



SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

P.S. 144 COL JEROMUS REMSEN

2009-10

SUPERINTENDENT: JEANNETTE REED

**SCHOOL: (DISTRICT 28/ BOROUGH Q/ 28Q144)
ADDRESS: 93-02 69 AVENUE, QUEENS,
TELEPHONE: 718-268-2775
FAX: 718-575-3734**

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SECTION I: SCHOOL INFORMATION PAGE

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 28Q144 **SCHOOL NAME:** P.S. 144 Col Jeromus Remsen

SCHOOL ADDRESS: 93-02 69 AVENUE, QUEENS, NY, 11375

SCHOOL TELEPHONE: 718-268-2775 **FAX:** 718-575-3734

SCHOOL CONTACT PERSON: Reva Gluck Schneider **EMAIL ADDRESS** RGluckS@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lois Olshan

PRINCIPAL: Reva Gluck Schneider
Amy Weiss

UFT CHAPTER LEADER: _____

PARENTS' ASSOCIATION PRESIDENTS: Maria Cognata
Tricia Kampton

STUDENT REPRESENTATIVE: _____

(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 28 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Purus, Daniel

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Reva Gluck-Schneider	<i>*Principal or Designee</i>	
Amy Weiss	<i>*UFT Chapter Chairperson or Designee</i>	
Maria Cognata	*PA/PTA President or Designated Co-President	
Lois Olshan	<i>Member/teacher</i>	
Jeanne Kwok	Member/ parent	
Martha Mayorga	<i>Member/teacher</i>	
Lisa Brody	Member/ parent	
Tricia Kampton	Member/ parent	
Amy Woo	Member/ parent	
Barbara Martin	<i>Member/teacher</i>	
Liz Schneider	<i>Member/teacher</i>	
Liz Spears	<i>Member/teacher</i>	
Kathryn Thome	Member/ parent	
Liz Morrow	Member/ parent	

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

* 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.

Part A. Narrative Description

P.S. 144 Q is located in Forest Hills section of Queens, New York. Serving students from Pre-K to 6th grade, our unique student body is diverse; they come with various abilities and interests. We seek to meet the needs of all of our children with a philosophy of: "Every child, every day, in every modality needed".

We serve students from Pre-K to 6th grades and have among our students children with diverse needs. We have 2 Pre K classes, 6 kindergarten classes (including a CTT class and a 12:1:1 in special education), 5 grade one classes (including a CTT, and a 12:1:1), 5 second grade classes (including a CTT, a 2/3 bridge 12:1:1 a Gifted and Talented), 6 third grade classes (including 2 bridge classes 3/4), 3 fourth grade classes ,5 fifth grades (including a 12:1 bridge 5/6 and 12:1:1) . Our terminal grade is grade six and there we have 3 classes (including a CTT). We have children who live in the neighboring community, as well as those travel to be part of this tight knit school.

This learning community is known for exemplary residencies including the Guggenheim, American Ballroom Theater, Queens Museum of Art, Brooklyn Queens Conservatory, and LEAP Science.

This year we have staff development from Teacher's College Reading and Writing Project. The principal as well as one of our AP's attends TC Leadership Groups. We in turn bring this information back and provide individual and whole staff development in the latest thinking from the Teacher's College Reading and Writing Project. We have also purchased TC tickets so that all grades have representation at calendar days. We arrange for common preps, grade meetings and a community binder in the library, teacher's room and main office to place and access notes from these sessions. Writing is an art, a science a skill. Reading is an art, a science, a skill. All of the wondrous work approached in an enthusiastic and creative manner brings everyone (students and teachers alike) to new ways of thinking about how we live in our learning environment.

We have extraordinary support from parents, the community and members of the City Council. Our PA is strong and active and continues to be central in providing the monies for the residencies and art programs. Our School Leadership Team has a membership of highly intelligent community

and school based members. Additionally, extra curricular activities abound including a range from homework assistance to various sports.

While we are seeking to improve individual achievement, make connections between academic achievement and the arts through data collection, and developing tools for assessment, we are continuing to look for ways to make this school as inclusive as possible. We want the participation of *all our parents*, and participation at school functions can be a challenge for our community members who do not live close by.

