



**M.S. 053 BRIAN PICCOLO**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: M.S. 053 BRIAN PICCOLO**  
**ADDRESS: 10-45 NAMEOKE STREET, QUEENS, NY, 11691**  
**TELEPHONE: 718-471-6900**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 27Q053      **SCHOOL NAME:** M.S. 053 Brian Piccolo

**SCHOOL ADDRESS:** 10-45 NAMEOKE STREET, QUEENS, NY, 11691

**SCHOOL TELEPHONE:** 718-471-6900      **FAX:** 718-471-6955

**SCHOOL CONTACT PERSON:** Claude Monereau      **EMAIL ADDRESS:** cmonere@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Bianca Brehen

**PRINCIPAL:** Claude Monereau

**UFT CHAPTER LEADER:** Mohammed Bility

**PARENTS' ASSOCIATION PRESIDENT:** Maria Rosario

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

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

**DISTRICT:** 27      **SSO NAME:** CEI-PEA

**SSO NETWORK LEADER:** Mae Fong

**SUPERINTENDENT:** Michele Lloyd-Bey

## 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/RulesPolicies/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
Claude Monereau	Principal	Electronic Signature Approved.
Bianca Brehen	UFT Member	Electronic Signature Approved.
Valerie McFarlane	UFT Member	Electronic Signature Approved.
Diane Ludvigsen	Admin/CSA	Electronic Signature Approved.
Kiandra McDonald	UFT Member	Electronic Signature Approved.
Kevin McGarry	UFT Member	Electronic Signature Approved.
Katrina Barnes	Parent	Electronic Signature Approved.
Kimberly Jenkins	Parent	Electronic Signature Approved.
Maria Rosario	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Lakita Middlebrooks	Parent	Electronic Signature Approved. Comments: Lakita Middlebrooks
Major Childs	Parent	Electronic Signature Approved. Comments: Major Childs
Keri Willis	UFT Member	Electronic Signature Approved.
Mohammed Bility	UFT Chapter Leader	Electronic Signature Approved.

Emily Mason	UFT Member	Electronic Signature Approved.
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**\* 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.

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Our mission at Brian Piccolo Middle School 53Q is dedicated to creating an educational anchor in our Far Rockaway community, which provides our student with academically rigorous programs that cultivate the whole child. We are committed to the idea that smaller learning communities will enable each and every youngster to reach his or her potential. Our goal will be to ensure that each student achieves. We the faculty, ensure that each student achieves. We, the faculty, administrators, parents and community of Brian Piccolo Middle School 53Q commit our time, resources, energies and expertise in "Making the Dream Possible."

Our vision is to create for all children a safe, nurturing, educational environment that supports the development of student self-esteem and belief in one's own ability to achieve and be successful. The structure of our school supports our vision because M.S. 53 is comprised of three academies.

Each academy is theme based and students wear uniforms coordinated with their academy's colors. The Academy of Leadership, Careers and Applied Studies provides students with a practical approach to achieving success. The students in the Academy of Law, Government and Business are provided with the necessary resources to be successful in the competitive evolving global community. Emphasis is placed on enhancing knowledge of world economic markets, legal systems and governmental agencies. The Academy of Mathematics, Science and Technology offers students a challenging and rigorous environment to develop critical thinking skills, exposing students to an infusion of thematically based enrichment courses within the city and state core curriculum. Partnerships exist with outside agencies and institutions to enhance the education of our scholars.

M.S. 53 collaborates with several community-based organizations, including, Long Island Jewish North Shore Hospital Wellness Clinic. This agency provides ongoing parent outreach; counseling, immunizations and medical services.

This year students in grades six, seven and eight participate in the Project BOOST program funded by CEI-PEA. BOOST is a program that provides students with cultural and intellectual experiences that help boost their admissions into a quality high school of their choice.

In collaboration with the Principal for the Day Program, we have formed a partnership with JFK International Airport, Terminal 4. Field trips are coordinated and designed to open up students perspectives of job opportunities at the airport such as baggage claim attendants, flight attendants, airport security and airline pilots.

The Urban Advantage middle school science exit project initiative is a standards-based science education initiative that utilizes the extraordinary resources of New York City's science-rich cultural institutions to support teaching and learning of science for New York City public middle school students. Teachers, students and families are invigorated with the excitement of learning "where science takes place," and the process of scientific investigation.

The Queens County District Attorney's office Star Track Program conducts weekly classroom presentations by Assistant District Attorneys throughout the year. Star Track presentations focus on peer mediation.

At Brian Piccolo Middle School 53, we work collaboratively and strive to "Make the Dream Possible"!

**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							
<b>School Name:</b>	M.S. 053 Brian Piccolo						
<b>District:</b>	27	<b>DBN:</b>	27Q053	<b>School BEDS Code:</b>	342700010053		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		89.4	89.4	90.4
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 1	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	0	0	0		90.3	89.5	89.1
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	0	0	0		78.0	85.2	84.4
Grade 6	131	132	130	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	279	249	266	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	352	264	223		9	20	20
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		0	0	0
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	762	645	619		0	0	0
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	44	64	79	Principal Suspensions	126	63	79
# in Collaborative Team Teaching (CTT) Classes	14	24	29	Superintendent Suspensions	67	55	43
Number all others	33	22	42	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	21	0	0	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# receiving ESL services only	53	71	73	Number of Teachers	46	50	49

**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	1	0	9	Number of Administrators and Other Professionals	12	17	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	10	3	13	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.1	66.0	63.3
				% more than 5 years teaching anywhere	69.6	56.0	57.1
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	83.0	82.0	82.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.7	93.5	94.4
American Indian or Alaska Native	0.5	0.5	0.5				
Black or African American	61.7	62.8	63.0				
Hispanic or Latino	33.7	33.0	33.0				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	2.0	2.1				
White	2.2	1.7	0.8				
<b>Male</b>	49.0	51.0	52.7				
<b>Female</b>	51.0	49.0	47.3				
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							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	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 1						
	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**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Restructuring Y 1			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	√			
Hispanic or Latino	X	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	√SH	√	-			
Limited English Proficient	X	√	-			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	4	6	4	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	96.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	8.4	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	24.3	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	51.8		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	12		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	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?

### **ELA**

- For the past four years, the percent of students performing at proficiency levels 3 and 4 in ELA for all students in all grades shows an increase in performance from 29.5% in 2006 to 59.2% in 2009. This is an increase of 23.2%.
- The percentage of students making at least 1 year of progress in ELA has increased from 43.3% in 2007 to 69.2% in 2008, a gain of 25.9%.
- According to the 2008-2009 NYC Progress Report, the average change in student proficiency of level 3 and level 4 students is a loss of 0.02 points or -0.02 in ELA. This is an improvement over last year's loss of .16 points or -.16. However, it still means that our level 3 and level 4 students are not making sufficient progress in ELA.
  - - **Grade 6**
      - - The trend in grade 6 ELA that showed a steady decrease in performance Levels 3 and 4 from 40.8% in 2006 to 31% in 2008 has been reversed. There was an increase of 51% of level 3 and 4 performers to 82% in 2009. The percentage of students performing at Level 1 has been decreased from 5.4% in 2006 to 0% in 2009 during this same time period.
    - **Grade 7**
      - - The trend for the past four years in grade 7 ELA shows a steady increase in performance Levels 3 and 4 from 29% in 2006 to 58.6% in 2009. The percentage of students performing at Level 1 has been on a steady decline from 11% in 2006 to 0% in 2009 during this same time period.

