Department of Education

P.S. 078

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 078
ADDRESS: 48-09 CENTER BOULEVARD, QUEENS, NY, 11109
TELEPHONE: 718-392-5402
FAX: 718-392-5434

MAY 2010

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 30Q078 **SCHOOL NAME:** P.S. 078

SCHOOL ADDRESS: 48-09 CENTER BOULEVARD, QUEENS, NY, 11109

SCHOOL TELEPHONE: 718-392-5402 **FAX:** 718-392-5434

SCHOOL CONTACT PERSON: Louis Pavone **EMAIL ADDRESS** LPavone@schools.nyc.gov

POSITION / TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Nicole Perry
PRINCIPAL:	Louis Pavone
UFT CHAPTER LEADER:	Victoria Mulligan
PARENTS' ASSOCIATION PRESIDENT:	Mary Piotrowski
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 30 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Nancy DiMaggio

SUPERINTENDENT: Philip Composto 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/RulesPolicies/ChancellorsRegulations/default.htm). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Louis Pavone	Principal	Electronic Signature Approved. Comments: Yes Yes
Nicole Perry	UFT Member	Electronic Signature Approved. Comments: yes yes
Mary Piotrowski	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: yes yes
Maria Mizhquiri	Parent	Electronic Signature Approved. Comments: yes yes
Jimmy DeMoss	Title I Parent Representative	Electronic Signature Approved. Comments: yes YES
Tracy Connors	Parent	Electronic Signature Approved. Comments: yes yes
Robert Quaco	Parent	Electronic Signature Approved. Comments: yes Yes
Gerry Gianutsos	UFT Member	Electronic Signature Approved. Comments: yes Yes
Carmen Gibson	DC 37 Representative	Electronic Signature Approved. Comments: yes yes
Victoria Mulligan	UFT Chapter Leader	Electronic Signature Approved. Comments: yes yes

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 78Q, The Robert F. Wagner Jr. School finds its home on the waterfront in Long Island City with East River views of the Manhattan skyline. We provide an environment that encourages open communication as well as nurturing and trusting relationships among students, parents, and staff.

Our vision is focused on providing our students with a challenging and global education designed to encourage each student to strive for his or her highest academic potential, while meeting the emotional, creative, and social needs of all students. Our focus is on critical thinking and problem solving through daily interactive literacy and math activities, enhanced through an integration of the arts into the core curriculum. We incorporate an interdisciplinary thematic study into each grade's social studies/literacy curriculum. Students learn strategies and styles that tap into their particular talents and learning modalities.

We implement a Schoolwide Enrichment Model (SEM), in all grades. We include parent talent, community volunteers and experts from the community at large in developing an enrichment curriculum that follows the model of the professionals in the field. We utilize the Total Talent Portfolio to assess student learning styles, interests, and talents. We have enhanced this exemplary program by expanding it to all students in grades 1-5.

In order to address the needs of all students including our special needs students, English Language Learners, and gifted students, the SEM Model engages all of the children in visual, musical, spatial, and kinesthetic activities through their particular interests and talents thereby enabling them to enhance their academic potential.

The music curriculum is centered on Music and the Brain, a program to demonstrate the link between early musical instruction and cognitive development. Music and the Brain, a project of the 42nd Street Fund, is a fun and rigorous music program currently in place in over 100 schools. (Most of these are New York City public schools. Some are as far away as New Orleans, Tulsa and Paris.) The program provides instruction in playing the piano, reading music, music appreciation, rhythm, theory and ear training. Research has been done in several MATB schools with exciting results that correlate studying music with higher achievement in math, reading and spelling, and acquiring English as a second language. All of these results are in addition to the acquisition of spatial-temporal skills, which have been the core of many studies done around the world. The most recent research was started in 2002-2003 and is planned to continue for the next several years.

As part of the development of music appreciation, children are exposed to different forms of music. Selections vary, but in the past have included a comparison of Tchaikovsky's Nutcracker with Duke Ellington's version, as well as watching a DVD of Mozart's opera, The Magic Flute. Individual in-class performance is always encouraged, whether on a keyboard or an instrument from home.

During physical education class students engage in a variety of movement-based activities to enrich their overall health. Some of the topics included are team and individual sport skills, transfer of weight

and balance, cooperative games, adventure education, chase and flee, and group problem solving. Focus is placed on sportsmanship and how to be a good teammate. Each day, the students complete a set of exercises which can easily be implemented at home to promote healthy living. Students learn about health and nutrition and the 4th and 5th grade students participate in the Fitness Gram, which is a nationwide assessment of the child's overall health. They learn a muscle and bone of the month, discuss nutrition and label reading, and speak about stress management. Students are always encouraged to stay active and healthy at home.

The school benefits from teachers with special responsibility for science, social studies, art, physical education, and technology. Laptops, desktops, and SMARTBoards are used in every classroom and all of the grades receive instruction in computer skills. Through video conferencing, the children visit museums and other classrooms around the world.

Because of PS 78's waterfront location, we have adopted a sea theme for some of our programs. The students have a partnership with the South Street Seaport and maintain an oyster bed in the East River.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 078				
District:	30	**DBN #:**	30Q078	**School BEDS Code #:**	30Q078

DEMOGRAPHICS									
Grades Served in 2008-09:	☑ Pre-K	☑ K	☑ 1	☑ 2	☑ 3	☑ 4	☑ 5	☐ 6	☐ 7
	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ Ungraded			

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	35	36	36		92.8	94.1	94.8
Kindergarten	47	37	41				
Grade 1	37	43	35	**Student Stability:** - % of Enrollment			
Grade 2	40	36	40	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	34	38	36		93.2	95.4	97.23
Grade 4	32	37	31				
Grade 5	27	24	36	**Poverty Rate:** - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			93.2	95.4
Grade 8	0	0	0				
Grade 9	0	0	0	**Students in Temporary Housing** - Total Number:			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		2	1	2
Grade 12	0	0	0				
Ungraded	0	0	0	**Recent Immigrants:** - Total Number			
Total	252	251	255	(As of October 31)	2006-07	2007-08	2008-09
					5.0	1.0	3

Special Education Enrollment:				**Suspensions: (OSYD Reporting) - Total Number**			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-	2007-	2008-

					07	08	09
# in Self-Contained Classes	0	0	0				
# in Collaborative Team Teaching (CTT) Classes	22	29	26	Principal Suspensions	0	0	TBD
Number all others	12	10	9	Superintendent Suspensions	0	1	TBD
These students are included in the enrollment information above.							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	31	47	35	**Number of Staff:** - Includes all full-time staff:			
# ELLs with IEPs	9	0	4	(As of October 31)	2006-07	2007-08	2008-09
These students are included in the General and Special Education enrollment information above.				Number of Teachers	29	29	25
				Number of Administrators and Other Professionals	3	4	4
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	1	1
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	96.6	100.0	100.0
American Indian or Alaska Native	1.2	1.2	0.8	Percent more than two years teaching in this school	82.8	89.7	88.0
Black or African American	9.9	8.4	8.2	Percent more than five years teaching anywhere	58.6	65.5	68.0
Hispanic or Latino	39.3	39.0	36.9				
Asian or Native Hawaiian/Other Pacific Isl.	16.3	13.2	14.5	Percent Masters Degree or higher	93.0	93.0	92.0
White	33.3	38.2	37.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
Multi-racial							
Male	51.2	50.2	51.8				
Female	48.8	49.8	48.2				

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 (2009-10 Based on 2008-09 Performance):					
☑	In Good Standing (IGS)				
☐	School in Need of Improvement (SINI)Improvement - Year 1				
☐	School in Need of Improvement (SINI)Improvement - 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 ___				
Individual Subject/Area Ratings	**Elementary/Middle Level**		**Secondary Level**		
	ELA:	IGS	ELA:		
	Math:	IGS	Math:		
	Science:	IGS	Grad. Rate:		

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

Student Groups	**Elementary/Middle Level**			**Secondary Level**		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	√	√	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	√	√	-			
Other Groups						
Students with Disabilities	-	-	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	4	4	2	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	90.1		**Quality Statement Scores:**	
Category Scores:			Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.7		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	19.2		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	58.7		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5		Quality Statement 5: Monitor and Revise	
Note: Progress Report grades are not yet available for District 75 schools.				

	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
X*	Did Not Make AYP Due to Participation Rate Only	◊	Outstanding
** = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.*			
Note: 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?

Greatest accomplishments for 2006-2009 school years

ELA
Throughout the course of 2006-2009 P.S. 78Q made great strides in English Language Arts. The changes in the curricula listed below focused on improving student achievement and strengthening instructional practices:

Balanced Literacy

- Instructional time was lengthened to give teachers more of an opportunity to differentiate instruction for the individual needs of students.
- Teachers were provided with professional development to develop an understanding of how to meet the individual needs of students and create goals which were then aligned to lesson planning.
- The development of a school wide system for running records was created thereby providing consistency and continuity across all grades.
- Professional development was given on the use of reading logs to reflect a more accurate level of each child's reading ability and stamina, demonstrating each child's ability to read more comfortably and understand what they read.
- New structures were implemented in order to turn-key all on and off-site professional development. All participants focused on refining and enhancing their instructional practices.
- A targeted focus for literacy instruction was created. Strategies for improving the quantity and quality of student reading and writing were developed for all grades.
- The purchase of materials, books, and supplies to support the improvement and extension of literacy centers and classroom leveled libraries strengthened the reader/writer component of the literacy program.
- Observations were aligned to support the teaching practices of the balanced literacy initiative.
- The beginning phase for creating a school library was instituted.
- Rubrics were developed and introduced for each unit of study.
- The ESL Program was revamped for literacy acquisition.