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:	Colonel Jeromus Remson			
District:	28	DBN #:	28Q144	School BEDS Code #: 34280010144

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment: 710				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	33	36	36		94.3	94.8	95.6		
Kindergarten	103	88	106						
Grade 1	104	94	98	Student Stability: % of Enrollment					
Grade 2	86	97	99	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	111	113	78		94.9	92.6	95.3		
Grade 4	78	113	78						
Grade 5	93	72	110	Poverty Rate: % of Enrollment					
Grade 6	90	94	81	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		24.9	23.9	23.6		
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		5	9	13		
Grade 12	0	0	0						
Ungraded	10	18	13	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total			712		9	12	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					

DEMOGRAPHICS							
(As of October 31)	2006-07	2007-08	2008-09				
Number in Self-Contained Classes	71	66	63	(As of June 30)	2006-07 5	2007-08 5	2008-09 5
No. in Collaborative Team Teaching (CTT) Classes	21	25	36	Principal Suspensions	0	2	0
Number all others	35	35	37	Superintendent Suspensions	0	0	0
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(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	41	34	37	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	10	12	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	46	55	54
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	13	14
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	n/a	3	4
	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	2008-09	% fully licensed & permanently assigned to this school	100.0	94.5	98.1
American Indian or Alaska Native	0.1	0.1	0.3	Percent more than two years teaching in this school	87.5	76.4	74.1
Black or African American	7.8	7.9	8.1	Percent more than five years teaching anywhere	77.1	69.1	72.2
Hispanic or Latino	16.7	16.1	13.6	Percent Masters Degree or higher	92.0	91.0	93.0
Asian or Native Hawaiian/Other Pacific Isl.	36.4	37.9	39.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.6	90.3	94.1
White	37.0	38.0	36.9				
Multi-racial	0	0	0.1				
Male	50.4	50.8	52.7				
Female	49.6	49.2	47.3				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	x <input checked="" type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>			If yes, area(s) of SURR identification: _____		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):					
<input checked="" type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1	<input type="checkbox"/>	Improvement – Year 2
<input type="checkbox"/>	Corrective Action – Year 1	<input type="checkbox"/>	Corrective Action – Year 2	<input type="checkbox"/>	Restructured – Year ____

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

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			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	X	X	X			
Ethnicity						
American Indian or Alaska Native	X	X				
Black or African American		X				
Hispanic or Latino	X	X				
Asian or Native Hawaiian/Other Pacific Islander	X	X	X			
White	X	X	X			
Multiracial						
Other Groups						
Students with Disabilities	X	X				
Limited English Proficient	X	X				
Economically Disadvantaged	X	X	X			
Student groups making AYP in each subject	7	7	4	0	0	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/R
Overall Score	87.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	15.6	Quality Statement 3: Align Instructional Strategy to Goals	

Student Progress (Comprises 55% of the Overall Score)	5.5		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>				

Note: Last Quality Review was in 2007-2008. Our score coupled with the A earned on our Progress Report means we will not receive another review until the 2010-2011 school year.

SECTION IV: NEEDS ASSESSMENT

What student performance trends can you identify ?State Assessments- Trends Data Source:

NYC Department of Education

This table is organized to look at the *same* cohorts of students over time.

This table is an example of how we looked at the data- by cohort over time.