- **Grade 8**
  - 
  - The trend for the past four years in grade 8 ELA shows an increase in performance Levels 3 and 4 from 26.4% in 2006 to 47.9% in 2009. The percentage of students performing at Level 1 has been on a steady decline from 14.9% in 2006 to 1.4% in 2009 during this same time period.
  
- **ELLs**
  - 
  - The trend for the past four years in ELL student performance in ELA in all grades shows a steady increase in performance Levels 3 and 4 from 2.1% in 2006 to 44.8% in 2009. The percentage of students performing at Level 1 decreased from 29.2% in 2006 to 0% in 2009 during this same time period.
  
- **SWD's**
  - 
  - The trend for the past four years in SWD student performance in ELA in all grades shows a significant increase in performance Levels 3 and 4 from 5.2% in 2006 to 45% in 2009. The percentage of students performing at Level 1 decreased from 39.1% in 2006 to 1.4% in 2009 during this same time period.

## **Math**

- For the past three years, the percent of students performing at proficiency levels 3 and 4 in Math for all students in all grades shows an increase from 24.3% in 2006 to 59.1% in 2009. During this same time period, the percentage of students performing at Level 1 has decreased steadily from 34.7% in 2006 to 5.1% in 2009.
- The percentage of students making at least 1 year of progress in MATH has increased from 45.2% in 2007 to 62.1% in 2009, a gain of 16.9%.
- According to the 2008-2009 NYC Progress Report the average change in student proficiency of level 3 and level 4 students is a loss of 0.06 points or -0.06 in MATH. This is an improvement over last year's loss of .11 points or -.11. This means that our level 3 and level 4 students are not making sufficient progress in Math.
  
- **Grade 6**
  - 
  - The trend for the past four years in grade 6 MATH shows a decrease in performance Levels 3 and 4 from 47.7% in 2006 to 41.1% in 2009. The percentage of students performing at Level 1 decreased from 13.7% in 2006 to 9% in 2009 during this same time period. This is an area of concern.
  
- **Grade 7**
  - 
  - The trend for the past four years in grade 7 MATH shows a steady increase in performance Levels 3 and 4 from 18.4% in 2006 to 66% in 2009. The percentage of students performing at Level 1 decreased from 34.0% in 2006 to 7.3% in 2009 during this same time period.
  
- **Grade 8**
  - 
  - The trend for the past four years in grade 8 MATH shows a steady increase in performance Levels 3 and 4 from 20.1% in 2006 to 66% in 2009. The

percentage of students performing at Level 1 has been on a steady decrease from 43.6% in 2006 to 5% in 2009 during this same time period.

## **ELLs**

- - - The trend for the past four years in ELL student performance in Math in all grades shows a steady increase in performance Levels 3 and 4 from 9.2% in 2006 to 49% in 2009. The percentage of students performing at Level 1 decreased from 45.9% in 2006 to 9% in 2009 during this same time period.

## • **SWD's**

- - The trend for the past four years in SWD student performance in Math in all grades shows a steady increase in performance Levels 3 and 4 from 5.2% in 2006 to 38% in 2008. The percentage of students performing at Level 1 decreased from 56.0% in 2006 to 13% in 2009 during this same time period.

## 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

<b>Annual Goal</b>	<b>Short Description</b>
<p><b>To achieve a 10% increase in the percentage of students in the students with disabilities subgroup performing at or above Level 3 on the 2010 NYS ELA exam.</b></p>	<p>This goal is in an effort to close the achievement gap for students with disabilities in ELA.</p>
<p><b>To achieve a 10% increase in the percentage of students in the ELL's subgroup performing at or above Level 3 on the 2010 NYS ELA exam.</b></p>	<p>This goal is in an effort to close the achievement gap for our ELL's (English Language Learners) in ELA.</p>
<p><b>The percentage of students with disabilities performing at proficiency will increase by 10% as measured by the 2010 NYS Math exam.</b></p>	<p>This goal is in an effort to close the achievement gap for our students with disabilities in Math.</p>
<p>By June 2010, we will decrease level 1 in Science by 5% and increase levels 3 and 4 by 5% for the Student with Disability(SWD) subgroup.</p>	<p>This goal is in an effort to close the achievement gap for our students with disabilities in Science.</p>

## 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**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To achieve a 10% increase in the percentage of students in the students with disabilities subgroup performing at or above Level 3 on the 2010 NYS ELA exam.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>1. Our inquiry and teacher teams will collect and analyze student data. Teams will discuss and review modifications to instruction that will be implemented in classrooms.</p> <p>2. Ongoing professional development will be provided on a variety of topics which include, differentiating instruction and analyzing data to support the instructional program.</p> <p>3. Throughout the school year, we will use assessment data from Scantron's Performance Series (Scantron Assessments) in order to track and monitor students' comprehension and readability levels.</p> <p>4. By June 2010, 90%-100% of ELA teachers will utilize the Item Skills Analysis reports in Scantron, ACUITY Predictive and Instructionally Targeted Assessments in order to identify students' areas of strength and weakness in order to increase student achievement.</p> <p>5. In teacher teams, members will identify learning targets for the skill and subskill deficiencies of targeted students in the lowest one third in ELA.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, Title 1, Contracts for Excellence, SINI Grant, RISO A and Middle School Grant</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>2010 New York State ELA Results, 2009 ELA Results Item Skills Analysis Data, Scantron Assessments – Sept. 2009, January 2010 and April 2010, ACUITY Periodic Assessments: Oct. 16-23, 2009, Nov. 9-20, 2009, Apr. 7-16, 2010, May 24-June 15, 2010, Bi-Weekly Teacher Made ELA Assessments, Student Conference Notes, Student ELA Portfolios</p>
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**Subject Area (where relevant) :**