During the 2007-2008 the students of P.S. 78Q achieved the following results:

Overall School ELA Assessment Analysis		
	Level 3 and 4	Change from 2006-2007
All students	75%	an increase of 13.9%
English Language Learners	36%	an increase of 16%
Special Education	55%	an increase of 26.4%

Grade Level Analysis - ELA Results (Level 3 and 4)			
	2006-2007	2007-2008	2008-2009
Grade 3	76%	72%	72%
Grade 4	81%	67%	90%
Grade 5	85%	96%	86%

Students who scored level 3 and 4 in grade 3 decreased by 4% between 2007 and 2009

Students who scored level 3 and 4 in grade 4 increased by 9% between 2007 and 2009

Students who scored level 3 and 4 in grade 5 increased by 1% between 2007 and 2009

2007-2008 ELA Results (Student-groups) Level 3 and 4				
	General Ed.	Special Ed.	Boys	Girls
Grade 3	77%	62%	71%	72%
Grade 4	76%	40%	64%	71%
Grade 5	96%	-	89%	100%

2008-2009 ELA Results (Student-groups) Level 3 and 4				
	General Ed.	Special Ed.	Boys	Girls
Grade 3	88%	42%	76%	68%
Grade 4	95%	82%	94%	85%
Grade 5	85%	89%	82%	93%

Math

Throughout the course of 2006-2009 P.S. 78Q has also made great strides in Mathematics. The changes in the curricula listed below focused on improving student achievement and the strengthening of instructional practices supported our gains.

Everyday Mathematics

- A math committee was created to examine approaches, programs, strategies and practices in an effort to support greater student achievement.
- Math game night was instituted for parents and their children to learn and practice math strategies used by our Everyday Math program to strengthen math skills.
- Teachers were provided with extended professional development focused on end of unit assessments and math games.
- Professional development was provided to teachers with a focus on differentiated instructional strategies for each lesson.
- Parents were provided with workshops in an effort to increase their knowledge of the math program.

- Students were targeted in an effort to address the development of greater mathematics instruction.
- Developed and introduced math writing rubrics for the end of each unit of study.

Overall School Mathematics Assessment Analysis		
	Level 3 and 4	Change from 2006-2007
All students	95%	an increase of 19.5%
English Language Learners	86%	an increase of 32.7%
Special Education	80%	an increase of 7.3%

Grade Level Analysis - Math Results (Level 3 and 4)			
	2006-2007	2007-2008	2008-2009
Grade 3	94%	95%	92%
Grade 4	97%	95%	100%
Grade 5	92%	96%	100%

Students who scored level 3 and 4 in grade 3 decreased by 2% between 2007 and 2009

Students who scored level 3 and 4 in grade 4 increased by 3% between 2007 and 2009

Students who scored level 3 and 4 in grade 5 increased by 8% between 2007 and 2009

2007-2008 Math Results (Student-groups)				
	General Ed.	Special Ed.	Boys	Girls
Grade 3	100%	85%	95%	94%
Grade 4	100%	80%	92%	100%
Grade 5	96%	-	89%	100%
2008-2009 Math Results (Student-groups)				
	General Ed.	Special Ed.	Boys	Girls
Grade 3	100%	75%	88%	95%
Grade 4	100%	100%	100%	100%
Grade 5	100%	100%	100%	100%

Science

New York State Science Assessment Results 2007- 2008 and 2008 -2009

2007-2008	Grade 4	97%	Achieved a level 3 and 4
2008-2009	Grade 4	93%	Achieved a level 3 and 4

Additionally:

- We reached out to a greater pool of parents, community volunteers, and other experts in their field to expand the topics for student engagement.
- Our Arts residency was aligned with the social studies curriculum.
- The Renzulli Learning Systems was incorporated into the fabric of all classes.

- Technology was implemented into all classrooms through the additional purchase of desktop/laptop computers and SMARTBoards.
- A push-in technology support period was added for all classes.
- A physical education teacher was hired to support total child wellness.

Student Support

In an effort to enhance support services for all of our students, major restructuring was created in the following:

- A complete reorganization of English Language Learner services for students was implemented.
- The introduction of curriculum alignment and the use of rubrics to support skills acquisition for English Language Learners were implemented.
- The purchase of supplementary materials succeeded in addressing the reading and interest levels of English Language Learners.
- The redesign of academic intervention services focusing on students with greatest need and English Language Learners.
- Staff was redeployed to target students with greatest needs.
- We began to cluster and align classes in an effort to introduce and increased joint planning for instruction by grade.
- Pupil Personnel Team was reorganized.
- As a result of targeted, focused, and differentiated services the initial referral rate dropped by 90% during 2006-2007.

Data

- The method of continually using formative and summative data was introduced to assess and monitor student achievement.
- The utilization of conference notes was introduces as another tool for teachers to make use of for planning instruction.
- An additional period for teachers to work with data was incorporated into their weekly schedule to support their lesson planning.
- Classroom assessment binders were introduced and implemented.
- Academic Intervention Service providers were designated to collect and use multiple sources of data to determine what students know and need to learn in a greater effort to develop individual student growth plans.
- The cyclical review of student data was performed by the inquiry team and teachers to develop focused short and long term goals for children. Professional Development in the use of ARIS, Acuity, and the use of periodic assessments was provided to inform teacher practices.

Additional Initiatives to Support Student Growth

- Monthly and weekly online parent and staff calendars were created in an effort to open lines of communication between home and school.
- New systems for arrival/dismissal were developed and implemented and the cafeteria was reorganized.
- A professional development teacher resource binder was established to document teacher participation at workshops and conferences.
- Acquired up to date technology equipment (desktops, SMARTBoards)
- Our parent coordinator provides translation for our English Language Learner parents in an effort to increase parental involvement. We instituted workshops during school and evening hours to address a variety of academic topics.

- The newly created parent handbook provides the parent community with the ability to support and reinforce what's learned in school to strengthen the school-home partnership.

Arts/Technology

Employing the School Wide Enrichment Model (SEM) affords all students (English Language Learners, Special Education, General Education) opportunities to participate in enrichment clusters focused on their interests.

The SEM Model engages all children in visual, musical, spatial, and kinesthetic activities through their particular interests and talents, thereby enabling them to enhance their academic potential. The needs of all students including our special needs students, English Language Learners, and gifted students are met.

In an effort to take on a more proactive role the School Based Support Staff was restructured to plan weekly meetings with the Academic Intervention Team and Pupil Personnel Team to identify student learning and emotional needs at the earliest grade levels.

The role of the AIS now provides intervention support to prevent greater academic failure in the upper grades.

Significant Barriers to Continued School Improvement

Our school building was designed to house an early childhood K-2 student population. Our community is undergoing a rapid transformation and this will drastically increase the number of students zoned for the school. Currently, all available space geared for instructional purposes and/or related services are being utilized. Additional space will be needed to house a gymnasium, auditorium, art room, computer lab, and suitable play areas as the student population will not only double but possibly triple and exceed expected utilization. Without a schoolyard, children in the community are not afforded the opportunity to further their skills of total well-being.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. ***Notes:*** *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

Annual Goal	Short Description
Goal 1 : By June 2010, students scoring at mid 3 level on the NYS ELA Assessment will make progress as indicated by a 1% increase in the school's Student Progress on the Progress Report.	Based on the Progress Report we notice that there was an increase in ELA progress from the previous year. Therefore, the SLT determined that increasing student progress should become a new school goal.
Goal 2: By June 2010, there will be improvement in teachers' consistent use of differentiated instructional practices as evidenced by a 5% increase in the use of differentiated instruction during teacher observations.	As indicated in the School Quality Review there was a need to ensure consistency in using differentiated instructional practices. The SLT determined that the increased usage of differentiated instruction should become a school goal.
Goal 3: By June 2010, 100% of classroom teachers will develop student goals in all core subjects (ELA, math, science, social studies) that meet the needs of their students.	To create a system of student goal setting by calssroom teachers, teachers will formulate a method of identifying student goals based upon the individual needs of their students.
Goal 4: By June 2010 in order to more effectively inform instructional practices to address the needs of ELL's, SWD's and high achieving students, all teachers will have increased their use of data as indicated by a 5% increase in data binder entries.	School Report Card data showed that teachers should increase their use of data to inform their instructional practices. This goal effectively addresses this need.
Goal 5: By June 2010, inquiry work will be expanded by engaging 90% of content area teachers in inquiry using the data of their students.	To increase the number of content area teachers participating in inquiry work in the school, content area teachers will be involved in gathering and analyzing student data in order to identify areas of academic weakness shared by groups of students. Teachers will use new instructional approaches to meet the needs of these students.

SECTION VI: ACTION PLAN

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

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Goal 1: By June 2010, students scoring at mid 3 level on the NYS ELA Assessment will make progress as indicated by a 1% increase in the school's Student Progress on the Progress Report.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Professional development will be given in the following areas: TC Assessment Pro, ARIS, test strategies for NYS ELA, and Acuity. Professional development will be facilitated by internal and external staff developers and through turn key methods. Common preparatory periods will be given to teachers to identify trends in student achievement in the area of ELA by sub skill. Item analysis data will be reviewed by the inquiry team and shared with staff. Small group instruction will be organized based on item analysis data. Data derived from formative and summative assessments in the area of ELA will be used to align support provided to mid 3 students. Teachers on and across grade levels will meet to plan and share best practices. Walk-throughs focused on instructional practices will be conducted to provide productive feedback to support teachers in their instruction.

	Extended Day activities will target individual student needs in ELA. After School English Language Learner tutoring sessions will be given by the ESL teacher and teachers who received appropriate ESL professional development. Teachers College Reading and Writing Project Staff Developers will provide professional development to staff to formulate small groups based on the specific needs of the mid 3 students. Our school support organization will provide ELL support for our classroom teachers, support staff, and ESL teacher. ELL professional development sessions will be provided by Teachers College. All classroom teachers will receive professional development given by the literacy coach on how to interpret data from the Words Their Way Program to increase spelling/writing skills. Professional development will be provided by Teachers College staff developers on the use of data to create strategy lessons for students who scored within the mid 3 range on the ELA. The inquiry team will expand their focus to include the instructional needs of third grade students with weak ELA skills.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Professional Development funded through TL Fair Student Funding Staff Developers from Teachers College Reading and Writing Project are funded through TItle I ELL After School Program funded through Title III LSO ELL support is funded through TL Fair Student Funding Inquiry Team funded through TL Fair Student Funding
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Predictive assessments will be given according to the assessment calendar to measure performance and progress. Students will show a 1% increase by May 2010.The Teachers College Reading and Writing Project Assessment will be given in November 2009, March 2010, and June 2010 to measure growth in students' reading levels. Students will move up one

	reading level by the end of each marking period. The Writing Continuum Checklists will monitor student progress four times a year and help in aligning next steps. Students will demonstrate one level of progress by June 2010.The Words Their Way Spelling Inventories will monitor student progress in September 2009, March 2010, and June 2010 to increase writing skills.