2009 Assessment of the Same Group of Students Over Time using New York State Math Test Scores

Grade	Test Yr	# Tested	Level 1		% Change	Level 2		% Change	Level 3		% Change	Level 4		% Change	Lvls 3 & 4		% Change
			#	%		#	%		#	%		#	%		#	%	
5 GE	2009	73	0	0.0	n/a	0	0.0	n/a	33	45.2	n/a	40	54.8	n/a	73		n/a
5 GE	2009	73	1	1.4	100%	0	0.0	0.0%	24	32.9	-27.2%	48	65.8	20.1%	72	98.6	-1.4%
5 SE	2008	9	0	0.0	n/a	0	0.0	n/a	7	77.8	n/a	2	2.22	n/a	9		n/a
5 SE	2009	9	0	0.0	0.0%	4	44.4	100%*	4	44.4	-42.9%	1	11.1	-50.0%	5	55.6	-44.4%
6 GE	2007	89	1	1.1	n/a	1	1.1	n/a	45	50.6	n/a	42	47.2	n/a	87	97.8	n/a
6 GE	2008	88	0	0.0		3	3.4	209.1%	37	42.0	-17.0%	48	54.5	15.5%	85	96.6	-1.2%
6 GE	2009	88	0	0.0	0.0%	0	0.0	-100.0%	35	39.8	-5.2%	53	60.2	10.5%	88		3.5%
6 SE	2007	17	0	0.0	n/a	4	23.5	n/a	11	64.7	n/a	2	11.8	n/a	13	76.5	n/a
6 SE	2008	22	3	13.6	100%*	4	18.2	-22.6%	14	63.6	-1.7%	1	4.5	-61.9%	15	68.2	-10.8%
6 SE	2009	20	1	5.0	-63.24%	5	25.0	37.4%	13	65.0	2.2%	1	5.0	11.1%	14	70.0	2.6%
ALL	2006	369	19	5.1	m/a	26	7.0	n/a	153	41.5	n/a	171	46.3	n/a	324	87.8	n/a
ALL	2007	362	15	4.1	-19.6%	28	7.7	10.0%	170	47.0	13.3%	149	41.2	-11.0%	319	88.1	0.3%
ALL	2008	358	13	13.6	-12.2%	20	5.6	-27.3%	164	45.8	-2.6%	161	45.0	9.2%	325	90.8	3.1%
ALL	2009	348	7	2.0	-44.4%	16	4.6	-17.9%	158	45.4	-0.9%	167	48.0	6.7%	325	93.4	2.9%

2009 Assessment of the Same Group of Students Over Time using New York State ELA Test Scores

Grade	Test Yr	# Tested	Level 1		% Chg	Level 2		% Chg	Level 3		% Chg	Level 4		% Chg	Levels 3 & 4		% Chg.
			#	%		#	%		#	%		#	%		#	%	
5 GE	2008	73	0	0.0	n/a	6	8.2	n/a	47	64.4	n/a	20	27.4	n/a	67	91.8	n/a
5 GE	2009	72	0	0.0	0%	6	8.3	1.2%	47	65.3	1.4%	19	26.4	-3.6%	66	91.7	-0.1%
5 SE	2008	8	1	12.5	n/a	2	25.0	n/a	3	37.5	n/a	2	25.0	n/a	5	62.5	n/a
5 SE	2009	8	2	25.0	100%	2	25.0	0.0%	4	50.0	33.3%	0	0.0	-100.0%	4	50.0	-20.0%
6 GE	2007	88	0	0.0	n/a	11	12.5	n/a	61	69.3	n/a	16	18.2	n/a	77	87.5	n/a
6 GE	2008	88	0	0.0	0%	10	11.4	-8.8%	62	70.5	1.7%	16	18.2	0.0%	78	88.6	1.3%
6 GE	2009	84	0	0.0	0%	5	6.0	-47.4%	46	54.8	-22.3%	33	39.3	115.9%	79	94.0	6.1%
6 SE	2007	18	5	27.8	n/a	8	44.4	n/a	5	27.8	n/a	0	0.0	n/a	5	27.8	n/a
6 SE	2008	21	4	19.0	-32%	9	42.9	-3.4%	8	38.1	37.1%	0	0.0	0.0%	8	38.1	37.1%
6 SE	2009	21	0	0.0	-100%	9	42.9	0.0%	11	52.4	37.5%	1	4.8	100%	12	57.1	49.9%
ALL	2006	346	18	5.2	n/a	50	14.5	n/a	191	55.2	n/a	87	25.1	n/a	278	80.3	n/a
ALL	2007	361	16	4.4	-15.4%	57	15.8	9.0%	213	59.0	6.9%	75	20.8	-17.1%	288	79.8	-0.6%
ALL	2008	353	7	2.0	-54.5%	56	15.9	0.6%	230	65.2	10.5%	60	17.0	-18.3%	290	82.2	3.0%
ALL	2009	342	5	1.5	-25.0%	46	13.5	-15.1%	199	58.2	-10.7%	92	26.9	58.2%	291	85.1	3.5%

What student performance trends can you identify?

Math Trends Noted:

5th grade general education: Students had a 1.4 decrease in 3s and 4s

5th grade special education: Students had a decrease in levels 3s and 4s

6th grade general education/special education: In 2009, students had increases in levels 3 and 4, 3.5% in General Education and 2.6% in Special Education

All grades/all classes: In 2009, we have had an increase of 3s and 4s for our entire population. Although we have had decreases in our number of level 3s, they are offset by the increases in our level 4s. Our percentage of level 4s have increased in years 2008 and 2009. In 2009, if the number tested was normalized, the percentage increase for level 4s would be higher.