**ELA/ELLs**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To achieve a 10% increase in the percentage of students in the ELL's subgroup performing at or above Level 3 on the 2010 NYS ELA exam.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>· 10-12 periods of instruction per week</li> <li>· Workshop model - whole group, small group and independent instruction are provided to ESL students</li> <li>· ESL certified bilingual teachers utilize a free standing "push in" and "pull out" program</li> <li>· Read 180 Enterprise Edition</li> <li>· Reading Advantage and Rigor - Reading comprehension strategies along with word recognition are infused instructional practices</li> <li>· Ongoing assessments - NYSESLAT, Scantron assessment and teacher made weekly assessments</li> <li>· Administer a school wide diagnostic exam in September 2009</li> <li>· Utilize student data from ACUITY Periodic Assessments (Predictive and ITA) and Scantron Performance Series</li> <li>· Analyze data and group students according to</li> <li>· Technology assisted instruction supported by ACUITY</li> <li>· Language Acquisition Lab using Rosetta Stone</li> <li>· Additional periods of Content Area ESL support -</li> </ul>

	<p>Push in /Pull out</p> <ul style="list-style-type: none"> <li>· Afterschool ESL program -Title III</li> <li>· Weekly common planning periods with ELA teachers and teacher teams</li> <li>· Providing professional development throughout the school year based on teacher needs. The focus is on: Differentiated Instruction, The Adolescent Learner, Using Data to Drive Instruction, Classroom Management</li> <li>· Implement new initiatives such as Achieve 3000, and Renzulli programs supported by professional development</li> <li>· Analyzing weekly and monthly assessment data produced by Achieve 3000, Renzulli and READ 180.</li> <li>· Target population-all ELL students, grades 6-8</li> <li>· Responsible staff members are teachers, librarian, school aide, paraprofessionals and administrators.</li> <li>· Timeline-beginning September 2009- June 2010.</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, Title I, Title III, Contracts for Excellence, SINI Grant, RISO A and Middle School Initiative Grant</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>· Results from the September 2009 school wide diagnostic exams in ELA</li> <li>· NYS 2010 ELA</li> <li>· Progress benchmarks in Rosetta Stone</li> <li>· Quarterly SRI Lexile levels</li> <li>· Monthly workshop Comprehension Wrap up quizzes</li> <li>· Bimonthly rSkills assessments</li> <li>· Agendas and minutes of the weekly common planning meetings and professional development meetings throughout the school year</li> </ul>

	<ul style="list-style-type: none"> <li>· The 2009-2010 school schedule/ program with common planning periods and double-blocked periods</li> <li>· Data reports from our ACUITY periodic assessments, Scantron Performance Series, Renzulli Learning, and Achieve 3000 programs</li> <li>· The 2009-2010 formal and informal observations</li> </ul>
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**Subject Area  
(where relevant) :**

**Mathematics**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The percentage of students with disabilities performing at proficiency will increase by 10% as measured by the 2010 NYS Math exam.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>· 8-10 periods of instruction per week - Block scheduled</li> <li>· Workshop model</li> <li>· Impact Math Grades 6-8</li> <li>· Additional materials to supplement Grade 8 standards</li> <li>· Biweekly unit assessments</li> <li>· Administer a school wide diagnostic exam in September 2009</li> <li>· Utilize student data from ACUITY Periodic Assessments (Predictive and ITA) and Scantron Performance Series</li> <li>· Technology assisted instruction supported by ACUITY</li> <li>· Weekly common planning periods</li> <li>· Providing professional development throughout the school year based on teacher needs. The focus is on: Differentiated Instruction, Using Data to Drive Instruction, Classroom Management</li> <li>· Implement new initiative: Achieve 3000 which</li> </ul>

	<p>issupported by professional development</p> <ul style="list-style-type: none"> <li>Analyzing weekly and monthly assessment data produced by Achieve 3000</li> <li>Target population-all students, grades 6-8</li> <li>Responsible staff members are teachers, librarian, paraprofessionals and administrators.</li> <li>Timeline-beginning September 2009- June 2010.</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, Title 1, Contracts for Excellence, SINI Grant and Middle School Grant</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>Results from the September 2009 Scantron exam in Math</li> <li>NYS 2010 Math</li> <li>Agendas and minutes of the weekly common planning meetings and professional development meetings throughout the school year</li> <li>The 2008-2009 school schedule/ program with common planning periods and double-blocked periods</li> <li>Data reports from our ACUITY periodic assessments, Scantron Performance Series, Renzulli Learning, and Achieve 3000 programs</li> <li>The 2009-2010 formal and informal observations</li> </ul>

**Subject Area (where relevant) :**

**Science**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, we will decrease level 1 in Science by 5% and increase levels 3 and 4 by 5% for the Student with Disability(SWD) subgroup.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Five instructional periods per week utilizing the workshop model</p> <p>Science Lab Open Access</p> <p>Use of Glencoe text and resources</p> <p>Integration of technology during classroom instruction</p> <p>Biweekly unit assessments</p> <p>AIS scheduled during additional period</p> <p>Portfolio assessments that support test sophistication and interdisciplinary learning</p> <p>Weekly common planning periods by department</p> <p>Professional development focused on NYS Science Item Analysis</p> <p>Participate in Urban Advantage program</p> <p>Administer and analyze practice NYS Science exam</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, Title 1, Contracts for Excellence, SINI Grant RESO A and Middle Initiative School Grant</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Bi-weekly unit assessments with 70% mastery</p> <p>Student Science portfolio – ongoing</p> <p>Practice Diagnostic exam - 5% increase in proficiency</p> <p>NYS 8th grade Science exam - 5% increase in proficiency</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

***Directions:*** All schools must complete Appendices 1, 2, 3, 7, & 9. (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**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**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**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services : Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	26	22	33	20	34		1	2
7	77	97	95	93	125	1		2
8	122	107	143	147	174			5
9								
10								
11								
12								

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

- o 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.
- o 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.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Read 180 Enterprise Edition - The Read 180 program is an interactive literacy program for intermediate ESL students in the 6<sup>th</sup> and 7<sup>th</sup> and 8<sup>th</sup> grades . The program is designed to service students who are below grade level in reading. READ 180 is offered five days a week for two classes. Each class is ninety minutes a day and services twenty-four students. The ninety minute segment is divided into four twenty minute rotations: whole group, small group, independent reading and a computer component.</li> <li>• Achieve 3000 – Achieve 3000 provides Internet based individualized instruction. Each student is initially given a test that establishes their Lexile level, and then their reading assignments throughout the program are individualized based upon this level.</li> <li>• STARS – STARS is an intervention program utilized by Speech, Guidance, SETTS to provide academic support for at risk students.</li> <li>• Renzulli - This computer based program that focuses on the differentiation of instruction by administering learning style surveys so that individual students learning needs can be met.</li> <li>• Rosetta Stone- A computer based language-learning program that builds language fluency and word recognition for beginner ELL students and their parents.</li> <li>• The following classes that receive AIS in ELA are as follows: 7-101 - four periods, 7-203- two periods, 8-203- two periods, 7-102 - one period, 8-104- two periods, 812- two periods, 811-two periods, 8<sup>th</sup> grade advanced ESL, 802 - 3 periods</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Classes receiving AIS in mathematics are as follows: 8-103- two periods, 811- four periods, 812,- three periods, 813, four periods, 619, four periods, 7-102- two periods, 8-104- two periods, 8-203,</li> </ul>

