



**THE WILLIAM HALLETT SCHOOL P.S. 76Q
30Q076**

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

SCHOOL: 30Q076
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 76Q **SCHOOL NAME:** William Hallett

SCHOOL ADDRESS: 36-36 10 Street Long Island City, New York 11106

SCHOOL TELEPHONE: 718 361-7464 **FAX:** 718 361-8014

SCHOOL CONTACT PERSON: Karen Olszewski **EMAIL ADDRESS:** kolszew@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Karen Olszewski

PRINCIPAL: M. Carole Schafenberg

UFT CHAPTER LEADER: JoAnne Kase

PARENTS' ASSOCIATION PRESIDENT: Tracey Morse-Garcia

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 30 **SSO NAME:** ICI Network 4

SSO NETWORK LEADER: Nancy DiMaggio

SUPERINTENDENT: Dr. Philip Composto

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
M. Carole Schafenberg	*Principal or Designee	
Jo Anne Kase	*UFT Chapter Chairperson or Designee	
Tracey Morse-Garcia	*PA/PTA President or Designated Co-President	
Leah Pride	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Karen Olszewski	SLT Chairperson /General Ed PreK - 2	
Christina Tserbis	Teacher / General Ed 3-5	
Theresa Costello	Teacher / Special Ed K-5	
Patti Ferguson	Parent	
Debbie Lacayo	Parent	
Rita Rodgers	Parent	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 76Q, The William Hallett School, is located in the Long Island City section of Queens, New York. The mission of P.S. 76Q Queens is to provide a fully differentiated, data driven instructional program that incorporates literacy, mathematics, science, social studies and technology while utilizing the cultural resources that are the core of our society. With the cooperation of the parents and community - based organizations, our role is to encourage self-respect as well as respect for others and to promote an appreciation of cultural diversity. This pre-kindergarten to fifth grade school serves a population of 599 students from diverse backgrounds. P.S. 76Q strives to present an inviting, kid-friendly environment. The colorful bulletin boards proudly display examples of the students' wonderful work.

A recent grant was used to upgrade the science lab so as to provide our students with more hands on experiences. The lab is also equipped with student lap top computers. Our full size gym allows for Physical Education classes to be attended by all students. These classes serve to instill ways for healthy living while presenting lessons in sportsmanship and cooperation.

Upgrading technology continues to be a priority at P.S. 76Q. Our teachers and students fully utilize it in a wide range of subject areas. Students are given the opportunity to advance their skills in literacy and math by visiting the three computer labs and the fully equipped library. Advances in technology have offered more ways to differentiate instruction. Classrooms are also equipped with computers and SMART boards.

Collaborations with community - based organizations such as the East River Development Association and LEAP, give students opportunities to learn about future career choices, violence prevention or ways to become leaders in their community. A partnership with a Federal Food and Nutrition Program entitled, "Cook Shop", will continue this year. Selected classes will receive lessons on proper nutrition. Parents will also be invited to cooking sessions. A new initiative with NY Cares is providing a hands on experience the students. Harley, the dog, visits selected classrooms during the week. The students read to Harley and learn how to properly interact with an animal. The students

write and draw about their experiences with Harley. These types of collaborations are always welcomed at P.S. 76Q.

At P.S.76Q, we believe that the education of our students does not commence at the end of the school day. We try to foster a close knit working relationship with our parents. Activities, such as Family Math Game Night, the annual PTA Holiday Sing Along, the Spring Carnival, Movie Nights and the Halloween Parade offer parents the opportunity to participate as vital members of the school community. The annual Jump Rope for Heart campaign, organized by the physical education teachers, raises money for the American Heart Association. During the month of November, our very successful yearly food drive is held. Students donate nonperishable foods to City Harvest Inc. food bank. The St. Jude's Math-a-thon allows students the opportunity to practice their math skills as they raise money for this very important organization. The Literacy/Math Fair Week allows parents the opportunity to visit the school and view class exhibits that represent the differentiated literacy and math curriculums. Career day will be incorporated this year into this week long event. This year the School Events Committee is adding some new events, Pajama Day and Crazy Hat Day. The entire school community actively supports these events and others similar to these, contributing to their great success.

“Working Together Today For A Better Tomorrow”
will continue to be the accepted motto at P.S. 76Q.

SECTION III – Cont'd

See Attachment

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 076 William Hallett								
District:	30	DBN:	30Q076	School BEDS Code:	343000010076				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	80	75	52		92.3	92.9	93.4		
Kindergarten	104	86	104						
Grade 1	117	114	94	Student Stability - % of Enrollment:					
Grade 2	105	104	101	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	105	102	87		89.1	93.5	95.8		
Grade 4	87	102	87	Poverty Rate - % of Enrollment:					
Grade 5	86	80	89	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	0	0	0		77.7	76.7	76.7		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		3	11	21		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		4	2	3		
Ungraded	0	12	2	Special Education Enrollment:					
Total	684	663	620	(As of October 31)	2006-07	2007-08	2008-09		
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	95	101	92	Principal Suspensions	21	13	17		
# in Collaborative Team Teaching (CTT) Classes	32	53	62	Superintendent Suspensions	10	4	5		
Number all others	35	33	31						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:				
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	24	30	29						
# in Dual Lang. Programs	0	0	0	Number of Teachers	64	75	75		
# receiving ESL services only	69	76	70						

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	35	15	9	Number of Administrators and Other Professionals	10	23	25
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	15	11
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.9	66.7	64.0
				% more than 5 years teaching anywhere	56.3	50.7	50.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	94.0	91.0	93.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.0	85.6	87.7
American Indian or Alaska Native	0.4	0.4	0.5				
Black or African American	32.8	30.3	30.2				
Hispanic or Latino	49.6	52.2	51.3				
Asian or Native Hawaiian/Other Pacific Isl.	6.7	6.8	6.1				
White	10.5	10.3	11.5				
Male	52.9	52.6	53.7				
Female	47.1	47.4	46.3				
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							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	SINI 1			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
Other Groups							
Students with Disabilities		√SH	√	√			
Limited English Proficient		√SH	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	5	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	√		
Overall Score:	87.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment:	9.2			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:	18.3			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	51.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	8.3						

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

As reflected on our 2008-2009 Progress Report, the percentage of students at proficiency level has increased from 54.3% to 63.6% which is 80.7% of the way to our Peer Horizon of 72.5%. The percentage of students making at least 1 year of progress has also increased from 58.6% to 70.9%. This is 92.7% of the way to our Peer Horizon of 72.5%. This is a substantial increase of 44% from the 2007-2008 Progress Report.

The school received extra credit (6.0) for closing the achievement gap with respect to our ELLs, Special Education and our Black and Hispanic students in the lowest third citywide. We continue to make significant growth (62.5%) with our Black students in the lowest third citywide.

We have increased our exemplary proficiency gains for our Special Education students moving from 32.3% (2006-2007) to 43.1% (2007-2008) to 58.6% (2008-2009). These gains with respect to our Students With Disabilities, has allowed us to meet the school's AYP in ELA, using Safe Harbor for 2 years. Hence according to NCLB/SED our accountability status is a Good Standing which we have received for 2 years and have now been removed from the SINI Year 1 list.

We will continue monitoring the progress of our SWDs and ELLs as well as providing additional supports for our SWDs, ELLs, and former ELLs. Our Inquiry Teams are targeting these two subgroups and using data analysis collected through the Reading Indicator - skills analysis, E-CLAS, Performance Series and Predictive Assessments to monitor their progress.

MATH PERFORMANCE TRENDS:

Achievement in the area of mathematics has historically been strong but in 2007-2008 some concerns were raised with respect to certain student groups.

