident artists. In addition to supervision, she will be responsible for leading collaborative curriculum planning, professional development, overseeing student assessment and placement, aligning program with NYS Standards, and completing all required paperwork.

Form TIII – A (1)(b)

School: Edward Hart BEDS Code: 25Q021

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	10,169.00	**Per Session for 4 teachers and one Supervisor for 4 hours per week for 12 weeks**
Purchased services - High quality staff and curriculum development contracts.	13,000.00	**Contracted services from Young Audiences providing teaching artists, family involvement and professional development**
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4,571.00	**Classroom supplies, charts, tapes, paper writing materials**
Educational Software (Object Code 199)	0.00	**Admission to Performance**
Travel		
Other		
TOTAL	27,740.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. . All students entering NYC school system are required to fill out a Home Language Survey Form. This information is entered into ATS and used to identify the number and names of languages spoken at home for our students. In addition, each teacher asks parents in what language they would like information sent home.

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 four major languages spoken in the homes of the students are English, Spanish, Korean and Chinese. This information was reported to the SLT, PTA Executive Board and the faculty during their September and or October 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. Translation services are provided by the DOE translation department for all major communication documents including September letters, notices of Parent Teacher Conferences, Curriculum Letters. For those letters that we do not have time to translate downtown, we place a translation stamp telling parents to please have the document translated. Additionally, we do have staff that read and write Spanish, and Korean. A parent volunteer is available for Chinese translations.

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.

. When requested, parent are provided with an oral translator. During PTC we hire 6 DOE translators and provide a schedule to them to assist families who have requested them. If a parent comes to school and requests a translator, we rely on staff or parent volunteers to

assist. If a teacher or other staff member is not available, we use the translators via phone from the DOE. We also ask our upper grade students to translate for the families when feasible.

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.

Parents are made aware of their rights to a translator through the internet, and signs located on our parent bulletin board outside the Parent Coordinator's office. In addition, we send a written notification and verbally tell parents that translation are available in person or on the phone

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:	485,760	45,718	531,78
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,858		4,858
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		457	457
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,288		24,288
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		2,285	2,285
6. Enter the anticipated 10% set-aside for Professional Development:	48,578		48,578
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		4,571	4,571

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.

TITLE I
SCHOOL-PARENT INVOLVEMENT POLICY

I. STATEMENT OF PURPOSE

SCHOOL VISION AND MISSION:

At P.S. 21, we believe that all students can achieve their true potential. It is the mission of the P.S. 21 school staff to know our students well, and to give them what they need to achieve. All of our efforts support our students' academic, emotional and social growth and development. Working alongside our parents, everyone in the school community maintains high standards and works diligently to develop positive behaviors and attitudes. There is a deep appreciation and respect for the myriad of cultures represented in the building, as well as a sense of dedication and pride in the work that we do. Since parents are the children's first teachers, we believe that they must be fully and integrally involved in all aspects of school life and are full participants in the education of our children. Parent involvement activities nurture the cooperative relationship between the home and the school.

II. PARENTAL INVOLVEMENT IN DEVELOPING THE POLICY

The School Leadership Team, consisting of 8 parents, 6 teachers and 2 administrators, will meet monthly to focus on the needs of the school as well as the continuing development of the school's Parent Involvement Policy. Further, a sub-committee of the SLT, the Parent Involvement Planning Committee, will meet bi-monthly to develop the school's Parent Involvement Policy. As a Targeted Assistance school we will reach out to our parent constituency with particular attention to the outreach and recruitment of parents of those students most at risk in the Title I program.

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.

According to the Title I regulations, each school must share responsibility with parents for high student performance by developing a school-parent compact jointly with the parents of children participating in the program. Our compact (see attached) outlines how staff and parents will share responsibility for promoting high student achievement.

Parents will receive the compact from their child's school with a checklist of responsibilities which outline the responsibilities of teachers and parents for helping students achieve their goals. Parents are asked to sign and return the compact to allow the school to ensure it has been read.

Edwart Hart School
P.S. 21 School-Parent Compact

The staff at P.S. 21 agrees to:

- Hold Curriculum Night for parents to meet with the teachers and staff.
- Help to determine the educational needs of your child.
- Try to adjust the instructional program to meet the academic needs of your child.
- Seek your cooperation as parents to work as partners in the school.
- Provide frequent assessment and continuous feedback on how your child is progressing academically.
- Provide a safe and orderly school environment.
- Schedule Parent / Teacher conferences.