Subject Area (where relevant) : **Differentiated Instructional Practices**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Goal 2:By June 2010, there will be improvement in teachers' consistent use of differentiated instructional practices as evidenced by a 5% increase in the use of differentiated instruction during teacher observations.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Professional Development of differentiated instructional practices will be provided to teachers to address the needs of all students. The Professional development practices will be presented for all sub-group needs, especially English Language Learners and students with disabilities. It will also include practices to address the needs of students who are performing in the bottom third and students who are performing at a higher level. Professional development will be provided by the Literacy Coach, Teachers College staff developers, the SSO, the ESL teacher and members of the data inquiry team. Turn-key training will be given after staff has attended OELL workshops. The Professional development given will include: hands-on activities, modeling, team teaching, grade conferences, inter-school visitations, and intra-school visitations. ESL Teacher will model differentiated instructional practices and provide classroomsupport. The inquiry team will assist teachers to create differentiated groups and lesson plans driven by student data. Common planning time will be incorporated into staff schedule to allow for teachers toplan differentiated groups/lessons. In Grades 3-5, Acuity data will be used to plan instruction based upon individual needs of all students in ELA and Math.

	Restructuring of our Extended Day Program to target and meet the individual needs ofthe students Teachers will use the Renzulli System to access student profiles and identify the individual learning styles of their students. A newly created Professional Development Team will be implemented.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Professional development will be provided to teachers (funded through Title III).The literacy/math coach will offer support to teachers (funded through C4E).Staff developers from Teachers College who will offer support and training are funded through Title I. Our Learning Support Organization's ELL support is funded through TL Fair Student Funding. Inquiry Team support is funded through TL Fair Student Funding
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Formal and informal observations are done to observe instructional practices. Post observations will serve as the interim progress indicator. In the fall there will be a 2% increase in the number of teachers using differentiated instruction and by spring 2009 there will be a 5% increase. Interim student goals will reflect differentiation of instructional practices. The principal will meet with the teachers to review their class goals in January and June.

Subject Area (where relevant) : **Goal Setting**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Goal 3:By June 2010, 100% of classroom teachers will develop student goals in all core subjects (ELA, math, science, social studies) that meet the needs of their students.

Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Professional development of goal setting practices will be provided to teachers to address the needs of all students. Professional development will be provided by the literacy coach, school support organization, and members of the data inquiry team. Teachers will confer with students to determine long term and short term goals in the are of reading, writing, mathematics, science,and social studies according to their individual academic needs as determined by formal and informal assessments. Short term goals will be reviewed, updated, and sent to parents at the end of each marking period or as each child meets their goals. Goals will also be discussed with parents at Parent Teacher Conferences.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Coach funded through C4EProfessional Development funded through TL Fair Student Funding. Inquiry Team funded through TL Fair Student Funding.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Short term goals will be reviewed at the end of each marking period Goals will be shared with parents at least three time per year Teachers will confer with students on a weekly basis

Subject Area (where relevant) : **Use of Data to Drive Instruction**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Goal 4:By June 2010 in order to more effectively inform instructional practices to address the needs of ELL's, SWD's and high achieving students, all teachers will have increased their use of data as indicated by a 5% increase in data binder entries.

Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Teachers will use tools such as Acuity to analyze data from periodic assessments disaggregated by each subgroup for the purpose of identifying weaker skills that must be targeted and add results to students' data binders. Teachers will refer to disaggregated data from the Progress Report to identify skills that need to be supported most for each subgroup in their classroom. A Professional Development team will communicate available professional development courses to teachers and assist them in obtaining needed professional development focusing on the use of data to drive instruction in the classroom. A Professional Development binder will include material from workshops focused on the use of data, attended by teachers who will turn key the information Teachers will have a common data period incorporated into their schedule to analyze class data and plan instruction. The Data Inquiry Team will offer data support to teachers during their common data periods. Teachers will receive professional development on the use of the Writing Continuum Rubric to plan writing instruction based on the data. Teachers will attend professional development workshops guided by the literacy coach on how to use the Teachers College Assessment Pro system to analyze data and plan instruction for ELA, specifically looking at subgroup data. This assessment tool will be used to plan for individual student needs and small group instruction. The PTS will be introduced as a means to support new teaching and learning focused on the effective use of data. Teachers will receive professional development on using data from Renzulli Learning Profiles to differentiate instruction. Profiles will be added to student portfolios. Student Portfolios will follow the child to the next grade.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	The Renzulli Learning System will be funded through TL Fair Student Funding. The professional development provided will be funded through Title III. Support from the coach will be funded through C4E.Staff Developers from Teachers College will be funded through Title I.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	There will be a 2% increase in the number of teachers using instruments of measure such as Acuity, ARIS, TC Assessments, and Renzulli Learning as a data resource for student performance in the fall and a 5% increase in the spring. The principal, coach, and data inquiry team members will review teacher usage of accountability tools in November 2009, March 2010, and May 2010 to determine an increase of the use of data in their data binders.

Subject Area (where relevant) : **Inquiry Work**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Goal 5: By June 2010, inquiry work will be expanded by engaging 90% of content area teachers in inquiry using the data of their students.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Teachers will use ARIS Connect to collaborate with other teachers while performing inquiry work as they focus on identifying effective instructional strategies that will address the needs of small target groups of students over the course of the school year.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Professional development focused on the use of ARIS Connect will be provided by the inquiry team (funded through TL Fair Student Funding).The schedule allows teachers to meet with each other during data periods to focus on analyzing data results for target students.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	The teachers, with the literacy/math coach, the data specialist, and the inquiry team will meet to identify possible candidates for target groups and to review the inquiry process using ARIS Connect. The data specialist will meet with teachers during their data periods to assist in data collections and analysis at five times during the year. The inquiry team will meet with teachers to offer support during lunch meetings at least three times during the year.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: *All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.* ***Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.***

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	6	6	**N/A**	**N/A**	1			3
1	5	5	**N/A**	**N/A**				2
2	13	5	**N/A**	**N/A**	2			2
3	13	13	**N/A**	**N/A**	1			1
4	15	15	10	10				2
5	13	6	13	**13**				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

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	• School day: 3x a week/small group to assist students with comprehension and fluency • After school: literacy program/2x a week/small group to assist students with building comprehension and fluency • Grades K-5 Extended Day targeted instructional program/small group/4x a week for 37.5 minutes that include the following instructional support: Read Alouds in small groups Guided Reading in small groups and one to one Fundations review and practice for grades K - 1 in small groups The use of the Renulli Learning system for enrichment for students who are not making one years progress in grades 3-5 • Grades K-2 Fundations-"Double Dose" lessons 3x a week for 20 minutes • Balanced literacy program used with differentiated instruction, guided reading groups, strategy lessons and one-on-one conferring.
Mathematics:	• School day: Everyday Mathematics games/individual and in small groups to build and enhance math skills • Differentiated groups/small group/skill instruction during school day • Grades K-5 Extended Day targeted instructional program/small group/4x a week 37.5 minutes-Enrichment • Everyday Mathematics program used with modifications as needed, along with manipulatives and hands-on approaches.

Science:	• School day: Small group/ hands-on manipulations and experimentation to reinforce scientific terminology and concepts • One to one conferring and small group instruction • Differentiation instruction to fit the needs of individual students identified as at-risk in science. • After school: tutoring/small group/2x a week for 5 weeks to provide additional support.
Social Studies:	• School day: small group/differentiated instruction/1 period for 5 weeks to reinforce essay writing and DBQs • After school: small group parent and child series to reinforce social studies concepts • Enrichment Groups during Extended Day-4x a week for 37.5 minutes • Curriculum instruction is differentiated to fit the needs of individual students identified as at-risk. • One-on-one conferring and small group instruction provided during the school day.
At-risk Services Provided by the Guidance Counselor:	• One-on-one and small group counseling during the school day to students at-risk • The focus, group size, and the length of service are flexible and determined by need • Pupil Person Team works with teachers and support staff to monitor the academic and social emotional development of at risk students throughout the year/uses data to determine future accommodations according to academic and social emotional needs
At-risk Services Provided by the School Psychologist:	• School psychologist will offer clinical services, agency refferrals, and educational and social services during the school day. • Communicates with parents and staff regarding students deemed "at-risk" on an as needed basis. This service will identify emotional and social factors that may impede student performance • School psychologist provides parental counseling, student counseling, and teacher consultations • Coordination of AIS Services at PPT meetings • Placement, case management, testing, observations, and social updates

At-risk Services Provided by the Social Worker:	• Social worker provides support for families during the school day for "at-risk" students • One-on-one and small group sessions dring the school day for counseling and socialization, enhancing school performance
At-risk Health-related Services:	• The nurse provides support to children who are deemed medically "at-risk" and/or fragile (asthma/sickle cell anemia/allergies).

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.

PS 78, The Robert F. Wagner, Jr. School
Language Allocation Policy
2009-10

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Louis Pavone, Principal
Deana Rombone, Literacy Coach
Nicole Perry, Data Specialist
Yanitza Taylor, Parent Coordinator
Daniel Stegner, Guidance Counselor
Andrew Parker, ESL Teacher

B. Teacher Qualifications

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

C. School Demographics

Total Number of Students in School	**255**	Total Number of ELLs	**40**	ELLs as Share of Total Student Population (%)	**16%**

Our School and Its Mission

P.S. 78Q, The Robert F. Wagner Jr. School, is located in Long Island City directly across the East River from the United Nations building and the most famous skyline in the world.