As reflected on our 2008-2009 Progress Report, the percentage of students at proficiency has increased from 79.5% for 2007 to 78.2% for 2008 to 85.9% which is 83.6% of the way to our Peer Horizon of 94.1%. In 2007-2008, we were 68.1% of the way to our Peer Horizon of 94.1%. The percentage of students making at least 1 year of progress has increased from 53% to 68.7%. The median student proficiency is also up from 65.3% to 72.6% of the way to the Peer Horizon.

The school received additional credit (2.25) for closing the achievement gap with respect to the ELLs, Black and Hispanic students in the lowest third citywide. This is less credit (1.25) than was received in 2007-2008. As reflected in the 2008-2009 Progress Report, the Students With Disabilities group did not make the necessary gains to earn additional credits. There was a sharp increase in the percentage of gains for the Black student group going from 14.8% in 2007-2008 to 32.1% in 2008-2009. Even though credits were given for Hispanic students in the lowest third citywide, there was also a decrease in proficiency gains going from 32.3% in 2007-2008 to 28.6% in 2008-2009.

According to the NCLB/SED accountability status, all student groups (6 out of 6) have met the school's AYP in mathematics. We will continue to monitor the progress of the Students With Disability group and the Hispanic students in the lowest third citywide group to correct the downward trend as reflected on the 2008-2009 Progress Report.

SCIENCE PERFORMANCE TRENDS:

Our fourth grade students consistently meet the test performance criterion in science. The students also meet the criterion for participation rate. In 2006 – 2007, the Hispanic and Economically Disadvantaged student groups qualified for Safe Harbor. In 2007 – 2008, the Economically Disadvantaged student group qualified for Safe Harbor. In 2008-2009 the Hispanic, Black and Economically Disadvantaged student groups all qualified for Safe Harbor. The use of science as a safe harbor is very instrumental in achieving our AYP in ELA. Therefore, we feel it is imperative to maintain a high standard of science instruction in all grades. We continue to implement the new Science Core Curriculum. We are carefully monitoring the quality of our science instruction in grades Pre – K through grade 5.

GREATEST ACCOMPLISHMENTS:

As indicated in the latest Quality Review, one of P.S. 76's greatest accomplishments is that the school staff knows their students well and has high expectations for their academic and personal development. This is also reflected in the 2009 Learning Environment Surveys. The school collects and uses a wide range of data so as to create a clear picture of the individual student's strengths and weaknesses. This data allows the teachers to better differentiate instruction. Small class size also contributes to the teachers' ability to differentiate instruction. Teachers also carefully monitor individual student progress so as to better understand student achievement. Students in the greatest need of improvement are identified through data analysis in a timely manner and are provided with a variety of intervention support services. Another accomplishment is our high student attendance rate which continues to increase yearly as reflected on the Progress Report. New teachers are consistently provided with mentoring support and professional development conducted by the instructional coaches as well as by outside consultants (AUSSIE and Literacy Connections). Technology grants have made it possible for the school to purchase additional SMART boards, upgrade computer labs and provide software for differentiated instruction.

BARRIERS TO CONTINUOUS IMPROVEMENT:

The disproportionate percentage of SWDs (33%) is our greatest barrier to continuous improvement. Our goal is to have our SWDs group meet the AYP without having to use Safe Harbor. An increasing number of ELLs has also raised concerns. The number of students receiving Level 4 in ELA and Math has decreased over the last few years. Due to our concerns and by examining the trends reflected in the data (Progress Report and ARIS) the following practices were put forth by the school community:

- The two Inquiry Teams have selected the target groups of SWDs, ELLs and former ELLs as their school focus.
- We have implemented more supports for these target groups such as professional development for Special Education and ELL teachers.
- Increased AIS services with suitable timeframes and ongoing monitoring of interim goals has been implemented.
- SMART board training for teachers is being provided as an additional way to differentiate instruction especially with respect to our higher achievers.
- A new CTT model which includes: General Education, Special Education and ELLs continues to be implemented in grades 3 and 4.

SECTION V: ANNUAL SCHOOL GOALS

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

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

ANNUAL GOAL	DESCRIPTION
<p>1. SMART GOAL - By June 2010, The Students with Disabilities group will demonstrate 1 year of progress in ELA performance as reported in the Progress Report.</p>	<p>After a review of our NCLB/SED accountability status, it was identified that our SWD subgroup had met the AYP in ELA by using Safe Harbor. Therefore, it was determined by the Inquiry Team that one of our school’s goals should be to focus on improving the performance of our SWD subgroup.</p>
<p>2. SMART GOAL - By June 2010, the ELL student group will demonstrate 1 year of progress in ELA performance as reported in the Progress Report.</p>	<p>After a review of the data by the Inquiry Team, it was determined that our ELL subgroup and the former ELL group (Proficient students) should be making larger gains in closing the achievement gap. It was decided that more support would be provided for this group using differentiated instruction.</p>
<p>3. SMART GOAL - By June 2010, the percentage of students receiving Level 3 or 4 in ELA performance will increase by 2% as measured by the 2009 - 2010 NYS ELA examination.</p>	<p>After a review of the NYS ELA results and the Progress Report, it was determined that there was a slight decline in the average change in Student Proficiency for Level 3 and Level 4 students. The number of students receiving a Level 4 has not gone up significantly in the last 3 years. The Inquiry Team determined that this should be a focus for one of the school’s goals this year.</p>
<p>4. SMART GOAL - By June 2010, the Students with Disabilities group will demonstrate an increase of at least 1 proficiency level in mathematics as reported in the Progress Report.</p>	<p>After reviewing the data reflected in the Progress Report, it was determined that this student group had shown a significant decline in proficiency gains in mathematics. Therefore, it was determined that more AIS services will be provided using differentiated instruction.</p>
<p>5. SMART GOAL - By June 2010, the whole school Attendance Rate will improve by 1% as indicated by the school’s Annual Attendance Report.</p>	<p>After reviewing the attendance data on the Progress Report, the SLT noted that we have a consistently high rate of attendance and should try to promote this achievement so that we can reach our Peer Horizon of 94.7%.</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): English Language Arts

<p>1. Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the Students with Disabilities group will demonstrate 1 year of progress in ELA performance as reported in the Progress Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Development conducted by AUSSIE, Literacy Connections, Schools Attuned and the instructional coaches will be provided to Special Education teachers. The focus will be on differentiating instruction so as to meet the needs of the SWD target group. SMART board training will be provided to teachers through AUSSIE consultants. Internal training in the use of student data for goal setting will be ongoing throughout the year. Increased AIS including Wilson will be provided daily for the SWD target group. Mentoring by experienced teachers is being provided to the new Special Education teachers. The SLT Literacy Subcommittee will meet twice a month with a focus on helping teachers differentiate instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>AUSSIE and Literacy Connections consultants funded through Title I SWP. Instructional coaches funded through C4E. Schools Attuned funded through Tax Levy FSF. AIS funded through Tax Levy DRA Stabilization and Title I SWP. Mentoring funded through Tax Levy DRA Stabilization.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The Reading Indicator assessment will be given 3 times this year in October, January and March. It will initially be used as a benchmark and for skills analysis. The Acuity (Predictive) assessments will also be used to better examine the students' listening/writing performance. The Performance Series assessment will be given in November, February and April. These diagnostic results will be used to differentiate instruction so as to more effectively meet the students' needs in ELA. Teacher generated assessments will also be used to track the progress of the students.</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 2009-2010 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): English Language Arts