What student performance trends can you identify?

ELA

Trends Noted:

5th grade general education: Students had a .1% decrease in level 3s and 4s

5th grade special education : Students had a decrease of 20% in 3s and 4s. Please note that we are analyzing 8 students in our population. Each child's score will have a large impact on percentage changes due to the small population.

6th grade general education: In 2009, students had an increase of 6.1% in our number 3s and 4s. Though there was a 22.3% decrease in 3s it was offset by a 115.9% increase in 4s.

6th grade special education: In 2009, students had a 49.9% increase in our number 3s and 4s.

All grades/All classes: In 2009, we have increased our 3s and 4s for the entire populations of our school. We had a decrease in the number of level 3s which were offset by an increase in our level 4s. After two years of percentage decreases in our number of 4s (2007 was -17.1% and 2008 was -18.3%), we have increased our number of children scoring level 4s by 58.2%. In 2009 , if the number tested was normalized, the percentage increase for level 4s would be higher.

Data Source: Progress Report 2008-2009

Progress Report - Student Progress

Student Progress for English Language Arts indicates the following:

1 Year of Progress: 73.8 % of our students made at least 1+ year of progress, compared with **57.7%** in 2007-2008.

Percentage of Students in School's Lowest 1/3 Students: 86.7 % of our students made at least 1+ year of progress, compared with 77.8% in 2007-2008

Average Change in Proficiency for Level 1 and Level 2: 0.54 is our average change in student proficiency, compared with 0.43 in 2007-2008

Average Change in Proficiency for Level 3 and Level 4: 0.17 is our average change in student proficiency, compared with (0.04) in 2007-2008.

The overall score for student progress was 56.0 out of 60.0 compared with 28.8 out of 60 in 2007-2008..

Student Progress for Mathematics indicates the following:

1 Year of Progress: **81.3%** of our students made at least 1+ year of progress, compared with **71.5% in 2007-2008.**

Percentage of Students in School's Lowest 1/3 Students: 76.7 of our students made at least 1+ year of progress compared with 65.6 in 2007-2008.

Average Change in Proficiency for Level 1 and Level 2: 0.45 is our average change in student proficiency, compared with 0.25 in 2007-2008.

Average Change in Proficiency for Level 3 and Level 4: : 0.00 is our average change in student proficiency,

The overall score for student progress was 56.0 out of 60.0 compared with 28.8 out of 60 in 2007-2008

2009 TRENDS ANALYSIS OF ELA PERFORMANCE ELA ALL TESTED STUDENTS

School				Year	Number Tested	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Level 3 and 4	%
28Q144	428144	Q144	Total	2006	345	17	4.9	50	14.5	191	55.4	87	25.2	278	80.6
28Q144	428144	Q144	Total	2007	361	16	4.4	57	15.8	213	59.0	75	20.8	288	79.8
28Q144	428144	Q144	Total	2008	360	7	1.9	59	16.4	234	65.0	60	16.7	294	81.7
28Q144	428144	Q144	Total	2009	348	5	1.5	46	13.5	199	58.2	92	58.2	291	85.1

Total School Trends: Over a three-year period from 2006 –2008, the percentage of all-tested students scoring at Level 1 on the ELA assessment decreased from 4.9 % to 1.5 %

The percentage of students scoring at Level 2 increased from 14.5% to 16.4% and is now down to 13.5%. Students scoring at Level 3 increased from 55.4% to 65.0% and is now down to 58.2 This is offset by the increase in students scoring a level 4. The percentage of children scoring a level 4 has increased from 16.7 to 58.2., The number of students scoring a 3 or 4 has steadily risen from 2006 until the present. An analysis of this three-year trend in **ELA TOTAL SCHOOL** performance for **all-tested students** indicates that the 4% decrease in students scoring at Level 1 is significant. Additionally, there were noteworthy gains as students moved from Level 1 to Level 2 and from Level 2 to Levels 3. The increase in level 4's indicates a trend in student achievement that needs to continue to be strengthened. The skills of students scoring at Levels 3 & 4 will help ensure that the growth in Level 4 students in supported. Additionally, targeted instructional initiatives that address the specific needs of students scoring at Levels 1 and 2 and 3 will be accelerated.