Our mission is to provide a global education that enhances student achievement through a focus on higher order thinking skills, problem solving strategies and teamwork, while providing a highly enriched arts program that is integrated into our literacy program and throughout our core curriculum.

Part II: ELL Identification Process

Our quality service for English Language Learners starts during the initial intake process for newly enrolling students when parents of new students meet with our parent coordinator, who identifies the language in which they prefer to communicate, ensures that they receive intake forms in their preferred language, and assists them with the Home Language Identification Survey (HLIS). The ESL teacher then reviews the HLIS forms to determine each child's home language, contacting parents for follow-up interviews if necessary to ensure that the home language is correctly identified. Children with a home language other than English take the LAB-R exam within the first ten days of their enrollment (and children with Spanish as their home language who are identified as ELLs based on their LAB-R scores also take the Spanish LAB to determine their dominant language). All ELLs take the NYSESLAT exam at the end of each school year to determine their continuing eligibility to receive ESL services for the following year.
We invite parents of new ELLs to an ELL orientation workshop during which they have the opportunity to learn more about their right to choose one of the three instructional programs (TBE, Dual Language, or Freestanding ESL) for their child. At our orientation meetings (which we offer twice a year, and as needed for parents of ELLs who arrive mid-year) parents view the Parent Orientation Video in their home language, read the *Parent Guide* in their language, and have the opportunity to ask questions and discuss their options with the Parent Coordinator and ESL Teacher. After reviewing and discussing their choices, parents receive assistance filling out the *Parent Survey and Program Selection* form for their child. Parents who are unable to attend one of our orientation meetings can make an appointment to meet with the Parent Coordinator or ESL teacher privately to view the video and discuss their options before making their program selection.

The ESL teacher generates a list of newly eligible ELL students and creates a spreadsheet to monitor the distribution of entitlement letters and the receipt of returned Parent Survey and Program Selection forms. If we do not receive the Program Selection forms in a timely manner, we call parents to offer them any additional support that they might need in order to get the forms returned to us. We continue to contact parents until we receive all outstanding *Program Selection* forms. While we wait for parents to select a program, newly identified ELLs are automatically placed in our freestanding ESL program so that they can receive the service to which they're entitled as per CR Part 154.

PS 78 serves its diverse English Language Learner (ELL) population with a K-5 Freestanding ESL program with native language support, in accord with the wishes expressed to us by the parents of our ELLs on their *Program Selection* forms. According to the information that we compiled for the 2009 BESIS data collection report and by reviewing the returned *Program Selection* forms for all of our General Education ELLs, we can see that 29 families chose a Freestanding ESL program for their child, and two families had chosen a TBE program. The two children whose parents had initially selected a TBE program transferred to our school during the 2008-09 school year from TBE programs at their previous schools; both families explained upon enrollment at PS 78 that they preferred a freestanding ESL program for their child.

From this overwhelming parent response in favor of a freestanding ESL program, we can conclude that we are offering the service that parents are requesting, but we are aware that parent selections may change from year to year and we understand that we need to be prepared to modify our program offerings in the future to meet parent requests.

Part III: ELL Demographics

A. ELL Programs

ELL Program Breakdown (Number of Classes)							
	K	1	2	3	4	5	Total
Transitional Bilingual Education							0
Dual Language							0
Freestanding ESL							
--Self-Contained							0
--Push-in/Pull-out	2	2	2	2	1	1	10

Number of ELLS in ESL Push-in/Pull-out by Grade							
Grade	K	1	2	3	4	5	Total
# of ELLs	5	18	5	7	2	3	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving Services 0-3 Years)	29	Special Education	7
SIFE	0	ELLs Receiving Service 4-6 Years	11	Long-Term (Completed 6 Years)	0

C. Home Language Breakdown and ELL Programs

Freestanding English as Second Language Number of ELLs by Grade in Each Language Group							
	K	1	2	3	4	5	Total
Spanish	4	11	4	5	1	3	28
Bengali		2			1		3
Tagalog		2	1				3
Italian	1	1					2
Russian		1		1			2
German		1					1
Serbo-Croatian				1			1
Total	5	18	5	7	2	3	40

Programming and Scheduling Information

We deliver mandated ESL instruction in a push-In setting, and create pull-out groups to satisfy the CR Part 154 mandates for all our children.

In 2008-09 we modified our push-in model of ESL programming by adding several pull-out groups in order to make better use of limited staff resources and ensure that each child received the full amount of ESL instruction as mandated by CR Part 154. Approximately 75% of our

licensed ESL teacher's schedule was devoted to push-in instruction, providing scaffolded support to ELLs during their class's Reading or Writing Workshop periods. The rest of the ESL teacher's program involved instruction given in a separate location to heterogeneous, mixed-grade groups of ELLs.

In our push-in program we create mixed-level groups at each grade level and provide differentiated levels of support as they participate in classroom instructional activities alongside their non-ELL peers. In a pull-out setting the teacher differentiates instruction to mixed-level and (sometimes) mixed-grade groups.

All instruction is delivered in English, with native language support offered whenever possible. Beginner and Intermediate-level ELLs received 360 minutes of ESL instruction per week, while Advanced level students received 180 minutes of ESL instruction per week along with an additional 180 minutes of ELA instruction during their Reading and Writing workshops.

While providing push-in ESL support during Reading and Writing Workshop, the ESL teacher implements a variety of techniques to make content comprehensible and enrich language development, such as pre-teaching unfamiliar vocabulary, modeling, drawing on prior knowledge, using realia and manipulatives, and explicitly developing student awareness of comprehension strategies. In a pull-out setting the teacher used similar instructional strategies while working on a curriculum that was developed through consultation with the classroom teachers to ensure alignment with the classroom curricula and goals.

ELL Subgroups

We also have subgroups of ELL children at PS 78 who receive differentiated instruction based on their specific needs. SIFE children are carefully assessed and given targeted academic intervention to address gaps in their formal education. Newcomers receive explicit instruction in the reading comprehension skills that they need to succeed on the ELA exam, while using practice texts that are chosen to match each child's independent reading level. ELLs who have been receiving service for 4-6 years are considered at-risk and receive supplemental intervention services according to their individual needs. The ESL teacher works closely with the Data Specialist, Literacy/Math Coach, and IEP teacher to align services for long-term ELLs and ELLs identified as having special needs in order to align ESL language-acquisition strategies with the modified learning strategies taught by the SETTS teacher.

At all grade and proficiency levels, ELLs who need additional academic support receive small-group, targeted instruction during our Extended Day period. Lower-grade ELLs who need additional literacy support receive small-group reading and writing intervention. Upper-grade ELLs are offered Title III-funded after-school programs in Math and Literacy, with lessons targeted to the areas of weakness that are revealed in their assessment data.

ELLs who reach proficiency on the NYSESLAT exam continue to receive transitional support for two years after they pass the exam, during which time they are automatically given Extended Day services and are invited to Title III-funded after-school enrichment programs. The classroom teachers, ESL teacher, and Data Specialist also carefully review assessment data and student portfolios in order to determine if second-language issues are adversely affecting student performance.

New Programs and Services

At PS 78 we are always evaluating our programs and services to ensure the continued success of our ELL students. In 2009-10 we are starting the implementation of the FOSS science education program for grades K-2. This inquiry-based learning program, which connects science content with literacy instruction, will offer our ELLs the opportunity to learn new academic language and comes with supplemental Spanish-language texts for children who are literate in Spanish and would like to explore scientific themes with their parents at home. We are also expanding our Renzulli enrichment program to encourage greater parent involvement, with an emphasis on sharing web-based enrichment resources in the home languages of the ELLs whom we serve. We are building on our success with the *Fundations* early-childhood word-work program.

After-School and Supplemental Programs

We're proud of our after-school programs and we take special care to ensure that all families in our school community are informed about our supplemental enrichment programs and have the opportunity to apply for the programs in a timely way. We provide information and applications for all programs in English and Spanish (our most-frequent second language), and place phone calls to the parents who speak lower-incidence languages to ensure that everyone understands the opportunities that are available to their children.

ELLs at PS 78 attend our Extended-Day enrichment program from 8:02.5-8:40 and ELLs in grades 3-5 attend our Title III-funded after-school academies. We also have a large number of ELLs who participate in our after-school *Virtual Y* program (through a partnership with the YMCA) and in our other PTA-sponsored after-school programs such as Dance, Fitness, Photography, Chess Club, and Arts and Crafts.

Materials

Our classroom leveled libraries include an ample supply of texts that have been selected for ELLs because of their enhanced picture support, simplified grammatical structures, and limited idiomatic expressions. The Literacy Coach and ESL Teacher collaborate in the use of school funds to purchase books that are appropriate for ELLs as they participate in their class's literary genre studies and non-fiction content-area instruction. The classroom teachers supplement appropriately-leveled reading materials with web-based and software-based reading and math programs, and the ESL teacher uses realia and manipulatives to enhance the ELL student understanding of key language and content concepts.

All children have access to laptop and desktop computers, where they can access web-based literacy resources such as *Starfall* or use productivity software to create writing projects, presentations, and reports. Each classroom is wired with *SmartBoard* technology in order to create interactive word-work and shared reading activities to enhance student literacy development.

Native Language Support

While the goal of our freestanding ESL program is to help ELL children achieve full English proficiency as quickly as possible, we understand that some newcomers could benefit from native language support as they make the transition into a monolingual English environment. Native Language support is provided to newcomer ELLs by pairing them with classroom partners who share their home language, offering them native

language texts for the first few weeks of Reading Workshop, providing them with online Native Language resources such as *Colorín Colorado*, and by celebrating their home language and culture whenever possible through thematic study units, cultural exhibitions, and in-class presentations. Our participation in the annual Spanish Spelling Bee allows upper-grade Spanish-speakers to demonstrate their native language literacy in a public forum and functions as a school-wide celebration of bilingualism.