<p>2. Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the ELL student group will demonstrate 1 year of progress in ELA performance as reported in the Progress Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Development conducted by AUSSIE, Literacy Connections, the instructional coaches and Network staff will be provided to ESL and bilingual teachers. The focus will be on differentiating instruction and using appropriate strategies so as to meet the needs of the ELL target group. Internal training in the use of student data for goal setting will be ongoing throughout the year. The ESL push in / pull out program will continue to provide support services. Increased AIS including Rigby, Wilson and FOUNDATIONS will be provided daily to small groups. Saturday Academy will provide the ELL student group with test preparation.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>AUSSIE and Literacy Connections consultants funded through Title I SWP. Instructional coaches funded through C4E. AIS teachers funded through Title 1 SWP and Tax Levy DRA Stabilization. ESL push in teacher funded through Tax Levy FSF. Saturday Academy funded through Title III LEP. Network staff (SSO support) funded through Tax Levy CFF.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The NYSESLAT 2008 – 2009 results, will be reviewed to find trends and to examine individual students’ areas of need. The Reading Indicator assessment will be given 3 times this year in October, January and March. A skills analysis report will be generated. The Acuity (Predictive) assessments will also be used to better examine the students’ listening/writing performance. The Performance Series assessment will be given in November, February and April. The diagnostic results will be used to help differentiate instruction so as to more effectively meet the needs of the Advanced and Proficient ELL students. Teacher generated assessments will also be used to track the progress of the students.</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 2009-2010 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): English Language Arts

<p>3. Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The percentage of students receiving Level 3 or 4 in ELA performance will increase by 2% as measured by the 2009 – 2010 NYS ELA examination.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The Inquiry Team will examine the ELA 2009 data including the skills analysis provided on NY Start. They will select the target group in grades 4 and 5. Differentiated instruction will be provided by the classroom teacher. Professional development will be conducted and provided to the classroom teachers of the target group with a focus on “Higher Order Questioning” and differentiation. AUSSIE consultants and instructional coaches will provide teachers with professional development. The SLT Literacy Subcommittee will meet twice a month with a focus on creating templates for differentiation.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Inquiry Team funded through Tax Levy. Instructional coaches funded through C4E. AUSSIE consultants funded through Title I SWP.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The target group was selected by using the data from the 2008 and 2009 NYS ELA examination. The Reading Indicator will be given in October, January and March. These results will be used to examine the students’ ELA skills so as to better differentiate instruction for enrichment purposes. The Acuity (Predictive) results will also be used to track the students’ progress. The Performance Series assessment will be given in November, February and April. The diagnostic results will be used to help differentiate instruction so as to provide a more challenging instruction for Level 3’s and 4’s. Teacher generated assessments will be ongoing so as to adjust goals as needed. The 2009 – 2010 NYS ELA results will be used to reflect the gains. Achievement of this goal will be reflected on the Progress Report.</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 2009-2010 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Mathematics

<p>4. Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the percentage of Students With Disabilities group will demonstrate an increase by at least 1 proficiency level in mathematics.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>AIS Math will be provided daily to the target group. There will be an increased use of hands – on activities and manipulatives during instruction as prescribed by the Everyday Math curriculum. The Math coach will conduct professional development focusing on differentiated instruction in math. More emphasis will be placed on select areas of the EDM curriculum with a focus on small group instruction. Parent workshops on how to assist students at home will be conducted by the Math Coach at PTA meetings. The SLT Numeracy Committee will work on strategies that will better assist the classroom teacher in differentiating instruction for students in need. Math workshops conducted by Hunter College will be attended by the Math Coach and selected classroom teachers.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Math Coach funded through C4E. AIS Math teacher funded through Title 1 SWP. Hunter College workshops funded through a grant. Parent Involvement funded through Title I and Title I ARRA.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The Everyday Math year-end assessment (June 2009) and the NYS Math assessment were used as initial tools for selecting the students most in need of AIS. A skill analysis was conducted using these assessments. The Acuity (Predictive) benchmarks will be given to track the progress in the areas of need. The Performance Series assessment will be given in November, February and April. A combination of Everyday Math assessments (unit, etc.) and teacher generated assessments will be ongoing so as to better track the progress of the target group. The AIS teacher will also keep a portfolio reflecting the students’ progress.</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 2009-2010 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Attendance Rate

<p>5. Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the whole school Attendance Rate will improve by at least 1% as indicated by the school’s Annual Attendance Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will continue tracking the students’ weekly attendance. The Parent Coordinator will make phone calls to the Students’ homes. The Pupil Accounting Secretary produces monthly Attendance Reports. The SLT Attendance subcommittee will continue analyzing the data and working on strategies to improve the attendance rate. Monthly incentives for perfect attendance will be given to the students. Classes with the highest monthly attendance rate are announced to the school community. Midyear a special day trip will be planned to celebrate those students with perfect attendance. Additional incentives will be given to students and parents for significant improvement. A year-end Attendance Barbecue will be held for students’ with perfect attendance.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Parent Coordinator funded through Tax Levy. Incentives funded through Title 1 SWP Celebrations funded through Title 1 SWP Pupil Accounting Secretary funded through Tax Levy FSF.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The Pupil Accounting Secretary tracks and creates monthly student attendance reports. Monthly class attendance reports are distributed and displayed. The SLT Attendance subcommittee reviews and analyzes the monthly attendance data looking for school trend. Data is reported to the Administration and shared with the entire school community. Data is reported to the parents through the school newsletter and at monthly PTA meetings. The gains will be reflected in the 2009-2010 Progress Report.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	6
1	20	0	N/A	N/A	0	0	0	2
2	12	0	N/A	N/A	0	0	0	2
3	25	19	N/A	N/A	0	0	0	8
4	32	4	10	5	4	0	0	3
5	24	5	15	5	2	0	0	2
6								
7								
8								
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Provide small group instruction – Double Dose FOUNDATIONS, Wilson Programs and differentiated instruction to meet the needs of the students. During the school day – 1 period / 4 times per week – grades 1 – 5 Extended Day – Monday to Thursday 37 ½ minutes each day – grades 1 -5</p>
<p>Mathematics:</p>	<p>Provide small group instruction with the use of Everyday Math, hands – on and center activities to meet the individual needs of the students. During the school day – 1 period / 4 times per week – grades 3,4 & 5 Extended Day – Monday to Thursday 37 ½ minutes each day – grades 1 - 5</p>
<p>Science:</p>	<p>Designated AIS teachers will provide remedial instruction in science by reading expository text. During school day – 1 period / 3 times a week to grade 4 students.</p>
<p>Social Studies:</p>	<p>Designated AIS teachers will provide remedial instruction in social studies by reading expository text. During school day – 1 period / 3 times a week to grade 5 students.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Students in need of counseling can attend small group sessions or one-on-one sessions. During the school day as needed.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Students in need of counseling can attend small group sessions or one-on-one sessions. During the school day as needed.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Students in need of counseling can attend small group sessions or one-on-one sessions. Parent/Teacher consultations and crisis intervention are provided as needed. During the school day counseling provided as needed.</p>
<p>At-risk Health-related Services:</p>	<p>Students with health related issues that might impact their academic progress are tracked and provided with support as needed.</p>

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

NCLB/SED requirement for all schools

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

2009-2010 SCHOOL DESCRIPTION

The William Hallett School, P.S.76Q, is a Pre-K to grade 5 school. It is located in northwestern Queens, serving a multicultural population of 595 students. The total number of ELLs is 112, which is 18.82% of our student population. The school consists of three Pre-K classes, two general education classes (one which houses our ESL students) and two CTT Kindergarten classes. We have one early grade reduction class, one general education, 2 CTT and one ESL class in the first grade. In second grade, we have one general education and 3 CTT classes. In third and fourth grades we have three general ed. classes, and one CTT class per grade. Our fifth grade consists of two general ed. and 1 CTT class. In Addition P.S. 76Q has six self-contained Special Education classes with a ratio of 12:1:1 and three self-contained Special Education Bilingual Spanish classes. Each of these classes has a combination of two grades – K/1, 2/3, 4/5. The ELLs in the ESL, CTT, Special Education and Special Education Spanish TBE classes are heterogeneously grouped. They have mixed proficiency levels and they travel together as a group. To service all our ELLs at P.S.76Q we have self-contained ESL classes, Freestanding ESL and Transitional Bilingual Special Education classes. Freestanding ESL Push-in classes are heterogeneously grouped. They have mixed proficiency levels and travel together as a group. Freestanding ESL Pull-out program is homogeneously grouped on the basis of proficiency level.