	three periods, 7-202, two periods
<b>Science:</b>	<ul style="list-style-type: none"> <li>• AIS is provided through additional program periods in Science.</li> <li>• Classroom teachers provide one to one and small group instruction on an as needed basis</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• AIS is provided through additional program periods in Science</li> <li>• Classroom teachers provide one to one and small group instruction on an as needed basis</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Guidance Counselors are assigned in each academy reducing student –counselor ratio meet with At Risk students during the day, individually and in small groups and have theme based counseling. Counseling sessions are also provided to students that relate to attendance, academic performance and personal concerns that affect a child’s performance in school</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• School Psychologists provide services to students on an as needed basis. Students are often seen by the psychologist when a personal concern arises that affects their academic/social performance in school</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Our Substance Abuse Prevention and Intervention Specialist (SAPIS) is available full-time. Our SAPIS specialist works with at-risk students and families. These include children of substance abusers and /or alcoholics, students whose parents are incarcerated, or children who may experience domestic violence and/or child abuse in the home. Services to help mediate the problems students so often face in their daily lives are based on their individual needs. Both the SAPIS worker and Social Worker provide: <ul style="list-style-type: none"> <li>- Crisis intervention counseling</li> <li>- Small group, individual and family counseling sessions</li> <li>- Assessment and referrals to programs sponsored in the community-support groups, treatment programs, individual counseling, etc.</li> </ul> </li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• We partner with the North Shore Long Island Jewish Health system. They provide a free health clinic for all our students. If the parents opt to sign up, the students can receive check-ups and immunizations during school hours.</li> </ul>

**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.

Department of Education of the City of New York  
**BRIAN PICCOLO MS53Q**  
1045 Nameoke Street, Far Rockaway, NY 11691 (718) 471-6900  
“Making the Dream Possible”  
CEI-PEA  
Claude Monereau, Principal

**LANGUAGE ALLOCATION POLICY NARRATIVE 2009-2010**

**PART II: ELL IDENTIFICATION PROCESS:**

**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 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).**

- ELL students are identified using the Home Language Identification Survey (HLIS)
- Students are tested in LAB-R,
- Parent are given an orientation to review the program that the school offered
- Parents decide
- Students are then placed in the ESL instructional program offered by M.S.

53

**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.**

M.S. 53 has only ESL instructional program)

**3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selections 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).)**

The entitled letters are distributed and parent surveys and program selections forms are returned at the initial parent orientation meeting

**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.**

- Home Language Identification Survey (HLIS)
- Students are tested in LAB-R
- Students are placed in MS 53's ESL instructional program

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 been requesting? (Please provide numbers.)

After reviewing the surveys, the majority of parents chose the ESL model that is offered by M.S. 53.

**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 offering**

- The program models offered at MS 53 are aligned with parent request.

**PART II: PROGRAMMING AND SCHEDULING INFORMATION:**

**1. How is instruction delivered? Instruction is delivered in pull-out or push in model heterogeneously.**

**a. What are the organizational models (e.g. Departmentalized, Push-In (Co-teaching), Pull-Out, Collaborative, Self-Contained)?**

The models used are push in and pull-out

**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))?**

Students are heterogeneously placed in ESL classes. However, teachers use ESL strategies such as total physical Response and differentiated instruction for students' various needs in the English language.

**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, and ESL)?**

**a. How are explicit ESL, ELA and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?**

The curriculum of ESL and ELA is very similar at M.S. 53. During the ESL period, students are pulled out by an ESL teacher for services. However, teachers also push-into the ELA classes if students are advanced to provide ESL support.

**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.**

Identified SIFE students receive additional services; including extra reading intervention, such as Read 180 and after school enrichment.

**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.**

Newcomer ELLs, who are at the beginner level s, receive additional hours (a minimum of 8 periods per week) of ESL services.

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

Students who are have been receiving services for 4 to 6 years continue to receive services until they become proficient in all 4 modalities (speaking, listening, reading, and writing) of the English language

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

Long-term ELLs are recertified every year if they are not proficient on the NYSESLAT. After becoming proficient students are monitored for an additional two year for progress.

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

If students are identified as special needs, they are placed in special education classes and continue to receive ESL services

**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 languages(s) in which they are offered.**

- The ESL of M.S. 53 is closely tailored to suit students' ELA curriculum need. Specifically, the Intermediate and Advanced leveled students use the ELA curriculum with ESL teachers in order to align with the school's ELA curriculum.

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

- Teachers talk to teachers in the other content areas to make sure that students are comfortable. In addition, students continue to receive test accommodations if needed

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

All programs will remain the same

**8. What new programs/services for ELLs will be discontinued and why?**

As of now all ELL programs will be continued

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

- ELLs are recruited to participate in all extra-curricular activities. For example, ELLs of M.S. 53 are involved in the majority of the school's after school activities.

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

- Rosetta Stone
- Read-180
- Reading Advantage
- Rigor

**11. How is native language support delivered in each program model?**

- In the ESL instructional model, the students are allowed to use Spanish English dictionaries. Teachers have copies of resources (books, articles, and computers) for student reference.

**12. Do required services support and resources correspond to ELLs ages and grade levels?**

- 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 students before the beginning of the school year.**

- Rosetta stone is designed and used to assist newly admitted students.

### III. Schools with Dual language programs

N/A

### IV. 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.

- Teachers are provided weekly/monthly professional development workshops. In addition, teachers also co-teach.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and /middle to high school? ELL staff provides support to content area teachers

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

- ELL training is done when teachers have professional periods.

### V. Parental Involvement

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

- The ESL department has a program designed to provide literacy services to ELL parents. M.S. 53 has a program called **Operation Literacy** to assist parents.

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

- At the present time, the school is negotiating with other organizations to suit the needs of parents

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

- We evaluate the needs of parents through parental workshop and parental orientation meetings

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

- Operation Literacy is used to support ELL parents

### Part 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 the ELLs (e.g. ECLAS-2, El SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about ELLs? How can information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

- The assessment tools used at M.S. 53 for early literacy interventions to develop the ELL population are: SCANTRON (Reading and Math Inventory), the NYSESLAT modality report, Rosetta stone (language intervention), and Read 180 Scholastic Report.
- These ESL assessment tools help provide for and the design of ESL leveled programs and scheduling

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

- The data patterns across proficiency levels have revealed that reading and writing are the highest deficiencies across all grade levels.

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

- Students will be grouped according to their modalities
- Teachers will focus on reading and writing
- Lessons will be differentiated based on students' academic needs.