Preparing New ELLs

Our Pre-K children who speak a language other than English at home are included in visits to the Kindergarten classes to help them to prepare for the transition into Kindergarten, while the parents of incoming Kindergarten children are given a tour of the school building and attend the workshop "Moving Up: Making the Transition into Kindergarten." During these orientation programs we arrange translation services for parents who are unable to communicate in English.

Professional Development and Support

PS 78 is a Teachers College lab site. All classroom teachers, including teachers of ELLs, participate in the Teachers College professional development program and attend monthly Calendar Days at Teachers College, where they learn instructional strategies for differentiating instruction for ELLs. The Literacy Coach works closely with the ESL Teacher and classroom teachers to ensure that all ESL instruction is aligned with the Workshop Model and to support the ESL teacher and classroom teachers in the implementation of techniques for scaffolding instruction.

In order to ensure that all teachers receive at least 7.5 hours of required training in strategies for teaching ELLs, (10 hours for special education teachers) we disseminate the professional development workshop offerings from the Office of English Language Learners on a weekly basis. Teachers will choose at least one workshop during the year that matches their needs and then turnkey the strategies they've learned to their colleagues at grade conference meetings. Our Literacy Coach will monitor and document this ELL-related professional development to ensure that each teacher receives the required training.

We also offer support to teachers of ELLs to ensure that they are able to assist ELLs as they make the transition from elementary school to middle school. We understand that our fifth-grade ELLs have special needs as they prepare to move up to 6th grade at a new school, and we want the children and their families to fully understand their school-choice options so that they can find a middle school that will meet each child's individual academic needs. To that end, our Guidance Counselor assists classroom teachers of ELLs with the elementary-to-middle school articulation process, ensuring that they have up-to-date information about middle-school opportunities for their students. He also meets with fifth graders to help them identify the personal goals, needs, and interests which might inform their middle-school preferences. The Guidance Counselor offers parent workshops in December in which he explains the middle school application process and distributes application materials from local middle schools and charter schools. The Parent Coordinator makes sure that printed materials are available in the home languages of our school community and oral translators are available to assist at the meetings. We believe that with this support our fifth grade ELLs have a strong chance of attending the middle school that best satisfies their personal needs and interests.

Parental Involvement

Parent involvement is one of the most important factors in the success of our ELLs and we strive to offer abundant opportunities for ELL parents to come into the school, speak with teachers, and get involved in their children's learning. In addition to the ELL Orientation meetings for parents of new ELLs, the Parent Coordinator also hosts workshops during the fall to introduce the academic curricula (math, science, etc.) and in the spring to offer information about the ELA, Math, Science and NYSESLAT exams to the parents of ELL children and their classmates. At all parent events we provide translators to assist parents who would otherwise be unable to participate.

During the winter we host Math Game nights, where children have the opportunity to learn new Everyday Math games and play together with their parents. And in June, 2009 we offered, based on parent requests, a *Getting Ready for Summer* workshop, where the Literacy Coach, ESL Teacher, and a librarian from Queens Library presented ideas for continuing children's education during the summer months.

We also used Title III funding to purchase Family Literacy kits (with wipe-off boards, markers, magnetic letters, interlocking cubes, and Everyday Math cards) to give to parents during a series of ELL Emerging Literacy support groups for ELL parents and their K-2 children.

ELL parents receive invitations and follow-up phone calls to ensure a high rate of attendance at student performances and celebrations. The Parent Coordinator also encourages ELL parents to serve as guest readers at our Read-Aloud Day, chaperones on class field trips, and members of PTA decision-making committees.

Our ongoing partnership with the Queens Borough Public Library's Family Learning Program enables us to offer fourteen hours per week of instructional programming for parents and caregivers of PS 78 ELL children, including Adult ESL classes, computer literacy classes, a parenting support class, and a Parent and Child Together (PACT) program in which parents and their ELL children meet after school with a licensed ESL teacher for homework help and literacy enrichment activities.

In September of each year we distribute a Parent Needs survey, in which we ask parents for input on the topics or subject areas with which they would most like additional support. We use this feedback as we plan workshops to meet the needs that the parents have expressed. Last year many of our parents requested additional support with helping their children with Everyday Math homework and with supporting their child's reading. We presented parent workshops during the fall and spring to help address these needs.

Part IV: Assessment Analysis

Overall NYSESLAT Proficiency Results							
	K	**1**	**2**	**3**	**4**	**5**	**Total**
Beginner (B)	**1**	**1**	**0**	**0**	**0**	**0**	**2**
Intermediate (I)	**1**	**2**	**2**	**1**	**0**	**1**	**7**
Advanced (A)	**1**	**6**	**2**	**2**	**1**	**1**	**13**
Proficient	**2**	**9**	**1**	**4**	**1**	**1**	**18**
Total Tested	**5**	**18**	**5**	**7**	**2**	**3**	**40**

NYSESLAT data patterns across proficiency levels and grades:

The 2008-09 school year was a successful one for the ELL students at PS 78.

On the 2009 NYSESLAT we saw a high percentage of our students reaching full proficiency. Out of the 40 students who took the exam in grades K-5, 18 students (45%) scored at the proficient level.

In Kindergarten, 2 out of 5 ELLs reached full proficiency (40%).

In 1st Grade, 9 out of 18 ELLs reached full proficiency (50%). Of the 1st graders who didn't score at the proficient level and have a Kindergarten score for comparison, 5 children moved up two levels, from Beginner to Advanced, one child moved up one level, and one child stayed at the same level as the previous year.

In 2nd Grade, 1 out of 5 ELLs reached full proficiency (20%). Of those 2nd graders who didn't reach proficiency, 2 stayed at the same level, one went up a level, and one went down.

In 3rd Grade, 4 out of 7 ELLs reached full proficiency (57%). Of the 3rd graders who didn't reach proficiency, one went up a level and 2 stayed at the same level.

In 4th Grade, 1 out of 2 ELLs reached full proficiency (50%), and the other one stayed at the Advanced level.

And in 5th Grade, 1 out of 3 ELLs reached full proficiency (33%).

To summarize, in 2009 we had a relatively high percentage of students reaching full proficiency across all grade levels, with 45% reaching proficiency compared to a New York City-wide average of 13% (in 2008). We noticed an extremely strong performance in 1st grade and 3rd grade, our focus needs to be on our 2nd grade ELLs as they did not perform as well.

NYSESLAT Modality Analysis							
Modality Aggregate	**Proficiency Level**	**K**	**1**	**2**	**3**	**4**	**5**
Listening/Speaking	**B**	0	1	0	0	0	0
	I	0	0	0	0	0	0
	A	3	5	2	1	1	1
	Proficient	2	12	3	6	1	2
Reading/Writing	**B**	1	1	0	0	0	0
	I	1	2	2	1	0	1
	A	0	5	2	2	1	1
	Proficient	3	9	1	4	1	1

Data patterns across NYSESLAT modalities:

Of the 20 ELLs who are have returned to PS 78 for the 2009-10 school year and who continue to be entitled to ESL service, 7 students (34%) have already reached the proficient level in Speaking and Listening, and 2 students have reached proficiency in Reading and Writing. In general, these results tell us that the overall focus of our instruction needs to be on literacy skills, but the ESL teacher and classroom teachers of ELLs use the NYSESLAT modality results for each child to target instruction to each individual child's relative strengths or weaknesses. Some children, for example, may need more reading practice, but the data may show that other children are relatively weak in listening skills. These specific areas of instructional emphasis are reflected in each child's individualized learning goals, which are updated regularly to reflect each child's on-going progress and emerging needs.

ELL Performance on NYS ELA					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Total**
3	0	4	3	0	7
4	0	0	2	0	2
5	0	1	2	0	3

ELL Performance on NYS Math					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Total**
3	0	0	4	3	7
4	0	0	1	1	2
5	0	0	2	1	3

ELA and Math Assessments:

Because we only have a freestanding ESL program at this time, we are unable to compare the success of the ESL program to a TBE or Dual Language program, but we can get a sense of how our ELLs are performing on the content area exams that they are taking in English. On the 2009 ELA exam, out of 12 current ELLs who took the exam, 7 (58%) performed at level 3 and the other 5 scored at level 2. On the 2009 NYS Math exam, all 12 current ELLs scored at least a level 3, with 4 children (25%) scoring at level 4. Given that these are the scores of children who *have not yet passed* the NYSESLAT, we are confident that we are succeeding in teaching the content-area skills to our ELLs. To further illustrate the point, an analysis of the performance of the 11 *former* ELLs who took the 2009 exams shows that 9 out 11 got at least a 3 on the ELA and all 11 students got at least a level 3 on Math (with 4 of them scoring at level 4).

ELL Periodic Assessments:

Our grade 3-5 ELLs took the ELL Periodic Assessments twice during the 2008-09 school year. We found the results to be helpful in pinpointing individual students' strengths and weaknesses. We could drill into the data to determine on which particular modality (Listening, Reading and Writing) or even on which particular standard and performance indicator each individual child could use extra support. We found the 2008-09 ELL Periodic Assessments to be fairly accurate predictors of the 2009 NYSESLAT results. In general, they reinforced our sense that reading skills (and inferring skills in particular) are an area of relative weakness for many of our current ELLs and we have been planning our instruction accordingly.

Early Literacy Assessment:

We use the TCRWP reading assessment to measure the early literacy skills of our ELLs. We conduct running records on each of our ELLs monthly in order to identify each child's strengths and weaknesses as a reader, target instruction according to each child's individual needs, and ensure that each child is reading at the appropriate "just right" level during our independent reading time. In June of 2009 our data collected with the TCRWP *Assessment Pro* program indicated that out of 40 ELLs, 13 children (32%) were reading at level 1, 11 students (28%) were reading at level 2, 15 students (38%) were reading at level 3, and one student (2%) was reading at level 4. We found that the percentage of our students who were reading at levels 3 or 4 (40%) roughly corresponded with the percentage of our students (45%) who passed the 2009 NYSESLAT.