Our LAP Team consists of Ms. Schafenberg (principal), Mr. Di Vittorio (assistant principal), Ms. Stone (assistant principal), Ms. Mistakidis (ESL Coordinator and lower grade push-in teacher), Ms. Mullarkey (ESL upper grade push-in teacher) Ms. Harkinish Murray (Kindergarten teacher), Ms. Hamrackova (grade 1 teacher), Ms. Vela (bilingual special education grades K/1 teacher), Ms. Boeschen (bilingual special education grades 2/3), Ms. Vergara (bilingual special education grades 4/5 teacher), Ms. Olszewski (literacy coach), Ms. Davi (math coach), Ms. Scharff (guidance counselor for general education) and Ms. Locker (guidance counselor for special education).

PS 76Q has three ESL licensed teachers and one Bi-lingual Special Education licensed teacher in the language of Spanish.

At P.S. 76Q the ESL classes Kindergarten through second grade and the ESL Push in/pull out program for general Ed. grades 3-4 are provided with comprehensive instruction which meets all CR Part 154 requirements. The CTT classes from grades k-5 and Special Ed. ELL students K-4 are also receiving ESL instruction as mandated by their IEP and CR Part 154 Regulations and as per the NYC Department of Education Language Allocation Policy Guidelines. All beginners and intermediate receive 360 minutes per week of ESL instructions. All Advanced ELLs receive 180 minutes per week of ESL. All students receive approximately 500 minutes per week of Language Arts. Beginners and Intermediate ELLs in the Special Education self-contained Spanish TBE classes receive 90 minutes daily of Native Language Arts, and 360 minutes of ESL per week. Advanced TBE ELLs receive 180 minutes a week of Native Language instruction and 180 minutes a week of ESL instruction. The amount of time allocated to native language learning will decrease while instruction in English increases as mandated by the CR Part 154.

PS 76 is fortunate enough not to have SIFE students.

Any SIFE students would receive:

Differentiated instruction

Individualized help

ESL instruction for 50minutes,10 periods a week

AIS in literacy and math

Extended Day: 37.5 minutes/4 days a week

Steinway Mental Health and Guidance department

Our plan for our long-term ELLs is:

At-Risk Resource Room

Saturday Academy to prepare for the ELA and NYSESLAT tests

AIS in literacy and math programs for one period 5 times per week

Extended Day: 37.5 minutes/4days a week

The P.S.76Q staff assists all ELLs as they transition from elementary to middle school. Our staff is provided with the appropriate training to assist parents in the completion of relevant applications. In addition, our staff is well informed to help parents determine which schools provide better ESL programs by examining Report Cards, Progress reports and locations.

We are looking to maintain proficient students in the same learning environment with ELLs receiving ESL support. We are providing professional development to the upper grade teachers who have some of the proficient students so that they may continue to grow in their understanding of the English language in speaking, listening, reading and writing. We also provide the vocabulary development and visuals so that the English language will have more meaning for them.

The instructional materials used to support the learning of all our ELLs are as follows:

Pearson-Kindergarten

Rigby 1-5

Wilson-Level 1 students identified as being in need

Foundations K-2

Balanced Literacy-TC and McGraw Hill supplement

Enrichment Reading through technology K-1

Study Island: on line NYS Inter-curricular Test Prep Grades 2-5

Sounds and Motion

Everyday Math (English for regular Ed/Spanish for Special Ed TBE)

Math Steps (English for Regular Ed./Spanish for Special ed TBE)

Parent Choice

New admits/transfer students to our building are registered by our Pupil Accounting Secretary and checked in ATS for updated information. Parents of students new to the system are given a Home Language Survey to fill out by our ESL Coordinator. The ESL Coordinator discusses the survey with the parents to determine whether or not the child is to be tested with the LAB-R. If it is so determined that the LAB-R is to be administered, the ESL Coordinator makes sure that it is done, scored and that the answer document is returned to the ISC in a timely fashion. If the student fails the LAB-R, the ESL Coordinator speaks to the Assistant Principal in charge of ESL about placing the student in the proper ESL classroom with other ESL students.

A letter is sent home each June informing parents of the ESL program available at PS 76. This letter also serves as an invitation to our parents to come to an orientation that describes the three programs for English Language Learners also to take place each June. There is a video presented in their home language. They are given materials in their home language, with the opportunity to ask questions about the different programs available and the three program choices. The orientation focuses on orienting the parents to the school system and explaining the program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements.

After the orientation, parents return the program selection forms. If the forms are not returned, an appointment is scheduled either early in the morning or after school. Parents are guided in the completion of the selection form.

After reviewing the Parent Survey and Program Selection forms for the past few years the trends in program choices are as follows:

Nineteen parents selected the ESL Program as their first choice

Seven parents selected the TBE as a first choice

One parent selected the Dual Language Program as a first choice

The parents who selected the TBE and Dual language program as a first choice, opted for the ESL program so the students could remain in the designated neighborhood school.

During the school year, we continue to work with the parents to provide the best educational services to their children. We communicate in English as well as Spanish to our families. We provide translation at all PTA meetings, conferences, and workshops. We provide the parents with weekly ESL classes given on Friday mornings for 1 hour. We survey the parents' needs through our Parent Coordinator and ESL Coordinator. We maintain an open door policy for parents to continually help us assess what is working and what other programs we need to explore.

Assessment Analysis

The NYSESLAT Test results revealed that 8 students out of the 103 tested passed and are now proficient. The LAB-R test results revealed that out of 34 tested, 13 passed. The review of the NYSESLAT test results revealed that our students continue to perform better in the Listening/Speaking modalities across grades, with 40% passing this part of the test and 40% achieving the grade of advanced. We have noticed that this is a pattern with our students. Our students continue to have difficulty mastering the

Reading/Writing modalities with only 10% passing this part of the test. The majority (65%) have scored a beginner or intermediate level. On further examining our data, we notice that out of the 75 students who had also taken the NYSESLAT in 2008, only 27 students increased their score while 38 remained the same and 11 received lower scores. In analyzing the NYS ELA, Math, Science and Social Studies scores, we find that our ELLs are achieving grade level and near grade level results. (50% grade level, 50% near grade level). Therefore we continue to provide extra support in the reading and writing modalities not only within the classroom environment but in their ESL instruction, AIS instruction, 37.5 minutes instruction.

Our school data on ELA results reflects that on our Grade 4 level, 6 out of 14 students scored Level 3, 7 out of 14 students scored Level 2, and 1 out of 14 scored Level 1; and in Grade 5 – 2 out of 9 students who scored Level 3, 3 out of 9 students who scored Level 2, and 4 out of 9 students who scored Level 1.

Our school data on Math results reflects that in Grade 4, 12 out of 15 students scored on Level 3 and 3 out of 15 students scored Level 2. In Grade 5, 3 out of 9 students scored Level 3, 3 out of 9 students scored Level 2 and 3 out of 9 students scored Level 1.

Our school data on Science results reflects that for our Grade 4 students – 3 out of 9 scored Level 3, 2 out of 9 students scored Level 2 and 4 out of the 9 students scored Level 1.

Our school data on Social Studies results reflects that for our Grade 5 students – 1 out of 5 students scored Level 3 and 4 out of 5 students scored Level 1.