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? M.S. 53 does not have a bilingual program

- b. **Describe how the school leadership and teachers are using the results of the ELL periodic assessments.** ELL teachers use data to target specific academic deficiencies
  - c. **What is the school learning about ELLs from the periodic assessment? How is the Native Language Used?**  
School is learning the level of students within the four ESL modalities
5. **For dual language programs, answer the following:** N/A
- a. **How the English Proficient students (EPs) are assessed in the second (target) language?** N/A
  - b. **What is the level of language proficiency in the second (target) language for EPs?** N/A
  - c. **How EPs Performing on State and city assessments** N/A

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

ELL Teacher can evaluate the success of program for ELL using the ELL interim assessment leveled and interim assessment Rosetta stone, and mainly the 2009 NYSESLAT report.

**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 <b>CEI-PEA</b>	School <b>M.S. 53Q</b>
Principal <b>Claude Monereau</b>	Assistant Principal <b>Graciela Walker</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
Teacher/Subject Area <b>Edward Doyle –ESL Teacher</b>	Guidance Counselor <b>Jessica Manzo-Torres</b>
Teacher/Subject Area <b>Natacha Seignon-ESL Teacher</b>	Parent <b>Maria Rosario</b>
Teacher/Subject Area <b>Ana Apicella-Foreign Language</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>Bianca Brehen-READ 180</b>	SAF
Network Leader	Other

**B. Teacher Qualifications**

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

**C. School Demographics**

Total Number of Students in School	<b>551</b>	Total Number of ELLs	<b>67</b>	ELLs as Share of Total Student Population (%)	<b>12.16%</b>
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**Part II: ELL Identification**

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
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										<b>0</b>
<b>Dual Language</b> <small>(50%:50%)</small>										<b>0</b>
<b>Freestanding ESL</b>										
<b>Self-Contained</b>										<b>0</b>
<b>Push-In</b>							12	29	26	<b>67</b>
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>29</b>	<b>26</b>	<b>67</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	<b>67</b>	<b>Newcomers (ELLs receiving service 0–3 years)</b>	<b>27</b>	<b>Special Education</b>	<b>0</b>
<b>SIFE</b>	<b>22</b>	<b>ELLs receiving service 4–6 years</b>	<b>26</b>	<b>Long-Term (completed 6 years)</b>	<b>14</b>

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											<b>0</b>



**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**

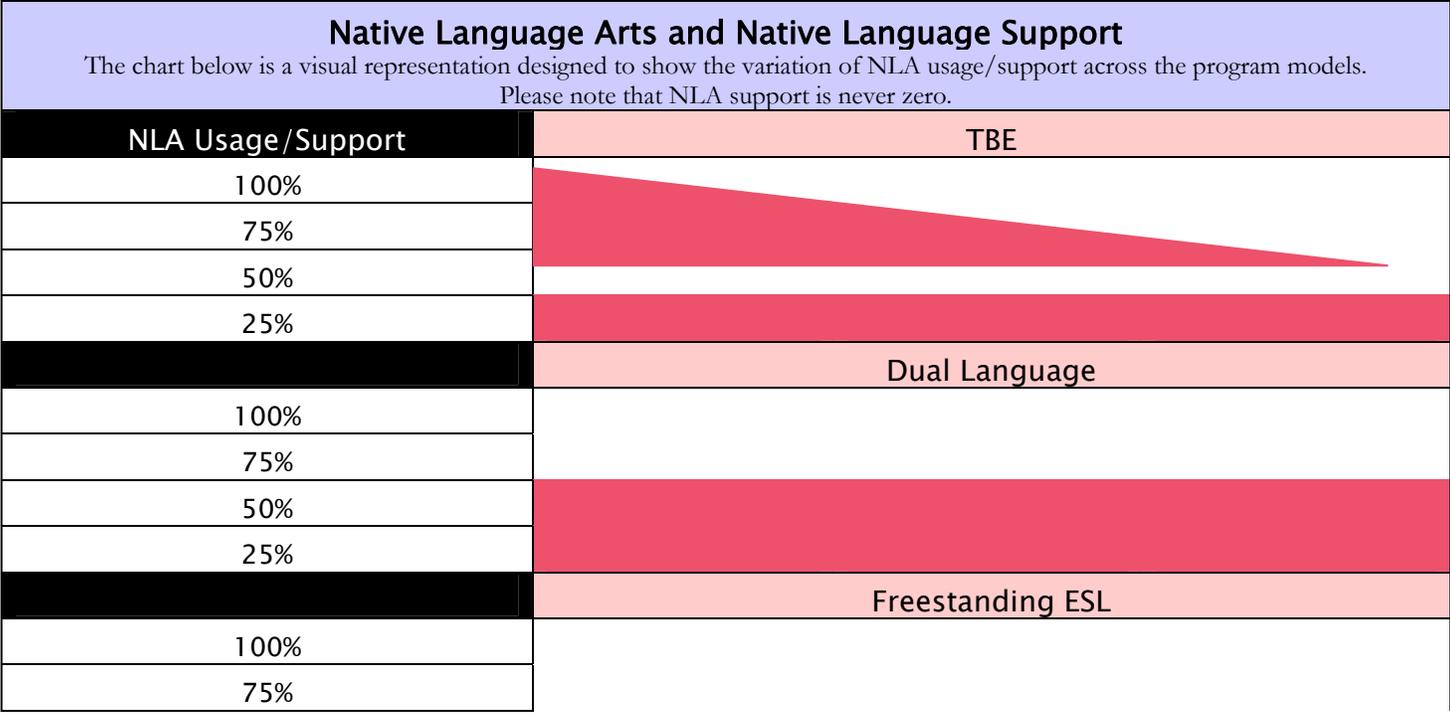
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							10	27	23	60
Chinese										0
Russian										0
Bengali										0
Urdu							1			1
Arabic							1			1
Haitian Creole							2	1	2	5
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0

**Programming and Scheduling Information**

<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>28</b>	<b>25</b>	<b>67</b>
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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
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
<b>TIME</b>	<b>BEGINNERS INTERMEDIATE ADVANCED</b>

### Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- 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

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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

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

### Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- 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)							5	4	7	16
Intermediate(I)							2	15	7	24



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4		3		1				8
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - 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

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

**Form TIII - A (1)(a)**

**Grade Level(s)**

**6, 7, and 8**

**Number of Students to be Served:**

**LEP 67**

**Non-LEP 0**

**Number of Teachers 2**

**Other Staff (Specify) Ms. Brehen**

**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.

M.S. 53 has three heterogeneously grouped ESL classes (601,701 and 801) across three grade levels. Each ESL class is comprised of general education and ELL students. The language instruction for all three grade levels is English. ESL instruction is delivered in a variety of ways. The instructional techniques include modeling, bridging, contextualization, schema building, text representation and meta-cognitive development. M.S. 53 has one ELL program: the ESL "push in" and "pull out" program for grades 6, 7 and 8 students. The M.S. 53 ESL "push in" program and "pull out" program consists of 67 students.