Evaluation of ELL program effectiveness:

In evaluating the overall effectiveness of our ESL program, we must consider our larger goal, which is to ensure that our English Language Learners become fully proficient in academic English so that they can meet and exceed NYS standards in all areas. Therefore, it is important for us to monitor the progress of both current ELLs and former ELLs, to see if current ELLs are progressing toward proficiency and also to see if former ELLs are prospering in a monolingual environment without the support of ESL services. Based on our 2009 assessment data, we can confidently conclude that the ELLs at PS 78 are succeeding academically, but we need to continue to monitor their progress, especially in 2009-10 as such a large number of our newly-proficient ELLs make the transition into a mainstream environment without the support of mandated ESL service.

Conclusion

The PS 78 LAP committee finds that our ELL students and their families are well integrated into the challenging academic life of our school community and are prospering with an instructional model which gives them scaffolded ESL support while they remain engaged in the same challenging academic work as the rest of their classmates.

The LAP committee recommends that we continue our efforts to raise teacher and parent awareness of the individual academic needs of our ELL population and to continue our professional development for all staff on strategies and methodologies for enhancing the learning experience of our English Language Learners.

We look forward to sharing our findings with PS 78 parents and the larger school community, and we welcome the challenge of ensuring that all of our English Language Learners achieve academic English proficiency while retaining their connection with their home language and culture.

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

Form TIII - A (1)(a)
Grade Level(s)
3-5

Number of Students to be Served:
LEP 28
Non-LEP 0

Number of Teachers 4
Other Staff (Specify) one supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program
- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

We propose to offer two supplemental after-school ESL classes to enhance the academic language development of our ELLs, along with supplemental in-class push-in support with the services of an F-status licensed ESL educator.

After analyzing our student data we identified three sub-groups of students whom we would like to target with additional interventions:

1) 3rd Grade ELLs (and former ELLs)
2) 4th Grade ELLs (and former ELLs)

3) 5th Grade ELLs (and former ELLs)

We noticed that most of our 3rd grade ELLs failed to achieve proficiency on the reading and writing subtests of the 2009 NYSESLAT. And our running records from September 2009 indicate that most of the third grade ELLs have reading levels that fall between F and J in the Fountas/Pinnel system, which is well below the grade-level standard. Our data shows that they need additional practice with reading comprehension, making inferences, and writing about texts that they've read. We've also identified weakness in math, particularly in the area of solving word problems and offering verbal explanations of how they solved math problems.

Our 4th grade group includes four former ELLs who passed the NYSESLAT in 2009 but will need additional support as they transition into the mainstream classroom without mandated ESL services. We also have several current ELLs who received 2s on the 2009 ELA and failed to reach full proficiency on the 2009 NYSESLAT. Our current ELLs will need additional support in reading comprehension strategies and essay-writing skills as they prepare for the 2010 ELA and NYSESLAT exams. While all of our 4th grade ELLs and former ELLs achieved at least a 3 on the 2009 NYS Math exam, we noticed that several of them achieved scores in the low-3 range, and we recognize that they will need additional math support in order to continue to meet standards on the 2010 NYS Math Exam. We need to provide additional practice opportunities with the Part II-style constructed response problems, particularly when it comes to explaining mathematical processes and the students' own mathematical reasoning.

In 5th grade we have a mixture of X-coded ELLs and recently arrived ELLs, all of whom will need extra support as they strive to meet rigorous 5th-grade standards. Their running records and previous NYSESLAT performances indicate that they could benefit from supplemental after-school support, particularly in the area of reading comprehension and essay writing. The 5th-grade NYS exams will ask them to understand and respond to reading passages that are likely to be written at a level that exceeds the children's regular independent reading level. They will need to master strategies for working with difficult texts and also organizational and rhetorical strategies for writing essays that meet 5th grade standards. Early in-class math assessments indicate that this group of students would benefit from continued supplemental math support as well.

ELL After-School Academies

We propose two concurrent groupings of ELLs and newly-proficient former ELLs, meeting Mondays and Wednesdays, from 3:05 until 4:35. Each group will be team-taught by a licensed common-branch teacher and a licensed ESL teacher, using appropriate ESL methodologies to enhance comprehension. During each 90-minute session, the licensed ESL teacher will teach a 45-minute literacy block, along with a 45-minute math block led by the common branch teacher. With the two classes scheduled in adjacent rooms, the licensed ESL teacher will spend half of the instructional period in each of the two rooms.

ELL Academy Group 1 (3rd Grade)		ELL Academy Group 2 (4th and 5th Grade)	
Mondays and Wednesdays, 3:05-4:35 (18 weeks)		Mondays and Wednesdays, 3:05-4:35 (18 weeks)	
About 10 students		About 10 students	
3:05-3:50	45 minutes of literacy instruction (ESL teacher and common-branch teacher)	3:05-3:50	45 minutes of math instruction (common-branch teacher)

3:50-4:35	45 minutes of math instruction (common-branch teacher)	3:50-4:35	45 minutes of literacy instruction (ESL teacher and common-branch teacher)

Supplemental Push-in ESL Support

We also propose the hiring of a licensed F-status ESL teacher to offer supplemental push-in support to both 3rd Grade classes. We understand that this proposed support is *in addition to* the mandated ESL service that the children already receive according to CR Part 154. We propose 60 total hours of supplemental push-in service (4 hours per week/ 15 weeks).

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.

We will also offer monthly professional development sessions for the staff of our Title III-funded after-school program. During these sessions our licensed ESL teacher will train the teachers with common branch licenses in specific ESL methodologies which will support the learning needs of the ELLs in their after-school programs; likewise, teachers with common branch licenses will share instructional techniques to support the literacy and math development of our participating children.

1 one-hour PD meetings per month
5 months
3 participants
$ 750 for staff

Form TIII – A (1)(b)

-

School: PS 78Q
BEDS Code: 3430000100078

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**

Professional salaries (schools must account for fringe benefits) - Per session - Per diem	$13,725	Per session pay for professional staff, including in-house professional development training for common-branch staff $13,725 in per session pay for direct student instruction, administrative supervision, and in-house PD—broken down as follows: After-school Academies: 3 teachers x 3 hours(49.89 per hour)/week x 18 weeks=$8082.18 Supplemental Push-in Service: 1 teacher x 4 hours(49.89 per hour)/week x 15 weeks=$2993.40 Administrative supervision: 1 administrator x 2 hours(52.21 per hour)/week x 18 weeks=$1879.56 Professional Development : 3 teachers x 1 hour(49.89 per hour/month x 5 months=$748.35
Purchased services - High quality staff and curriculum development contracts	0	NA
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$1,275	ELL Academy materials--NYS *Coach*, ELA and Math (Triumph Learning); *Empire State NYSESLAT* (Continental Press)
Educational Software (Object Code 199)	0	N/A
Travel	0	N/A
Other	0	N/A
TOTAL	**$15,000.00**	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

In order to determine our school's written translation and oral interpretation needs, the parents and guardians of newly enrolled students fill out the Home Language Identification Survey (HLIS) and also indicate their preferred language of communication. This information is kept on file in each child's cumulative folder.

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.

In the current academic year, 2009-10, our school has a need for Spanish and Bengali translation and oral interpretation needs. The parent coordinator has informed each classroom teacher of the translation needs of the families of the children in their classes.

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.

Our school has sufficient Spanish-speaking staff to translate all Spanish language notices or documents. Parent volunteers translate documents for Bengali parents who are unable to read English. We also use the Department of Education Translation Services.

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 sufficient Spanish-speaking staff to provide oral interpretation services for parents-teacher conferences and to facilitate informal parent-teacher communication throughout the year. Spanish-speaking parent volunteers and our Spanish-speaking parent coordinator provide oral interpretation at school social events and PTA meetings. We also rely on outside contractors, when necessary, to provide oral interpretation through the Department of Education for Spanish-speaking and Bengali-speaking parents.

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.

Written information about parents' rights regarding translation and interpretation services is available in the Parent Room. Signs in nine languages are posted in the front hallway of the school informing parents of their rights to translation services and telling them where they can obtain more information. Our school's safety plan contains provisions for ensuring that parents who speak a language other than English can communicate with school administrative staff.

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:	$108,545	$12,102	$120,647
2. Enter the anticipated 1% set-aside for Parent Involvement:	$1,085		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		$121	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$5,427		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		$605	
6. Enter the anticipated 10% set-aside for Professional Development:	$27,600		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		$1210	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

P.S. 78Q PARENTAL INVOLVEMENT POLICY
We, the administrators, staff and teachers of P.S. 78Q – The Robert F. Wagner Jr. School, strongly believe that teaching is a shared responsibility to be divided between the parents and the school, with the parents being the child's first and most enduring teachers. We also acknowledge the decades of research showing that students' academic success, self-esteem and general perspective on education, life and the world are greatly influenced by their parents' involvement in education from pre-kindergarten through high school.

That having been said, P.S. 78Q is keenly aware that in order to provide our students with an environment which will enable them to reach their fullest potential and foster in them a love of learning and education, it must institute and consistently maintain systems, programs and policies which allow the parents, school and community to function as full partners. It is only by recognizing the need for such a partnership and devising a plan satisfying its creation and fulfillment that P.S. 78Q will be able to achieve its commitment to its students.

With a reciprocal and mutually respectful and trusting relationship with the parents of its students, as well as with the community at large being the key to facilitating and maintaining active parental involvement, P.S. 78Q commits to:

1. Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance;
2. Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities;

3. Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title I, Title III, Title IV and the No Child Left Behind legislation. This will include convening an annual meeting to:

a. Explain to parents the requirements of these laws in simple, direct and understandable terms;
b. Inform parents of the school's participation in such programs, and include them, in an organized, ongoing and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation;
c. Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.