The EL SOL test is not administered by our bilingual special education classes. The students do not read Spanish and therefore do not understand the stories when asked to read independently. The E-CLAS 2 is administered twice a year to our Kindergarten through Grade three students. Our K/1 bilingual education class has 8 students—3 Kindergarten and 5 Grade 1 none of which have shown to be proficient when tested on grade level. Our 2/3 bilingual special education class has 11 students-7 Grade 2 and 4 Grade 3, of which 4 students have shown to be proficient when tested on grade level.

Utilizing this data, we determined that our ELLs are benefiting from ESL instruction with regard to State tests but continue to stagnate in their NYSESLAT test performance. We are, therefore, continuing to emphasize instructional methodologies to enhance reading and writing skills as these are the areas requiring additional support. Our specific objectives have been aimed at improving comprehension skills through targeted lessons and technological support. Writing lesson plans have also been designed to improve organizational and editing skills. This year, we will also plan our lessons with a greater emphasis on test-taking skills to ensure that our students' scores reflect their proficiency level more accurately.

Focusing on our lower performing areas and particular weaknesses, we have not omitted the very important listening and speaking skills, which we consider an integral part of any ESL lesson. Our lessons have been designed to improve communication skills through vocabulary development, simulation of natural environments in the classroom

setting and utilization of learning opportunities through authentic situations. Underlying all these strategies is the continuous use of audio-visual material.

In order for each ELL student to attain English proficiency in reading and writing, P.S.76Q has implemented the following Language Allocation Strategies:

- The workshop model of instruction is used in order to provide the opportunities for listening, reading speaking and writing.
- Differentiated instruction for all ELL students.
- Provide opportunities for reading and writing responses to literature and content areas.
- Utilize scaffolding strategies in the delivery of the lesson.

The teaching of Science and Social Studies at least three times a week is mandated of all grades. We provide 1 lower grade and 1 upper grade Science Cluster to ensure that the students receive the lab work in the Lab environment. Classroom teachers are responsible for teaching the grade appropriate lessons and administering the unit tests. We have one Social Studies teacher who sees all classes with ESL and bilingual students from grades 3 to 5. The classroom teachers are responsible for teaching the appropriate grade level lessons the other two days. The lower grade teachers are responsible for teaching Social Studies all three times per week. Teachers do integrate Social Studies and Science into their ELA lessons as well. Reading in the content area is done whenever applicable.

PS 76Q's ESL population is broken down as follows: Kindergarten – 11 Spanish, 1 Arabic and 1 Other; Grade 1 – 18 Spanish and 1 Arabic; Grade 2 – 14 Spanish and 1 Other; Grade 3 – 14 Spanish, 1 Arabic and 3 Other; Grade 4 – 9 Spanish, 2 Bengali, 1 Arabic and 3 Other; and Grade 5 – 2 Spanish, 1 Arabic, and 1 Other students. All ELL students are accommodated according to the level of ability – beginner, intermediate or advanced. All students who are newcomers are provided with ESL instruction daily from a certified ESL teacher all day to learn how to express their basic needs in English and to learn the alphabet and basic vocabulary.

The newcomers in grades K and 1 are in ESL classrooms with a certified ESL teacher. After the first NYSESLAT Assessment is given, the results are used to determine the amount of time needed based on individual needs. All beginner and intermediate students receive 360 minutes per week but some students need more time to help them become more proficient with the English language. This is done by individual needs. All students receive their required time and then some to continue the language development and assist in the content area understanding. All of our long term ELLs are in Special Education self-contained classes. The students individual needs are as per their IEPs. Some IEPs have students being X-coded, others have students put into or taken out of bilingual classes but we continue to acknowledge the need for language development in every classroom the student's visits.

The plan for all newcomers to this country is for them to receive Comprehensive ESL instruction with a certified ESL teacher for most of the day. This provides our newcomers with a basic understanding of English and a way to help them provide for their needs in English. This also serves to help our new students acclimate to their new country and new school environment. As the child progresses (each at his/her own

speed) he/she spends more time in their classroom with continued mandated ESL instruction.

Native language is supported in each program model at P.S. 76Q. The Special Ed. Spanish TBE program provides Native Language Instruction to all their ELL students. In this program, Intermediate and Beginners receive 90 minutes daily of NLA and Advanced receive 45 minutes daily. The focus of this component is to develop listening/speaking, reading/writing skills in the native language. As per LAP, Beginners receive 60%/40% (Spanish to English ratio) of NLA. Intermediate receive 50%/50% and Advanced receive 25%/75%. As students' English proficiency improves, the percentage of instruction in English increases. In order to comply with the Special Education and CR Part 154 mandates in terms of student/teacher ratio and the minimum number of ELLs that warrant such a program, these classes are bridged as follows:

Grades K/1, Grades 2/3, and Grades 4/5.

In the TBE classes, the classes are organized as follows:

1 Self-contained K/1, 1 Self-contained 2/3, and 1 Self-Contained 4/5 12:1:1 classes. The K/1 class is 75% Spanish and 25% English. The 2/3 class is 50% Spanish and 50% English, and the 4/5 class is 25% Spanish and 75% English.

After a review of the assessment data and student results of the ELL Interim Assessment and the NYSESLAT, we learned that our ELLs are not making significant yearly growth. We continue to provide ESL services to all our ELLs. This school year ELLs in grades 3 and 4 will continue to be provided with additional support in our CTT classes. The CTT 3rd grade class has 11 Special Education students and 14 general Ed. ELLs. The ELLs are comprised of Beginners, Intermediate and Advanced students. The CTT 4th grade class has 12 Spec Ed. Students and 10 general Ed. ELLs ranging from Beginners to Advanced.

All ESL and bilingual Special Education teachers have undergone training with the ESL Coordinator to better understand the needs of the ELLs so that these needs can be translated into the learning environment. The teachers are also receiving PDs on how to help ELLs learn and how to modify the class to meet their learning needs. Last year an ESL Inquiry Team to learn more about 14 specific ELLs in grades 4 and 5 was formed to monitor their individual growth and to see how many students can obtain 1.5 years growth.

Through the results of the ELL Interim Assessment we learned that many children while speaking their native language fluently are unable to read and write it.

Instructional approaches and methods used are:

- The workshop model of instruction is used in order to provide opportunities for listening, reading, speaking and writing.
- Differentiated instruction for all ELL Students
- Provide opportunities for written and oral responses to literature and the content areas.

- Utilize scaffolding strategies in the delivery of the lesson. ex: Anticipatory guide, Double entry journal
Reading with a focus
- Content lessons focus on both concepts and language.
- On-going assessment(running records, conference notes, LABR scores , NYSESLAT scores, Interim Assessment), drives ESL instructions.

Targeted intervention programs

PS 76Q is focusing on vocabulary development with various visuals. We are using classroom teachers, ESL teachers, and AIS teachers to meet the needs of the students, to improve comprehension sub-skills that have been identified as areas in need of improvement.