To further support the reading and writing capabilities for all ESL students, especially students identified as "At Risk", ESL teachers implement the use of a program called *RIGOR* which supports the instruction for beginner level students and students identified as "At Risk". Intermediate and Advanced students in need of additional support utilize a reading support tool called *Reading Advantage*. This program provides reading and writing support to students

through a comprehensive program that supports reading comprehension. ESL teachers implement a wide variety of reading and writing strategies focusing on students' areas of deficiencies based on the NYSELAT assessment data.

For our English Language Learners population, we have implemented the following three new programs as additional support throughout the school year: Read 180, Renzulli, and Rosetta Stone.

Intermediate and Advanced students receive support through the *READ 180 Enterprise Edition* which is specifically designed to support the ESL instruction. The Read 180 program is an interactive literacy program that we are using this year for ESL students in the 6<sup>th</sup> and 7<sup>th</sup> grades. The program is designed to service students that are below grade level in reading. Read 180 is offered five days a week for two classes. Each class is ninety minutes a day and services seven to twenty-one students. The ninety minute segment is divided into four twenty minute rotations: whole group, small group, independent reading and a computer component. Four out of ten periods are serviced by both ESL certified teacher and our reading specialist.

Renzulli is a computer based program that focuses on the differentiation of instruction by administering learning style surveys so that individual students' learning needs can be met. Students are assigned projects/assignments using a customized database that matches students with enrichment activities, lessons and projects based on their individualized profiles. The objective of implementing the Renzulli Learning System is that high engagement translates to high achievement.

Students are also scheduled to receive support through the use of the *Rosetta Stone* program. This program supports the language acquisition and helps develop the reading capabilities of ESL students. Rosetta Stone is a computer based language-learning program that builds language fluency. This year we have expanded the use of our language acquisition lab by scheduling specific students at specific times with the READ 180 teacher, ESL teacher, and a support staff member to receive additional academic intervention services.

In order to support students in their native language, students of classes 601, 701, 702, 801 and 802 receive Spanish/Communication English class with Ms. Apicella a certified Spanish teacher. The instruction provided in this class is conducted in both English and Spanish. Students skills are reinforced in both languages in order to address skills in reading, writing and speaking. Books are available in various languages to further support native language development.

### **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.

ESL teachers along with the ELA teachers have common preparation periods (Teacher Teams) together to improve instructional methodology and share best practices. In addition this year's professional development, teachers will support new initiatives and the Professional Development (PD) focus for the year based on assessed teacher needs. The topics include:

- Read 180 Enterprise Edition training-

- Smart Board Training-
- ACHIEVE 3000
- Renzulli
- BETAC Training-differentiating NYSESLAT, ELL Compliance, Content Area Instruction
- SED Institutes
- Network Training

The Professional Development for ELL personnel at M.S. 53Q is conducted with several partnerships in NYC Department of Education, including Children’s First Initiatives and NYSED. The facilitators train the ESL content area teachers with specific ESL methodologies and techniques during common planning periods. ESL certified teachers use teacher team meetings to share ESL strategies with general education teachers of ESL students.

**Form TIII – A (1)(b)**

-

**School: Brian Piccolo, Middle School 53Q**  
**BEDS Code: 34230010053**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	2,971.00	After school or Saturday school programs to support English Language Learners
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	N/A
<b>Educational Software (Object Code 199)</b>	0	N/A
<b>Travel</b>	0	N/A

Other	0	N/A
<b>TOTAL</b>	<b>\$2971.00</b>	

## **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.

Our parent Coordinator, PTA president, available teachers and all Spanish speaking staff were interviewed to assess the written translation needs of MS 53Q. The committee uses students' archival and current data, parent surveys, School Report Card, parent interviews, ATS reports and home school surveys to identify our school's language needs.

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 major findings were as follows:

- . Written translation is needed for all correspondence to parents from both the school and the PTA.
- . Written translation is needed for Language Arts program materials.
- . Written translation is needed for school-wide Math and English practice exams.
- . Oral translation is needed for correspondence with parents at meetings, workshops, mediations, and all other school related activities scheduled both during and after school.

The school's major findings will be reported as follows:

- School memorandums
- Staff conferences
- Parent letters
- Parent Workshops
- Department Meetings

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

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision

of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The committee plans to employ the services of available teachers, paraprofessionals and school aides to provide written translation of all of the above named materials in the following languages: Spanish, French and Haitian-Creole. Designated translators will also work with the ELA and Math teachers of the designated programs to prioritize work load.

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

School teachers, paraprofessionals and outside consultants will provide oral interpretation services throughout the school year when needed. These services will be provided for scheduled school activities during and after school hours.

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

The school will fulfill section VII by implementing the following:

- . Staff members can interpret phone calls
- . Staff members attend meetings with parents and/or community members for interpreting assistance
- . Literature that is sent home is available in various languages
- . Post signs in Spanish, in a conspicuous location at or near school entrance indicating where a copy of such written notifications can be attained.

## 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:	\$451.396	\$23.307	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,513.96		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$233.07	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22,569.8		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,165.35	
6. Enter the anticipated 10% set-aside for Professional Development:	\$45,139.60		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$2,330.70	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:

94.4%

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.

- Offer tuition reimbursement
- Make every effort to assign teachers to content area according to licensing.
- Teacher teams support teachers that are not highly qualified.
- Professional development and administrative support for those teachers that are not highly qualified.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

***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.

Part A: School Parental Involvement Policy

### Statement of Parent Policy

Brian Piccolo Middle School 53Q is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified key areas that contribute to a partnership that supports greater student achievement.

- . The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- . The school will reach out to parents and provide them with information about school, notices through the mail, programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- . With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teachers Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
- . The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- . The school will help parents gain access to support services by other agencies, such as health care, Supplemental Education Services (SES), Academic Intervention Services (AIS), and childcare programs.
- . Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- . Parents will be invited to attend culminating celebrations marking their child's success at the school.
- . Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.
- . School publications (i.e. pamphlets, monthly calendars and news letters from parents to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- . The school calendar will be disseminated each month.
- . Parent workshops will focus on basic educational concerns, health care, GED classes, computer training workshops, workshops on resume writing, workshop on preparing for interviews, financial planning and helping parents with budgeting.
- . Promoting Student Achievement: teaching studying skills (i.e. note taking).
- . PTA will have fund raising to help students.

**Professional Development:**

Monthly professional development for parents will be provided by the PTA and the parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

**ELL Professional Development:** Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYC and NYC assessments given to their children.

**Students with disabilities/Professional Development:** Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

**Annual evaluation of the Parent Involvement Policy**

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

***Explanation*** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**Part B: School-Parent Compact**

Brian Piccolo Middle School 53Q  
School Parent Compact

We believe that effective teaching takes place when:

- a. Instruction addresses a variety of learning styles, diverse experiences and cultures.
- b. The teaching environment is conducive to learning.
- c. Instruction is based on the middle school philosophy

We believe that effective learning takes place when:

- a. A safe, supportive environment with rules and consequences is reinforced by a school wide plan.
- b. High expectations for behavior, academics and social relationships are fostered.