2009 TRENDS ANALYSIS OF MATH PERFORMANCE

MATH ALL TESTED STUDENTS

School				Year	Number Tested	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Level 3 and 4	%
28Q144	428144	Q144	Total	2006	369	19	5.1	26	7.0	153	41.5	171	46.3	324	87.8
28Q144	428144	Q144	Total	2007	362	16	4.1	28	7.7	170	47.0	149	41.2	319	88.1
28Q144	428144	Q144	Total	2008	365	15	4.1	21	5.8	167	45.8	162	44.4	329	90.1
28Q144	428144	Q144	Total	2009	348	7	2.0	16	4.6	158	45.4	167	48.0	325	93.4

An analysis of this trend in **MATH TOTAL SCHOOL** performance for **all-tested students** indicates that we need to continue to increase the numbers of students moving into level 3 and 4, while maintaining and increasing the achievement of those already attaining grade level and above grade level work. In level 4's indicates a holding trend in student achievement needs to be strengthened. Shoring up the skills of students scoring at Levels 3 & 4 will help ensure that the decline in Level 4 students is halted. Additionally, targeted instructional initiatives that address the specific needs of students scoring at Levels 1 and 2 will be accelerated.

Total School Trends: Over the period from 2006 –2009, the percentage of all-tested students scoring at Level 1 on the Math assessment decreased from 5.1 % to 2.0 %.

The percentage of students scoring at Level 2 decreased from 26% to 16 %. Students scoring at Level 3 increased from 41.5% to 45.4% . However, there was a dip in the percentage of students scoring at a Level 4 from 46.3 to 44.4% from 2006-2008. In 2009 there was an increase in level 4's from 44.4 to 48.0%.

SUMMARY OF DATA ANALYSIS/FINDINGS – ELA and Math

ELA

Average Change in Proficiency for Level 3 and Level 4:

Our average change in student proficiency for Levels 1 and 2 is 0.54. We need to continue the upward trend. We need to put in place supports to keep our children who receive 3's and 4's achieving at this level. We have AIS and differentiated instruction to support this goal.

MATH

Average Change in Proficiency for Level 3 and Level 4: : 0.45 is our average change in student proficiency for Levels 1 and 2. We need to continue the upward trend. We need to put in place supports to keep our children who receive 3's and 4's achieving at this level .We have AIS and differentiated instruction to support this goal. Differentiated instruction in the area of small group work and homework is the focus of our ongoing work and professional development.

What have been the greatest accomplishments over the last couple of years?

- 1. Our school has many wondrous accomplishments in the past few years.*
- 2. They include:*
- 3. Progress Report has moved from a C in 2006-2007, to a B in 2007-2008 to an A in 2008-2009.*
- 4. Quality Review 2007-2008 PS 144 Q's Quality Review is well developed.*

Parent Participation is very high, and we have an active Parents Association and School Leadership Team.

AIDS TO CONTINUOUS IMPROVEMENT

A significant aid to our continuous school improvement can be attributed to School leaders and faculty consistently gathering data and using it to understand what each student knows and is able to do and to monitor the student's progress over time. The school collects and utilizes a very wide range of data and has evaluated its usefulness. This has resulted in a database, which is very well focused on monitoring students' progress over time. The school is currently developing ways of making sure that everyone who needs to, can access this easily and that all data is available in one place. This will result in staff being able to identify trends in the data more effectively. The school is highly effective in keeping its database up to date with ongoing assessments and state test results. In addition to this, the school uses a more anecdotal approach using conferring notes from team meetings, which help to shape goal setting.

English language learners and special education students benefit from the expertise with which teachers use data to plan precisely for their needs. Goals are reviewed frequently to ensure that the intervention programs put in place for these students are effective in helping them make good progress. 'Push-in' support is particularly beneficial to those students in the most need of help. Individual education plans are constructed well and contain 'short step goals' which are reviewed regularly to ensure students make good progress. Excellent examples of assessment-for-learning were seen in the school and students were set clear goals to improve their writing. Students said that these really work because it makes them think specifically about the 'things, which make writing better'. The school also pays attention to the needs of high achieving students and plans enrichment activities for them. Specific goals are set to ensure that these students conduct their own independent research and plan projects, which ensures they make very good progress.

The school makes sure that the lines of communication to parents and the home are always open. This results in highly useful information being exchanged. Parents spoke of the many different ways there are of contacting the school and how they 'never feel alone'. They have high expectations of the school, as do the teachers of the children. Parents expect their children to achieve high academic goals and talk positively about how the school is effective in enabling students to reach their potential. Students also said that teachers help them to reach their goals by encouraging them to evaluate and assess their own learning.