Ongoing Professional Development

The Bilingual/ESL teachers attend the same professional development as do the monolingual teachers as well as receive 10 days of support from our ESL liaison from the ISC. Our bilingual/ESL teachers are encouraged to attend ESL workshops outside of school. Staff Development sessions are intended to help pedagogical staff improve student achievement in ELA, Math, Science, Social Studies and the NYSESLAT proficiency so as to meet and exceed the NYS performance standards. Designated days throughout the school year are used for professional development for all our staff, including our ESL and Special Education teachers. It is provided by AUSSIE consultants, literacy and math coaches as well as by ELL Network consultants and administrators. Topics for professional development include:

- Standardized Testing for ELLs NYS ELA, Math, Science, Social Studies, ECLAS
- Effective literacy Strategies for ELLs
- Differentiated Instruction
- Everyday Math for the TBE and the ESL classroom
- Use of leveled English and Spanish libraries
- Technology in the TBE and ESL classroom
- Guided Reading/Shared Reading/Interactive Writing
- Data analysis
- Reading and Writing Workshop model including accountable talk
- Acuity assessment training
- NYSESLAT training
- Vocabulary development
- Use of visuals in teaching

Native language is supported in each program model at P.S. 76Q. The Special Ed. Spanish TBE program provides Native Language Instruction to all their ELL students. In

this program, Intermediate and Beginners receive 90 minutes daily of NLA and Advanced receive 45 minutes daily. The focus of this component is to develop listening/speaking, reading/writing skills in the native language. As per LAP, Beginners receive 60%/40% (Spanish to English ratio) of NLA. Intermediate receive 50%/50% and Advanced receive 25%/75%. As students' English proficiency improves, the percentage of instruction in English increases. In order to comply with the Special Education and CR Part 154 mandates in terms of student/teacher ratio and the minimum number of ELLs that warrant such a program, these classes are bridged as follows:

Grades K/1, Grades 2/3, and Grades 4/5.

ESL Periodic Assessments are not used. We use the Performance Series to assess our students' needs. We find that this assessment evaluates our students at their independent levels and provides us with the data we need about the students' strengths and weaknesses so that we can provide the proper intervention services needed.

As stated above, the only time Native Language is used is in our TBE classes. Please refer to paragraph 1 on page 6.

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Author: NYCDOE
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Change Number: 12
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Last Saved By: partha
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As of Last Complete Printing
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Number of Words: 3,303 (approx.)
Number of Characters: 18,831 (approx.)

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	School PS 76Q
Principal Mary Carole Schafenberg	Assistant Principal L. DiVittorio and L. Stone
Coach Karen Olszewski	Coach Joyce Davi
ESL Teacher Margarita Mistakidis	Guidance Counselor Charlotte Scharff
Teacher/Subject Area Debra Harkinish-Murray	Parent Tracey Morse Garcia
Teacher/Subject Area Rosa Vergara	Parent Coordinator Simone Garcia
Related Service Provider Debbie Herson	SAF Lillian Druck
Network Leader Nancy DiMaggio	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	3

C. School Demographics

Total Number of Students in School	595	Total Number of ELLs	112	ELLs as Share of Total Student Population (%)	18.82%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

- 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.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1				6
Dual Language (50%:50%)	0	0	0	0	0	0				0
Freestanding ESL										
Self-Contained	1	1	0	0	0	0				2
Push-In/Pull-Out	1	1	1	1	1	1				6
Total	3	3	2	2	2	2	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	112	Newcomers (ELLs receiving service 0-3 years)	87	Special Education	45
SIFE	0	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	1

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									Total
	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	
TBE	20	0	20	6	0	6	2	0	0	28
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	71	0	18	12	0	2	1	0	0	84
Total	91	0	38	18	0	8	3	0	0	112

Number of ELLs in a TBE program who are in alternate placement: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	3	5	7	4	2	7				28
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	3	5	7	4	2	7	0	0	0	28

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u> </u>	Number of third language speakers: <u> </u>
Ethnic breakdown of EPs (Number)	
African-American: <u> </u>	Asian: <u> </u> Hispanic/Latino: <u> </u>

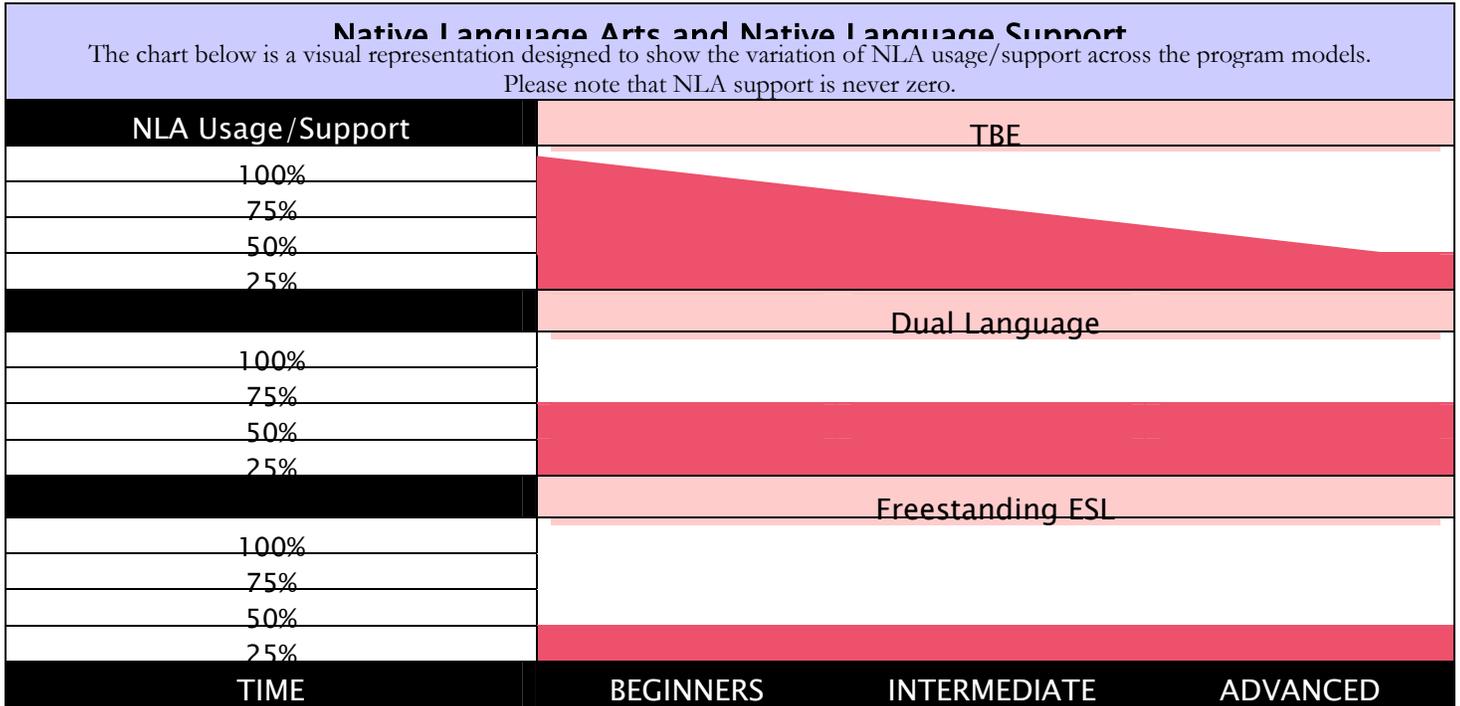
Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

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	11	18	14	14	9	2				68
Chinese										0
Russian										0
Bengali					2					2
Urdu										0
Arabic	1	1		1	1	1				5
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	1		1	3	3	1				9

Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <p>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.</p> <p>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])?</p> <p>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)?</p> <p>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</p> <p>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.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <p>a. Describe your instructional plan for SIFE.</p> <p>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.</p> <p>c. Describe your plan for ELLs receiving service 4 to 6 years.</p> <p>d. Describe your plan for Long-Term ELLs (completed 6 years).</p> <p>e. Describe your plan for ELLs identified as having special needs.</p>										
TOTAL	13	19	15	18	15	4	0	0	0	84

NYS CR Part 154 Mandated Number of Units of Support for ELLs Grades K-8			
	Beginning	Intermediate	Advanced

FOR ALL PROGRAM MODELS			
ESL instruction for <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
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	6	18	8	6	3	0				41
Intermediate(I)	5	3	6	10	3	5				32
Advanced (A)	6	3	8	6	10	6				39
Total Tested	17	24	22	22	16	11	0	0	0	112

4	4		2		3				9
8									0
NYSAA Bilingual Spe Ed									0

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

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K	1					
1	12	9	1			
2			12	7		
3					13	6

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	0.00%	%
Chinese Reading Test	0.00%	%

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. 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)
Lisa Stone	Assistant Principal		
Simone Garcia	Parent Coordinator		
Margarita Mistakidis	ESL Teacher		
Tracy Morse Garcia	Parent		
Debra Harkinish-Murray	Teacher/Subject Area		
Rosa Vergara	Teacher/Subject Area		
Karen Olszewski	Coach		
Joyce Davi	Coach		
Charlotte Scharff	Guidance Counselor		
	School Achievement Facilitator		
Nancy Di Maggio	Network Leader		
	Other		
	Other		

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

Filename: 30Q076 LAP Worksheet 2009-10_ Final.doc
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Number of Words: 5,836 (approx.)
Number of Characters: 33,271 (approx.)