We believe that:

- a. Administrators, teachers, staff, parents, and community need to be positive role models.
- b. There must be open lines of communication among the school, home and community utilizing all available resources.

School Learning Expectations for Student Success

At Brian Piccolo Middle School 53, the parents and staff will work together to develop:

Intellectual and Thoughtful Adolescents Who:

- a. Strive to improve basic skills of reading, writing, listening, speaking and computation.
- b. Apply complex problem solving processes and critical thinking to real life scenarios.
- c. Ask relevant questions and search for answers using a variety of sources.
- d. Examine situations from different points of view.
- e. Convey ideas of personal significance in writing, orally, and artistically.
- f. Use technology as a tool to gain and share information.
- g. Produce original and quality work in various media.

Adolescents En Route to A Lifetime of Meaningful Work Who:

- a. Set, pursue, and accomplish realistic and challenging goals for themselves.
- b. Show resilience, accept new challenges and preserve despite setbacks.

Responsible Citizens Who:

- a. Practice honesty and integrity.
- b. Contribute time, energies and talents to improve the quality of life in school, community, nation and world.

Caring and Ethical Adolescents Who:

- a. Use cooperative and leadership skills to foster, develop, and maintain relations within diverse settings.
- b. Gain insight about self, community, and cultures of the world in order to demonstrate positive and productive citizenship.

Healthy Adolescents Who:

- a. Use strategies to create a positive image.
- b. Participate in activities that promote mental, physical, and emotional well being.

## **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.

M.S. 53Q will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

M.S. 53Q will use disaggregated student results on State and City assessments Grades 3-8, District benchmark assessments, the Grow Report, NYS Regents Examinations and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, and student satisfaction. Other qualitative data to be analyzed will be parent involvement and professional development opportunities. Analysis of this data will determine which educational programs need to be implemented.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

All students are provided with various opportunities through differentiated instruction to meet proficient and advanced levels of performance on the New York State exams. Classroom instruction is differentiated in every class in order to address skills and deficiencies. Guided practice and independent work strengthen specific individual needs. Teachers model strategies and provide opportunities for students to practice in group work. Laura Robb classroom libraries were purchased for all classrooms to provide a variety of genres to enhance independent reading selections.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

The need for social and emotional development and academic growth are joined together in our afterschool sports, academics and arts programs. MS 53 Q is the recipient of a five year "Sports and Arts School Foundation" grant.

The academic component assists low performing students in English Language Arts and math with homework help, study skills, practice and strategies. The sports component includes such activities as track, soccer, football, table tennis while the arts program has arts and crafts, yearbook, newspaper and dance.

Another component in the afterschool extended day is CHAMPS. Champs features co-ed track, girls CREW and Yoga. Mind-body exercise is an effective strategy to improve student achievement.

The programs are effective as evidenced in the daily student attendance in the afterschool program.

- o Help provide an enriched and accelerated curriculum.

- . **Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.**
- . Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- . Use of all available data, including disaggregated State and City assessments grades 3-8, the Grow Report, NYS Regents Examinations, and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet state standards.
- . **The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.**
- . **Implementation of the New Continuum.**
- . **To provide opportunities for applied learning.**
- . **Effective use of technology to support instruction and student learning.**
- . **Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.**

- o Meet the educational needs of historically underserved populations.

- . The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- . The use of culturally balanced instructional programs and materials.
- . Effective use of technology to support instruction and student learning.

- o 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.

Students with low academic achievement and those students performing on the lowest one third on the New York State English Language Arts and Math exams are provided with Academic Intervention Services (AIS) at-risk counseling and STARS for academic support. SES programs are available for students in the afternoon as well as Title III afterschool for the English Language Learners (ELL's). The Title III program focuses on vocabulary development and language acquisition to bring ELL students to proficiency. Administrators, teachers and staff members participate in an "adopt-a-student" program for our under achieving students to initiate a feeling of family and connection to home and school. Our "Principal for the Day" is a Chief Commanding Officer, Terminal four hosts several charity events, races and career events to boost students awareness of college and career opportunities.

- o Are consistent with and are designed to implement State and local improvement, if any.

To improve students' academic achievement in the English Language Arts classroom the Balanced Literacy approach to literature is used with all students. Classroom libraries were ordered to enhance guided instruction and independent practice to improve students' comprehension skills. Read 180 is a researched based literacy program used for the beginners and intermediate level English Language Learners during the school day.

### 3. Instruction by highly qualified staff.

All teachers hired in M.S. 53Q, for the 2007-08 school year will be "highly qualified" as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America Corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

### 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.

M.S. 53Q will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and the parent coordinator.

Professional development for staff will be coordinated in M.S. 53Q by the academy assistant principals. They will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in data analysis, literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for M.S. 53Q. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities, and will also be supported by the CEI-PEA PSO Network to strengthen the following:

- . Instructional leadership
- . Clinical supervision of instruction
- . Time management
- . Launching instructional initiatives
- . Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- . Data analysis and using data
- . Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development (Basic education, GED and ESL classes, computer classes, etc.)
- Parent Coordinator workshops
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

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

As a high need school in an urban area in Far Rockaway, we have been very successful attracting highly qualified teachers to our school. We have interviewed candidates, attended Job Fairs, asked to see demo lessons before hiring teachers. Our staff is the friendliest and

most supportive anywhere. The teachers receive instructional support and professional development on an on-going basis. Teacher Teams (TT) meet weekly to share best practices and analyze student work in order to improve student achievement. Our active School Leadership Team (SLT) engages parents and teachers in discussions about school topics and student affairs creating a strong school-to-home connection.

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

M.S. 53Q will describe in their CEP the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, each school will hire a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, M.S. 53Q will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

The Parent Support Offices, located in the

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.

**N/A**

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 will be engaged in ongoing discussions and decision-making processes with M.S. 53Q and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

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.

Teachers will be engaged in ongoing discussions and decision-making processes with M.S. 53Q and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

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.

M.S. 53Q will use disaggregated State and City assessments Grades 3-8, District benchmark assessments, the Grow Report, NYS

Regents Examinations and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards.

Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

## **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.

**(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR  
IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)**  
**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:**  
**Restructuring (Advanced)-Focus**  
**SURR 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.

- Student attendance was **89.4 %**, lower than the city average of **92%**.
  - Teachers did not have common planning time.
  - Professional Development was not differentiated and planning was inadequate.
  - More / better communication amongst the staff was needed.
  - There is a lack of differentiated instruction in the classroom.
  - There is an insufficient amount of technology available.
  - The use of technology to enhance instruction is limited.
  - The use and analysis of data for instruction was lacking in the classroom.
  - Students with Disabilities are not performing on grade level.
  - English Language Learners that come from non-English speaking countries are not literate in their native tongue.