The school's curriculum is highly creative, which results in highly motivated students who are bursting with excitement about their learning. The school has most certainly achieved its own goal of "fostering joy in all curricular areas". The teachers have developed excellent relationships with a number of high profile arts institutions and the students benefit greatly from visiting artists and musicians. Their work enriches the curriculum and develops students' self-esteem giving them confidence to achieve their goals. Artwork displayed around the school is stunning. Subjects are linked together innovatively and instruction is interesting and compelling. Students study 'topics' such as 'The Road Trip' that brings together computing, math, geography and literacy. This results in learning being 'brought to life' through investigation and research. The students identify links with their learning to 'real life', consequently, they make rapid progress toward their goals. Students get the opportunity to work with many

different art mediums. In an interesting discussion about the clay they were using, students were guided towards making hypotheses about evaporation, linking art to science. This way of working develops students' thinking skills and encourages inquisitive young people to pose questions to the teacher. All these features ensure that students make very good progress.

Differentiation in reading is well structured because teachers gather data regularly to keep a constantly updated record of each student's progress. Teachers' assessments are extremely thorough and identify every little step towards the next learning goal in reading, writing, speaking and listening. Examples of students' work accompany each assessment and are clearly linked to differentiation for the next set of instruction. Teachers constantly review their instruction to meet the needs of the students and this is why students' progress in these subjects is consistently good. The school has rightly identified that it should share this good practice to improve differentiation in math and has already begun to organize professional development to reach this goal.

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Data Source: Quality Review

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal Number 1	
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Describe your goal.</p> <p align="center">To continue to increase opportunities for teachers to improve their instructional practice through providing a comprehensive professional development plan</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Set the measurable target that will define whether you have met your goal.</p> <p align="center">90 % classroom teaching staff will now participate in professional development sessions</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>For the SY 09-10 we will align fiscal and human resources to provide teachers with common planning time to meet with grade level colleagues for at least one period per week.</p> <p>For the SY 09-10 we will align fiscal and human resources to support the TCRW Workshop to enable teachers to attend regularly scheduled calendar days at Teacher’s College and local College site.</p> <p>For the SY 09-10 we have on site Professional Development for teachers from TCRWP for 25 days.</p> <p>For the SY 09-10 we will use the ICI LSO Network 18 (Dan Purus) to provide targeted and focused professional development for all staff in the areas of Special Education, Mathematics and Organizational Leadership.</p> <p>Program cluster positions and out of classroom positions so that teacher’s schedules can reflect common prep periods</p> <p>Substitute teacher will be hired to allow for teacher attendance at TCRWP calendar days</p> <p>Substitute teacher will be hired to allow for teacher attendance at TCRWP in house training and lab site work.</p> <p>Schedule will reflect Network professional development</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>During grade meetings Principal will ascertain the best practices shared in common preps</p> <p>Payroll records will reflect substitutes hired for professional development coverage</p>

SECTION V: ANNUAL SCHOOL GOALS/ SECTION VI: ACTION PLAN

<p>Goal Number 2</p>	
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Describe your goal.</p> <p>To continue to strengthen parent involvement and community resources to increase student achievement.</p>
<p>Action Plan</p>	<p>Set the measurable target that will define whether you have met your goal.</p>

<p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>By June 2010 the parent coordinator will develop and conduct a series of educational workshops and arts activities to support greater parent involvement which may result in greater student achievement. These workshops will include study habits, and access and use of Acuity and or ARIS to support student achievement.</p> <p>By June 10, 2010 the Data Specialist will have held 2 informational sessions on Acuity to facilitate parent's involvement in academic achievement.</p> <p>For the SY 09-10 the principal will facilitate at least 3 SLT informational sessions to assist in the increase of parent and community involvement in data collection, analysis and academic achievement. The Principal will provide information on data systems such as Acuity, ARIS, and Progress Report Data to increase parent participation in school wide and individual goals.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Scheduling will support the parent coordinator will have access to library for parent workshops</p> <p>Scheduling will provide at least 8 periods per week to oversee the arts enrichment program</p> <p>Principal will present information to the SLT through various methods (e-mail, presentations at meeting, before or after school sessions.)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Library schedule as evidence of open periods for PC PD use.</p> <p>Parent coordinator folders of informational session</p> <p>Arts Liaison schedule will evidence periods set aside for facilitation of the arts program</p>