4. Informing and explaining to parents the New York City, New York State and federal academic achievement standards students are expected to meet; how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school;
5. Informing and providing the parents with any training and materials available for them to help them work with their children;
6. Informing parents of any resources, such as transportation and child care, which may be available in order to allow them to attend and participate in school events;
7. Informing them of and bring to the parents any other programs available through community resources, which may be of use or interest to them, whenever possible;
8. Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

P.S. 78Q shall accomplish these goals through the following means:

1. By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:

a. Monthly meetings of the general PTA membership;
b. Monthly meetings of the School Leadership Team;
c. Meetings of any standing PTA committees;
d. Meetings of any parental action committees as formed in accordance with PTA bylaws;
e. Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs.
f. Planned for regular meetings of Title I parents.

2. By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through:

a. Regular attendance of parent-teacher conferences;
b. Reports to parents on their child's progress;
c. Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities.

3. By providing to the parents alternate means of communicating their concerns and suggestions, including but not limited to:

a. A suggestion box;
b. A parking lot board at meetings;
c. An open door policy to the Parent Coordinator and Principal.

4. By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its inherent School-Parent Compact component.

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

P.S. 78Q SCHOOL-PARENT COMPACT

We, the administrators, teachers, staff and parents of P.S. 78Q, fully recognizing our mutual interdependence and responsibility for supporting our students' educational, social and personal endeavors in order that they may achieve academic success, realize their full potential as unique individuals and become responsible, contributing citizens, hereby pledge to each other and to our students to provide that support by voluntarily and eagerly signing the agreements stated in this document.

We, the students of P.S. 78Q , recognizing our own duty to accept responsibility for achieving academic success, as well as for our social development and personal growth as contributing, respectful members of our family, school and world community, hereby pledge our commitment to fulfilling that responsibility to the best of our ability, by signing the agreements stated below.

The School Agrees To:

• Show respect for each child and his/her family, each teacher and staff member;
• Provide a safe and clean environment, and an atmosphere conducive to teaching and learning, for the entire school community;
• Establish an atmosphere conducive to open, regular communication among staff, teachers, students and parents;
• Provide teachers and staff with the materials and supplies necessary for them to fulfill their obligations to the students and one another;
• Clearly communicate performance expectations to the teachers and provide them with constructive feedback;
• Provide clear, frequent and regular communication channels between myself and the teachers/staff;
• Provide teachers and staff with meaningful opportunities for professional growth and enrichment;
• Celebrate individual student's, teacher's and staff member's success with the entire school community;
• Provide opportunities for parents to participate in school activities and events by scheduling them at times conducive to greatest attendance;
• Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved;
• Give parents and students opportunities to participate in school governance;
• Actively involve parents in planning, reviewing and improving Title I programs and the parental involvement policy;
• Provide parents with information about all programs;

• Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results;
• Provide parents with all pertinent individual, regional and department of education information;
• Provide clear, frequent and regular communication channels between myself, the teachers and the parents through: parent teacher conferences; student progress reports as warranted; opportunities to volunteer and participate in their child's class; opportunities to observe classroom activities as appropriate;
• Inform parents of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.

Principal's Signature

Date

The Teacher Agrees To:
• Show respect for each child and his/her family
• Provide quality teaching and leadership;
• Believe that each student can learn;
• Recognize each child's unique abilities and challenges to help him/her grow to his/her full potential;
• Come to class prepared and positive;
• Assign homework that is meaningful and appropriate to the grade level;
• Coordinate with other programs to make sure nightly assignments do not exceed time limits;
• Give each student corrective, constructive and encouraging feedback;
• Celebrate each student's success and encourage persistence when challenges discourage him/her;
• Enforce school and classroom rules fairly and consistently;
• Maintain open lines of communication with the student and his/her parents;
• Provide full and clear classroom expectations each child and his/her parents;
• Provide clear progress reports to the parents at reasonable intervals or as necessary to ensure the child meets grade standards;
• Seek ways to involve parents in the school program and value their contribution.

Teacher's Signature

Date

The Student Agrees To:
• Show respect for my classmates, teachers, principals, school staff, parents and myself;
• Attend school regularly and be on time;
• Believe that I can and will learn;
• Come to school each day prepared to work and with all required supplies;

• Always do my best in my work and my behavior;
• Ask questions if I do not understand school or homework assignments;
• Complete and return my homework on time;
• Observe regular study hours;
• Observe the classroom and school rules set by my teacher, my principal and the Department of Education; Work cooperatively with my classmates;
• Respect school property;
• Take pride in my work and my school;
• Do my homework every day and ask for help when I need to;
• Read at least 30 minutes every day outside of school time;
• Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Student's Signature

Date

The Parent/Guardian Agrees To:
• Show respect for my child, his/her teacher and the school;
• See that my child attends school regularly and on time;
• Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing etc.);
• Talk with my child about his/her school activities every day;
• Communicated regularly with my child's teacher;
• Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;
• Make sure my child observes the classroom and school rules set by his/her teacher, the principal and the Department of Education;
• Insist that all homework assignments are fully completed and on schedule;
• Provide a specific time and a quiet, well-lit place for my child to do homework;
• Provide my child with the necessary and appropriate supplies to complete his/her assignments;
• Be available to assist my child;
• Review completed assignments to check for understanding;
• Attend all parent-teacher conferences;
• Participate in school activities and events;
• Seek out opportunities to volunteer at my child's school;
• Support the school in developing positive behaviors;
• Support the school in implementing school policies and procedures
• Read to my child and encourage him/her to read independently daily;
• Monitor my child's TV viewing, video game and online activities;
• Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily.

Parent's Signature

Date

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.

See section IV for detailed needs assessment.

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

Daily instruction in all curriculum areas will support students' academic achievement and provide for differentiated instruction.

Common preparation periods will be given to teachers to use for analyzing data and identifying trends in student achievement by sub skill.

Teachers on and across grade levels will meet the inquiry team to identify and share instructional strategies that will be incorporated into their teaching.

W alk-throughs will be conducted to provide teachers with productive feedback to support their instruction.

I ndividual student needs will be targeted and addressed during Extended-Day activities.

After School English Language Learner tutoring sessions will be given by the ESL teacher and teachers who received Professional Development in ESL strategies.

Teachers College Reading and Writing Project Staff Developers will provide professional development to staff to assist them in formulating small groups based on the needs of the level 2 and mid 3 students.

SSO will provide ELL support for our classroom teachers, support staff, and ESL teacher.

Inquiry work will be expanded to include the efforts of classroom teachers and support staff to focus on identifying gaps in curriculum and improving instruction in order to reach more students.

Use the Renzulli Learning SEM to offer enrichment to students performing above grade level

Refer to the IEP's of all special needs students to ensure that academic needs are being met during all curriculum areas.

The inquiry team will use all available student data to locate areas of student academic need and use new instructional strategies with at least two target groups that will be used school wide with larger groups of students having similar needs.

Data derived from formative and summative assessments will be aligned to support change in teaching practices focused on student performance.

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

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

Students will attend extended day instructional programs for reading and math in small groups to ensure that students meet levels of proficiency.

Students are eligible to attend the Virtual Y after-school program which assists in homework help as well as reading and math remediation.

Word Work will continue to be supplemented during the school day by the use of the Fundations Program (K-2) and Words Their Way (3-5).

After-school programs will be provided for students who need additional academic support.

- Help provide an enriched and accelerated curriculum.

The Schoolwide Enrichment Model will includes grades K-5.

After-school programs will be offered to students in order to provide academic enrichment.

The Renzulli Learning system will be used to provide enrichment activities to students who demonstrated advanced academic skills.

- Meet the educational needs of historically underserved populations.

Students will receive academic help through Title I support, reading push in assistance in small groups, academic intervention, and assistance offered through Extended Day Programs.

Classroom libraries will provide children with books that are culturally diverse.

Counseling services will be offered to students by the school if necessary.

The Pupil Personnel Team will monitor students who are academically at risk and develop academic support plans.

- 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.

The data specialist and the inquiry team will use assessment data to identify the lowest performing students. New instructional approaches will be researched and tried with a small sample of these students to address their needs. These new strategies will be shared with teachers in an effort to make these practices a part of our school wide instruction.
The PPT/AIS teams will identify students performing far below academic level and provided small group and/or 1;1 tutoring instruction in all core curriculum areas.

1:1 and small group peer counseling will be available to identified 'at-risk' students.

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

Not applicable.

3. Instruction by highly qualified staff.

We have a staff that is 100% highly qualified.

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

All teachers will participate in Teacher's College Calendar days and Central Professional Development.

Staff members participate in content specific professional development and will turn-key to new information to fellow staff members.

All classroom teachers will receive Professional Development by the Literacy Coach in using the Words Their Way Program to increase student spelling/writing skills.

Professional Development will be provided to teachers on how to use the Writing Continuum given by Teachers College Staff Developers to improve student writing skills.

APL workshops will be offered to parents to explain its uses and to help them to access the system.

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

Not applicable.

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

Literacy and math workshops will be offered to parents to increase parental involvement and awareness of curriculum.

Parents will be invited to attend publishing parties to celebrate student achievement in the area of writing.

Parents will be invited to participate in SEM activities.

Parents will be invited to attend APL workshops sessions.

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.

Pre-K students are provided with literacy, science, social studies, art and music programs that align with the Kindergarten instructional program. These activities along with many field trips provide background knowledge, vocabulary and social skills that support successful transitioning to the next grade.

Articulation between Pre-K teachers and Kindergarten teachers provide continuity and easy transitioning.

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.

The staff will meet with the principal at monthly faculty conferences and grade conferences to discuss on-going assessments.

Teacher surveys will be used to help make decisions regarding assessments and improving the instructional program.

Multiple inquiry teams composed of the principal and teachers will use data to inform instruction, with the primary focus targeting struggling students and higher achieving students to meet their individual needs.

Teachers will meet during common preparation periods to discuss academic assessments and formulate plans that meet the individual needs of students in their classroom. This information will be passed onto the AIS and PPT to improve student achievement.