See Attachment

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

Form TIII – A (1)(a)

Grade Level(s) K - 5 **Number of Students to be Served:** 112 **LEP** _____ **Non-LEP**

Number of Teachers 7 **Other Staff (Specify)** 3 Educational Assistants

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.

At P.S. 76, Queens, students not testing out on the LAB-R or NYSESLAT are provided with programs offering assistance in the skills needed to assure academic success. The general education ESL classes in grades K and 1 are taught by ESL teachers and grades 2-4 are serviced by the Push in/ Pull out ESL teacher. ELLs in K-5 CTT classes and Special Education ELL students K-4 are also serviced by Push in/ Pull out ESL teacher, as mandated by IEP and CR Part 154 Regulations and as per the NYC Department of Education Language Allocation Policy Guidelines. All teachers provide 360 minutes per week of ESL instructions to Beginner and Intermediate ELLs. They also provide 180 minutes per week of ESL and 180 minutes per week to all Advanced students. The Spanish Bilingual teachers provide 90 minutes daily of Native Language Arts to Beginners and Intermediates and 360 minutes of ESL per week. Advanced ELLs receive 180 minutes a week of Native Language instruction and 180 minutes a week of ESL instruction. The amount of time allocated to native language learning will decrease while instruction in English increases, as mandated by the CR Part 154. Students identified as having special needs will be provided with high quality instruction in English as a Second Language utilizing scaffolding strategies in the delivery of the lesson. Instruction will be differentiated according to their IEP so as to ensure academic success. Instructional materials used to support the learning of all our ELLs is as follows:

- Pearson K
- Rigby 1-5
- Wilson – Level 1 students identified as being in need
- FUNDATIONS K-2
- Balanced Literacy – TC and McGraw Hill supplement
- Enrichment Reading through technology K-1
- Sounds and Motion
- Everyday Math (English for General Ed/Spanish for Special Ed TBE)

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.

The bilingual/ESL teachers attend the same staff development, as do the monolingual teachers. Staff Development sessions are intended to help pedagogical staff improve student achievement in ELA, Math, Science and Social Studies proficiency so as to meet and exceed the NYS performance standards. Designated days throughout the school year are used for professional development for all our staff, including our ELL and Special Education teachers. It is provided by AUSSIE consultants, literacy and math coaches as well as by ELL Network consultants and administrators. Topics for professional development include:

- Standardized testing for ELLs NYS ELA , Math, Science, Social Studies, ECLAS
- Effective literacy strategies for ELLs
- Differentiated instruction
- Everyday Math for the TBE and ESL classroom
- Use of leveled English and Spanish libraries
- Technology in the TBE and ESL classroom
- Guided Reading / Shared Reading / Interactive Writing
- Data analysis
- Reading and Writing Workshop model including accountable talk
- NYSESLAT training
- Acuity assessment training

School: P.S. 76Q BEDS Code: 343000010076

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Per Session – Saturday Tutoring Per Session for Supervisor - \$1,404 Teachers - \$4,200 - \$2,250 Translations of Meeting/Workshops - teacher per session - \$2,913	\$10,767	Saturday Academy for test prep – 4 Saturdays of NYSESLAT Test Prep and 5 Saturdays of ELA/Math Test Prep 27 hours for Supervisor at \$52.00 per hour 84 hours for certified ESL/Bilingual Teachers – 7 teachers for NYSESLAT Tutoring at \$50.00 per hour 45 hours for certified ESL/Bilingual Teachers – 3 teachers for ELA/Math Tutoring at \$50.00 per hour PTA meetings, Family Nights, Open School Sessions
Supplies and materials – Saturday Tutoring materials code 337	\$ 5,373	NYSESLAT prep materials to prepare students for NYSESLAT test and to enhance English instruction using “Getting Ready for NYSESLAT and Beyond” @\$28 each 112 books to total \$3,136 Instructional materials for ELLs including leveled books, workbooks, books on tape totaling \$2,237
Parent Involvement – Parent refreshments code 400 - \$100 Parent workbooks code 337 - \$300	\$ 400	Refreshments for weekly Parent workshops each Friday morning period 1 with Margarita Mistakidis (ESL teacher) “Side by Side” by Molinsky and Bliss @\$18.63 per book

		16 books
TOTAL	\$16,540	

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.

Based on the Home Language Survey, we are able to determine which languages our non-English parents are in need of in order to understand letters and all other correspondence that is sent home by the school community.

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.

We have determined that our school's written translation and oral interpretation needs are Spanish, Bengali, Arabic, Greek and Japanese.

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.

Every circular and parent letter that is sent out to our community is translated and printed in several languages to facilitate understanding by the recipient. This translation service is performed in house by school staff.

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.

We have found that our parent/community is satisfied by the services we provide and that it meets their needs. Any further explanation is provided to parents under our "open" access policy.

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>.

Our school determines, within 7 days from a student's enrollment, the primary language spoken by the parent and whether the parent requires language assistance in order to effectively communicate with our staff. Our school provides each parent with the required language assistance service necessary to meet their needs.

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:	\$368,308	\$32,272	\$400,580
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,683		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$323	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,415		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,613	
6. Enter the anticipated 10% set-aside for Professional Development:	\$39,287		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$3,227	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 87.7%
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.

Teachers are encouraged to take the necessary coursework so as to fulfill the requirements for proper licensing. Notification of available teacher courses were posted. UFT representatives visited the school and conducted workshops so as to provide guidance to teachers who are not fully licensed in their present teaching position

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL – PARENT INVOLVEMENT POLICY

The PS 76 William Hallett School will:

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing and timely way.
2. Involve parents in the joint development of any school wide program, in an organized, ongoing and timely way.
3. Hold an annual meeting to inform parents of the school’s participation in the Title I, Part a programs and to explain the Title I, Part A requirements, and the rights of parents to be involved in Title I, Part A programs. The school will conduct the meeting as part of their monthly PTA scheduled meeting. This will be at a convenient time so that as many parents as possible will be able to attend. The school will send home a notice to invite all parents of children participating in Title I, Part A programs to attend.
4. Provide information to parents of participating students, in an understandable and uniform format, including alternative formats upon request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math and English language arts.
8. Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

SCHOOL – PARENT COMPACT

The William Hallet School, PS 76Q and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during the 2009 – 2010 school year.

Required School-Parent Compact Provisions

School Responsibilities

PS76Q will:

- 1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**

PS 76 will hire the most qualified teachers available in each license area.

PS 76 will support their teachers with effective professional development.

PS76 will foster open communication with all parents re: the progress of their children.

- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement.**

Specifically, those conferences will be held in November and March and on an individual basis when needed.

- 3. Provide parents with frequent reports on their children’s progress**

Specifically, the school will provide reports as follows:

Reports are sent home via report cards, progress reports, individual daily reports as well as letters from the Chancellor.