As a parent of P.S. 21, I agree to:

- Make sure my child is on time and prepared everyday for school.
- Know how my child is doing in school by communicating with teachers.
- Schedule a conference with the teacher about concerns with schoolwork and behavior.
- Monitor my child's homework and make sure study time is in a quiet place.
- Help my child to be respectful, be responsible and be kind.
- Help my child to accept consequences for negative behavior.
- Limit TV viewing and read together daily with my child.
- Check with my child daily for information sent home from school that will be useful.

As a student of P.S. 21, I agree to:

- Come to school ready to learn with the necessary supplies.
- Take part in class discussions without being disruptive.
- Complete class work and homework neatly and return it to the teacher on time.
- Share papers with my parents and return signed papers to my teacher.
- Allow the teacher/staff to help me work through my problems.
- Ask for help when I don't understand.
- Be Respectful
- Be Responsible
- Be Kind

To myself and all members of
P.S. 21

Principal's Signature Parent's Signature Student's Signature

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. Refer to Page 9 (Comprehensive Needs Assessment Summary)

2. Schoolwide reform strategies that: Refer to Pages 10-21 Goals and Objectives
   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. 100% of the staff is highly qualified.

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. Professional Development is provided by Teaacher's College, ICI LSO and the DOE: all ongoing and of high quality,

5. Strategies to attract high-quality highly qualified teachers to high-need schools. Fortunately, not a problem for this school. Receive many highly qualified resumes and have access to many highly qualified teachers on line through the DOE.

6. Strategies to increase parental involvement through means such as family literacy services. Refer to Page 18-19 Goal #4 and Action Plan

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. P.S. 21 houses 5 Full Day Universal Pre-Kindergarten Classes . These 90 children transition into our Kindergarten program. This program is in complete alignment with our overall goals and objectives for

our students and their families. For those students not participating in our Pre-K program, we have an Open House, Orientation Programs and an Open Door policy to encourage parents to have their children to attend our school.

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. Teachers attend mandatory grade and faculty meetings at which they have an opportunity to voice their opinions regarding the instructional program especially as it relates to the achievement of their individual students.

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. Students at risk of not meeting the standards are identified by the classroom teacher as early as the first month of the school year. These students receive additional instructional time during the mandated 37.5 additional minutes of instruction. In addition, if after the teacher tries a number of classroom based interventions and they prove to be unsuccessful, the student is brought to the attention of the PPT and the difficulties are further discussed resulting in either additional services or a referral to the committee on special education.

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. When and if necessary, P.S. 21 refers families and students to any number of community based organizations. Our School based support team, including our guidance counselor and social worker, coordinate whatever is needed for the families to be safe, and working toward financial independence.

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.

11. 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.

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

13. Instruction by highly qualified staff.

14. 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.

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

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

17. 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.

18. 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.

19. 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.

20. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

[1] School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

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

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

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

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

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

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

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?

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

1B. Mathematics

Background
New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections,

and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

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?

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

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

☐ Applicable ☐ Not Applicable

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

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

2B – Mathematics Instruction

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

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

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

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

☐ Applicable ☐ Not Applicable

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

[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.

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.

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

☐ Applicable ☐ Not Applicable

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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?

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.

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.

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

☐ Applicable ☐ Not Applicable

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

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

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.

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

☐ Applicable ☐ Not Applicable

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

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

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

Please respond to the following questions for Key Finding 7:

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

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

☐ Applicable ☐ Not Applicable

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

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

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

This appendix will not be required for 2009-10.

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

Note: Total amount of 104,562 funds Literacy Coach which provides full time on site, professional development to teachers & direct services to students.

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

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

All schools must complete this appendix.

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

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

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Part A: FOR TITLE I SCHOOLS

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

   We do not have any students in Temporary Housing.

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

Filename: 25Q021 CEP 2009-2010_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP Batch15\Process\CEP_Q021
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Title:
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Author: Sharon Rencher
Keywords:
Comments:
Creation Date: 1/7/2010 3:03:00 PM
Change Number: 8
Last Saved On: 3/9/2010 11:15:00 AM
Last Saved By: partha
Total Editing Time: 4 Minutes
Last Printed On: 3/9/2010 11:16:00 AM
As of Last Complete Printing
Number of Pages: 60
Number of Words: 21,030 (approx.)
Number of Characters: 119,876 (approx.)