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 inquiry teams will identify students having difficulty achieving proficiency or those with advanced academic skill at the beginning of the school year. The team will identify and use effective instructional and self monitoring tools to support the specific needs of these students. The teams will meet with students weekly for practice sessions and report their findings to teachers periodically during the school year. Instruction will be differentiated throughout the year and modified as needed according to formative and summative assessment results to meet the needs of the students.

Data periods will be scheduled for classroom teachers to look at student data on an on going basis. Instruction and practice will be reevaluated during these sessions in order to make changes to support student's needs.

Special needs students will receive support according to their IEP's.

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.

Our school uses the SAPIS program to meet the need of students exposed to situations that require violence prevention and counseling.

The guidance counselor also provides support to students who need additional support.

The principal collaborates with the ISC Officer to coordinate programs.

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 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 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.

[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.

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

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

Our SLT, instructional/cabinet looked at whether key finding #1 was relevant to our school's educational program. The group met on four occasions. Committee members include the principal, data specialist, coach, and members of the School Leadership Team, which includes three members of the Data Inquiry Team. During each meeting one component of key finding 1A was addressed. The committee reviewed our CEP and evaluated our school's data to look for gaps in our written curriculum, taught curriculum, curriculum maps, ELA materials, and instruction of our English Language Learners. The results of this assessment process were shared at an SLT meeting, with staff, and with our SAF and Network Leader. It was determined that the curriculum audit findings were not relevant to our school's educational program in the above mentioned areas. Although this area is not applicable to our educational program the coach, principal, and support from the ICI LSO will continue to support the instruction in the classroom.

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

○ Applicable
⦿ Not Applicable

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

As evidenced by our School Report Card, unit rubrics, classroom observations, and walk-through the findings are not applicable. Our written curriculum, curriculum maps, and our taught curriculum directly correlate to the NYS ELA standards. The walk-through provided us with the following evidence for ELA materials and English Language Learners:

ELA Materials
We provide our English Language Learners, students with disabilities, and our struggling readers with supportive literacy materials to enhance comprehension and support the acquisition of new vocabulary. We have purchased multiple sets of the Scholastic "High-Frequency Reader " series for the early-childhood grades, along with multiple sets of the Rigby "On Our Way" series, which provide extra picture support at all levels. We supplement our classroom libraries with fiction and non-fiction texts from Reading A-Z, an online service which offers texts with enhanced picture support at all reading levels. This evidence dispels the relevance of this finding.

English Language Learners

By employing the push-in model of ESL instruction, we ensure that our ELLs are participating in the same curriculum as their non-ELL peers. ELLs receive scaffolded support in their own classrooms from a licensed ESL teacher as they work side-by-side with their classmates on grade-appropriate academic content. In the rare cases when staffing of scheduling limitations require us to pull ELLs out of their classrooms for instruction, the ELL teacher consults with classroom teachers and the Literacy Coach to ensure that the instruction is directly aligned with the children's ongoing class work. The curriculum offered by the Teachers College Reading and Writing Project directly aligns with the NYS Learning Standards for ELLs. The curriculum offers our ELL students the daily opportunity to listen, speak, read, and write across the five standards and write across the five standards.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

Our SLT, instructional/cabinet looked at whether the finding was relevant to our school's educational program. The group met on four occasions. Committee members include the principal, data specialist, coach, and members of the School Leadership Team, which includes three members of the Data Inquiry Team. During each meeting one component of key finding 1B was addressed. The committee reviewed our CEP and evaluated our school's data to look for gaps in our written curriculum, the effectiveness of our Everyday Mathematics Program, the taught NYS Math curriculum, especially for our ELL's and our materials. The results of this assessment process were shared at an SLT meeting, with staff, and with our SAF and Network Leader. It was determined that the curriculum audit findings were not relevant to our school's educational program in the areas of taught curriculum of best practices, including differentiated instruction. Although this area is not applicable to our educational program the coach, principal, and support from the ICI LSO will continue to support the instruction in the classroom.

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

○ Applicable ⦿ Not Applicable

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

As evidenced by our School Report Card, NYS Math Test data, Everyday Mathematics Unit Assessments, and classroom observations the findings are not applicable

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.

Our SLT, instructional/cabinet looked at whether finding 2A was relevant to our school's educational program. The group met on four occasions. Committee members include the principal, data specialist, coach, and members of the School Leadership Team, which includes three members of the Data Inquiry Team. During each meeting one component of Key finding 2A was addressed. The committee reviewed our CEP and evaluated our school's data to look at use of best practices and research-based practices, especially in differentiated instruction. The results of this assessment process were shared at an SLT meeting, with staff, and with our SAF and Network Leader. It was determined that the curriculum audit findings were not relevant to our school's educational program. Although this area is not applicable to our educational program the coach, principal, and support from the ICI LSO will continue to support the instruction in the classroom.

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

○ Applicable ⦿ Not Applicable

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

As evidenced by our School Report Card, unit rubrics, classroom observations, teacher's conference notes, and walk-through we have concluded that the findings are not applicable. The walk-through and classroom observations provided us with evidence that our ELA instruction provides students with differentiated instructional practices, high student engagement, best practices, and research based practices.

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

2B – Mathematics Instruction

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

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

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

A school based committee was formed to assess whether the key findings in this area were applicable. The group met on four occasions. Committee members include the principal, data specialist, coach, and members of the School Leadership Team, which includes three members of the data inquiry team. During each meeting one component of Key finding 2B was addressed. The results of this assessment process were shared at an SLT meeting, with staff, and with our SAF and Network Leader. The committee found that these findings are not applicable to our school based on our use of the Everyday Mathematics Online component that our students use frequently. Our parents are also notified of student passwords through written correspondence and through parent workshops. The use of technology aligned with Math instruction is used during daily lessons through the SMART BOARD. Student engagement is observed in daily walkthroughs. Teachers, the Principal and Math Coach are able to monitor students' use of the online component of our Math program. Everyday Mathematics instruction is also incorporated into our Extended Day program to support classroom instruction and differentiate for individual students.

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

○ Applicable ⦿ Not Applicable

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

As evidenced by data reports from Everyday Mathematics Online, our School Report Card, and Principal and Coach observations this finding is not applicable.

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.

[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.

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.

Our Instructional Team met to review Key Finding 3. Members include the principal, data specialist, coach, and members of the School Leadership Team. The results of this assessment process were shared at an SLT meeting, with staff, and with our SAF and Network Leader. Key Finding 3 is not applicable to our school.

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?

As evidenced by the BEDS survey and our Demographic and Accountability data the findings are not relevant, we do not have a high turnover rate.

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.

A school based committee was formed to assess whether Key Finding 4 was applicable. The group met on four occasions. Committee members include the principal, data specialist, coach, and members of the School Leadership Team, which includes three members of the data inquiry team. During each meeting professional development opportunities regarding curriculum, instruction, and monitoring progress for ELL's are being offered to the staff. The result of this assessment process was shared at an SLT meeting, with staff, and with our SAF and Network Leader. The committee found that these findings are not applicable to our school's educational program.

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

○ Applicable ⦿ Not Applicable

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

The development of a professional development team has been put in place for the 2008-2009 school year. Our Literacy Coach and ESL teacher have attended QTEL training and turn-key professional development has taken place. QTEL methodologies have been shared with classroom teachers and support staff to further enhance their instruction for their English Language Learners. Our Professional Development team will continue to notify the teaching staff of available ELL professional development opportunities.

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

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

When our LAP team met this fall, they were satisfied with the amount of assessment data that is being collected and the way in which it is being shared with classroom teachers.

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?

During the class articulation process in June, the ESL staff shares a written summary of each ELL child's academic strengths and weaknesses with the teachers at the next grade level. In September we provide the classroom teachers with the previous years NYSESLAT data, along with the implications of that data for instruction at the new grade level. And throughout the year the classroom teachers and ESL staff regularly examine running records, formal testing data including the ELL Interim Assessment, and reviews of student portfolios to determine areas of specific instructional need. We have created and shared with teachers a grid which shows relative strengths and weaknesses across the four skill areas (Reading, Writing, Speaking and Listening) by showing the number of points which were deducted on each sub-test of the NYSESLAT.

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.

A school based committee was formed to assess whether Key Finding 6 is applicable. The group met on four occasions. Committee members include the principal, data specialist, coach, special education liaison, and members of the School Leadership Team, which includes three

members of the data inquiry team. During each meeting, the components of Key Finding 6 were addressed. The results of this assessment process were shared at an SLT meeting, with staff, and with our SAF and Network Leader. The committee found that these findings are not applicable to our educational program.

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

○ Applicable ⦿ Not Applicable

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

The Special Education Liaison conducted grade conferences with all teachers and staff members involved with special education students to familiarize them with the students' IEPs. Professional Development opportunities are also available and teachers are informed about them by the Professional Development Team. All teachers are given copies of the IEPs for the students that they provide instruction for. The Special Education Liaison reviews each child's services, testing accommodations and behavioral plan (if one exists) with each teacher. Special Education periods have been placed into the Special Education Liaison's schedule to allow for meetings with teachers.

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

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

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

Please respond to the following questions for Key Finding 7:

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

A school based committee was formed to assess whether Key Finding 7 is applicable. The group met on four occasions. Committee members include the principal, data specialist, coach, special education liaison and members of the School Leadership Team, which includes three members of the data inquiry team. During each meeting, the components of Key Finding 7 were addressed. The results of this assessment process were shared at an SLT meeting, with staff, and with our SAF and Network Leader. The committee found that these findings are not applicable to our educational program.

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

○ Applicable ⦿ Not Applicable

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

As evidenced by IEP reviews and classroom observations, test modifications are implemented within the students' classroom environment on a regular basis. CTT and support staff meet with the school psychologist and social worker to review IEP goals to better align student goals and objectives. After reviewing the promotional criteria as listed on the IEP, teachers work towards differentiating instruction to meet students' needs throughout the school year.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

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

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

Part A:
For Title I Schools

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

   0

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

   N/A

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.