- 4. Provide parents reasonable access to staff.**

Specifically, staff will be available for consultation with parents as follows:

All parents are free to meet with any teacher before/after school, and on the teacher’s preparation period during the school day.

- 5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities,** is as follows:

Parents may go for training and become a “Learning Leader”.

Parents are urged to become a class mother, escort classes on trips and by appointment can observe the class.

Parent Responsibilities

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

- *Monitoring attendance*
- *Making sure that homework is completed*
- *Participating, as appropriate, in decisions relating to my children's education*
- *Promoting positive use of my child's extracurricular time*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, The District wide Policy Advisory Council, the State's Committee of Practitioners, the School Leadership Team or other school advisory or policy groups.*
- *Furnishing the school with correct blue emergency contact card information, including address, phone numbers and emergency contact person(s).*
- *Always informing the school when my phone number is changed.*

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to specific grade levels)

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

- *Do my homework every day and ask for help when I need to*
- *Read between 20 and 30 minutes every day outside of the regular school day*
- *Give to my parents or the adult who is responsible for my welfare all notices and information given to me from my school*
- *Follow the PS 76 School Discipline Policy*

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.

A comprehensive needs assessment was conducted by our Inquiry Teams and SLT. We reviewed the school's Progress Report and our NCLB/SED accountability report. Performance trends in ELA, Math and Science were examined. Recommendations from the latest Quality Review were also used to identify our target groups.

A full needs assessment is addressed in Section IV found on pages 11-13.

2. School -wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

A complete list of the school's Annual SMART goals and the action plans for 2009-2010 is addressed in Section V found on pages 14-20. The Academic Intervention Services summary Appendix 1 Part B can be found on page 22.

3. Instruction by highly qualified staff.

As of September 2009, 87.7% of the teachers are certified and licensed in the appropriate areas.

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 School -wide Program to meet the State's student academic standards.

Professional development is conducted by the instructional coaches and administration as well as by consultants from AUSSIE and Literacy Connections. Modeling lessons and instructional materials are available for all teachers. Mentoring is provided to new teachers by experienced staff. Opportunities for inter – visitations and collaboration is offered on a weekly basis.

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

A supportive staff and a pleasant atmosphere helps to attract qualified teachers. Professional development and the opportunities to collaborate with other staff members is also a necessary benefit to attracting teachers.

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

Parent Involvement Funds have been used to implement workshops to assist our parents in ways to help their children at home. Teachers provide workshops on how to better prepare their children for the NYS assessments. Each September, Meet The Teacher day is held so as to provide parents with information about the expectations for the new school year. Star of the Month and Honor Roll assemblies are held. The parent handbook has been updated and distributed. ESL classes are offered to parents. An active PTA conducts monthly meetings where a variety of speakers present on important parenting topics. The parents are also given an opportunity to discuss any concerns they might have about school issues.

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.

All preschool students are involved in the activities of the school community. Articulation among teachers during all SLT sub-committee meetings is provided. Pre-Kindergarten teachers are given support services to implement a comprehensive interdisciplinary program that fosters appropriate reading habits, social skills and math foundation. A Family Worker is involved in providing parents with support services in constant collaboration between home and school.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers have been provided with professional development on data analysis so as to better understand the strengths and weaknesses of their students. Training for on-line assessment reports has been provided. Teachers meet with the instructional coaches and administration to review students' progress based on the assessments. AIS and other service providers articulate regularly with the classroom teachers. Inquiry Team findings is also reviewed by the teachers.

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.

The Academic Intervention Services summary is addressed in Appendix 1 Part B.

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

The programs that are integrated in our school are:
Guidance/Counseling/IEP Team
AIS Reading, Math, Social Studies, Science
SETSS

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Last year the SLT Literacy subcommittee examined our ELA curriculum to see the relevancy of this finding. It was decided that there were some areas that required some improvement. Teachers collaborated on updating the ELA curriculum maps to reflect the skills to be taught and student goals. An emphasis was placed on differentiation. Professional development was provided with a focus on comprehension strategies especially with our SWD and ELL populations.

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

X 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?

Last year we carefully analyzed the data from our Target Groups (SWDs and ELLs). It was then determined that changes needed to be implemented for this school year.

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.

We are continuing to track the effectiveness of our ELA curriculum. Professional development in the area of differentiated instruction especially with respect to our SWDs and ELLs continues to be a focus.

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.

During Inquiry Team meetings, our school will be evaluating our mathematics curriculum to see if this finding is relevant to our school. Over the course of the year, we will engage the entire staff in determining whether this finding is applicable to our school.

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

TBD Applicable Not Applicable

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

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Last year we examined classroom practices to assess the relevancy of this finding. The Inquiry Team visited classrooms to create low-inference transcripts. We compiled our data and reflected on our findings. We decided that improvements needed to be made with respect to our ELA instruction practices.

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

X 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?

A combination of classroom visits and low-inference transcripts was used to support this finding.

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.

Professional development provided by AUSSIE and Literacy Connections consultants will continue with a focus on differentiation and higher order questioning skills. The SLT Literacy subcommittee will compile a packet of differentiated activities for all grade levels. The literacy coach will model best practices and conduct professional development sessions.

2B – Mathematics Instruction

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

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

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

We will be engaging in a process to examine this finding to see if it pertains to our school. This will be a focus of the Inquiry Team meetings and the monthly SLT Numeracy Committee meetings.

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

TBD Applicable Not Applicable

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

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The creation of some new classroom models has brought some new teachers to our school. Most of our teaching staff has been at our school for several years.

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

Applicable Not Applicable

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

We reviewed staff organization lists to make our determinations.

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.

Last year we provided our ESL teachers with extensive professional development. We utilized Network staff. ESL teachers attended workshops to learn more strategies for improving the instruction of their students.

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

X 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?

The Inquiry Team analyzed data with respect to our ELL population. We implemented changes to our instructional models. Former ELLs were given more support. Teachers met and discussed effective instructional practices.

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 have implemented more supports for our ESL teachers and their students. New classroom models have been incorporated into the school. We are continuing professional development on differentiated instruction. The Inquiry Team will monitor the progress of our ELL Target Group.

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.

As part of our Inquiry Teams' work, we examined the data to see the progress of our ELL group. We performed a skills analysis three times during the year so as to adjust our strategies to better meet the needs of our ELLs. We also used the Performance Series assessments to track their progress.

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 extensive and specific data that we used last year and will continue using this year, shows that this finding is not relevant to our school.

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

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.

Due to our large special education population, we provided additional professional development to all our teachers last year. We also provided workshops related to understanding IEPs, accommodations and modifications. We will continue this year examining this area. We are also providing training in the Schools Attuned program so as to make our teachers more knowledgeable with respect to different types of instructional approaches.

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

TBD Applicable Not Applicable

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

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

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

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

Please respond to the following questions for Key Finding 7:

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

Last year the Inquiry Team also assessed the progress of our SWD Target Group. We were examining how to better align the curriculum and how to more effectively modify instruction according to the needs of the students.

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

X 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?

By student observations and classroom visits the data reflects the relevancy of this finding at our school.

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 continue providing support for teachers in the area of differentiation. Additional teachers will be trained in the Schools Attuned program so as to better understand how to modify instruction with respect to IEP driven students.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
We have identified 14 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
We are planning to set –aside \$700 to be used to support the STH population. (\$50 per student)
These funds will be used in the following ways:
 - To provide basic school supplies such as notebooks, pencils, bookbags, etc.
 - To provide for the cost of school trips
 - To provide school uniforms and gym uniformsWe will use our data systems to assess the needs of the STH population and provide the appropriate interventions.
We will use a portion of our Title I Parent Involvement funds to provide supports such as workshops to the parents of our STH population. The workshops will focus on how they can help their child prepare for the state assessments.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

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