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.

- An attendance teacher was hired to address the attendance issues.
- Attendance incentives were added, such as certificates, family breakfast and baseball game tickets.
- One common planning period was added per week to the teachers' programs for professional development.

- CEI PEA was hired to consult, model and instruct in selected classrooms focusing on differentiating instruction
- Our Professional Development Team has targeted teachers for professional development both in and outside of school.
- A staff retreat will be planned for “Team Building”, increasing communication and curriculum mapping.
- SmartBoards were purchased to infuse technology in classrooms to enhance the instruction of Students with Disabilities, English Language Learners and general education students.
- Students with Disabilities will benefit from SmartBoard technology that will enhance tactile, kinesthetic and visual learning.
- Datafolios were instituted in every classroom and professional development on using data is on-going.
- An ESL teacher was hired to teach the students at the beginner level of English Language acquisition.
- A Language Acquisition Lab with 10 computers and the Rosetta Stone software was opened in the Library Media center to improve reading comprehension and word recognition with the ESL population.

## **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.

(a) Provide the following information: 2009-10 anticipated Title I allocation = \$ **451,396** \_; 10% of Title I allocation = \$ **45,139** \_.

(b) Describe how the 10 percent of the Title I funds for professional development 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.

Teacher-mentors are selected and trained by the PSO. New teachers are assigned a mentor that is compatible. The teacher mentoring program meets monthly to go on line and report. Teachers have a regular schedule to observe and mentor new teachers and work on specific strategies and techniques.

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.

Parents will be notified in writing within mandated time frames in various languages.

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

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

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

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

At the School Leadership Team meetings the findings were reflected upon and the responses were recorded. The responses were shared with the Administrative Cabinet and teacher teams who included their input.

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

- Applicable
- Not Applicable

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

Our current ELA data is evidence of the marked improvement that has been made to our curriculum. Two years ago a core team of ELA teachers and administrators created curriculum maps based on the ELA standards. This past year teacher teams revisited the curriculum and modified it based on the standards and our ELA data. This was in an effort to meet the changing needs of our school.

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

## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these

process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

At the School Leadership Team meetings the findings were reflected upon and the responses were recorded. The responses were shared with the Administrative Cabinet and teacher teams who included their input.

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?

Throughout the grades supplemental materials were used such as: Mcdougal Littel, Glencoe Mathematics, and a School-wide curriculum. These were used to fill in the gaps in content. This alignment is evidenced in the student portfolios. Based on data we have noticed that reasoning and proof is an area for development and we are emerging in representation.

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

We have aligned our learning objectives to the performance indicators and we need to develop the standard in linear proportions.

## **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.

At School Leadership meetings the findings were reflected upon by the members. Their responses were recorded and shared with the Administrative Cabinet and teacher teams who added their input.

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?

Teachers indicated that the new curriculum maps reflect an expected level of cognitive demand with specific goals for students. There are specific assessments that are aligned to Bloom's Taxonomy. The skills to be mastered are aligned to the performance indicators. We need to limit the amount of direct instruction to allow students more time to work individually.

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.

Teacher teams will continue to work on exposure and internalizing the strategies for best practices in classroom instruction. This year's focus is to increase professional development in the area of differentiating instruction. Combined with the use of the new curriculum maps we have set structures that will allow more time for students to work independently.

## **2B – Mathematics Instruction**

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

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

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

At School Leadership meetings the findings were reflected upon by the members. Their responses were recorded and shared with the Administrative Cabinet and teacher teams who added their input.

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?

Teachers and administrators indicate that most of the Math instruction is direct teaching based on what was observed. Based on the sign out records for the Math manipulatives many teachers were not using manipulatives or technology.

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

More manipulatives will be available to teachers and professional development will focus on the use of manipulatives and technology to support differentiation of instruction which is a professional development focus for the school.

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

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

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

Please respond to the following questions for Key Finding 3:

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

At the School Leadership Team meetings the findings were reflected upon and the responses were recorded. These findings were shared with the Administrative Cabinet and teacher teams who added their input.

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

Applicable  Not Applicable

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

Our teacher turnover rate is evidence of a low turnover in our building.

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.

At a School Leadership Team meeting a committee of teachers and administrators reflected on this key finding through discussion. The notes were recorded and reflected on by the teacher teams during the inquiry process.

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?

We have recently expanded the staff and supports for English Language Learners. These staff members have had intensive professional development by many experts in the field, i.e.the BETACs. The increase in student achievement for this population reflects our intensive efforts to improve instruction in this area. However, we do recognize that the next step in the process of improving instruction is to ensure that classroom teachers receive professional development on supporting this population in all content areas.

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

We will further explore professional development opportunities for all teachers that are directed at the achievement of English Language Learners. In addition we will deepen our use of ELL data to support improvement of English proficiency as measured by the NYSESLAT.

#### **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.

At the School Leadership Team meetings the findings were reflected upon and the responses were recorded. The responses were shared with the Administrative Cabinet and teacher teams who included their input.

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

Applicable  Not Applicable

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

The current ELA and NYSESLAT data shows great improvement in the performance levels of this population. However, teachers expressed a need for support in the use of data that will support student achievement for their students that are ELLs. While the ESL teachers and the supporting AIS teachers are aware of the students' data and use this information to inform their instruction, the classroom teachers expressed a need to better understand the students' NYSESLAT levels and the specific instructional strategies that will support improved student achievement.

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.

We will further explore professional development opportunities for all teachers that are directed at the achievement of English Language Learners. This will include study groups that will focus on the best practices for ELL instruction. In addition we will deepen our use of ELL data to support improvement of English proficiency as measured by the NYSESLAT.

### **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.

At the School Leadership Team meetings the findings were reflected upon and the responses were recorded. The responses were shared with the Administrative Cabinet and teacher teams who included their input.

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?

Our NYS ELA and Math data supports that we have improved the achievement of our Special Education students. We recognize the need to continue meeting our students needs. General education teachers indicated the need for strategies to support the various levels within their classrooms.

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.

One of the goals for this year is to provide professional development in th area of differentiating instruction in all content areas. This is an area we are currently working on through our teacher teams.

### **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.

At the School Leadership Team meetings the findings were reflected upon and the responses were recorded. The responses were shared with the Administrative Cabinet and teacher teams who included their input.

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?

Teachers have access to IEPs and Behavioral Plans but only Special Education teachers are aware of the content and the applications of these documents.

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

We will provide professional development to General Education teachers that support the use of IEPs and Behavioral Plans to enhance student achievement.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

### **Part A: For Title I Schools**

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

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

Students within the STH population are provided with academy shirts, books and supplies, as needed. Students also receive on-going counseling from their academy guidance counselor.

**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).

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

Students within the STH population are provided with academy shirts, books and supplies as needed. Students also receive on-going counseling from the academy guidance counselor.

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.