Goal Number 3	
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Describe your goal. To increase the use of data and improve in data analysis in an effort to improve student achievement.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 21010 teacher lesson plans will reflect use of hard soft data By June 90%of teachers whose students have test data will use the Acuity data to inform instruction and design Teachers will work in collaboration to use TC to differentiate</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>For the SY 09-10 we will use both hard and soft data to design/determine lesson planning for students. This includes those who are struggling as well as those who are in need of enrichment. This is not a static grouping. For the SY 09-10 we will implement Acuity ,and other interim assessment tools to inform student learning For the SY 09-10 we will broaden and strengthen the TCRWP assessments as a tool to promote greater teacher understanding of the individual learning needs of their children. Funding from NYCDOE will be used to meet with staff in grade meetings. AP of Assessments will be assigned to facilitate all scheduling and staffing accommodations needed to implement assessments. School will provide opportunities for teachers to attend workshops on TCRWP assessments and units of study. School will have an on staff TCRWP Data Specialist School will have on site TCRWP staff development</p>
<p>Indicators of Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Schedule agendas of tc as evidence of data meetings. Assessment Binder of assessment implementation Notes of TCRWP workshops to be kept in main office and teacher’s lounge for all teachers use. TCRWP data specialist will create and distribute data to teachers Teachers will analyze and use data in common meetings, individual and staff development to inform instruction</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	1	0	0	0
1	5	0	N/A	N/A	0	0	0	0
2	8	3	N/A	N/A	0	0	0	0
3	5	13	N/A	N/A	2	0	0	0
4	5	13	8	0	0	0	0	0
5	7	19	0	5	4	0	0	0
6	6	12	0	0	2	0	0	0
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Wilson PCEN Reading Learning Leaders At-Risk Resource Room	Special Education classroom instruction Small group pullout program during school hours 1:1 individualized instruction during school hours Phonics Program for all students in grades K,1 in class instruction Reading Recovery
Mathematics: Math Tutorial Learning Leaders At-risk Resource Room	Special Education classroom instruction Small group pullout program during school hours 1:1 individualized instruction during school hours
Science:	Small group pullout program during school hours 1:1 individualized instruction during school hours
Social Studies:	Small group pullout program during school hours 1:1 individualized instruction during school hours
At-risk Services Provided by the Guidance Counselor:	Conflict Resolution Crisis Counseling Peer Mediation Grief Counseling Banana Split Program for children going through divorce/family trauma – During non-academic periods and lunch
At-risk Services Provided by the School Psychologist:	Bullying lessons Violence Prevention Crisis Counseling
At-risk Services Provided by the Social Worker:	Crisis Counseling
At-risk Health-related Services:	Open Airways – Asthma workshop during lunch for students with Asthma Epi-pen training for teachers of students at risk with severe allergies AED/CPR training

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.

**The New York City Department of Education
Community School District 28**

**Office of English Language Learners
Grades K-8
Language Allocation Policy 2009-2010
Narrative**

Part II. ELL Identification Process

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

- 1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate the ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).**

A welcome sign, in a number of different languages including Chinese, Spanish, Korean and Arabic is prominently displayed in the entrance lobby of PS 144. This sign advises all visitors to our schools that translation services are readily available, should the need arise. When a parent and a child, new to the New York City school system enter the General Office to enroll the child at PS 144, they are often accompanied by a family member or friend, who is English speaking, to assist in the registration process. It should be noted that many of our newly admitted ELLs are offspring of fluent English speakers, who are in the United States for only a few years for education and/or job transfers.

At this time, our experienced Pupil Accounting School Secretary determines whether or not a parent requires assistance in completing the HLIS in English. If a parent speaks another language, the school secretary always administers the HLIS in the parent's native language. At our school, the forms are readily available in Spanish, Chinese, Korean, Russian, French, Arabic, Urdu and Bengali. She always requests the assistance of our New York State English as a Second Language (ESL) certified teacher, who has been teaching in NYC for more than thirty three years, and is also state certified in Spanish and in French, to conduct the initial screening. If the ESL teacher is temporarily occupied in the classroom, another staff member or parent may assist the school secretary. After the parent completes the HLIS, the school secretary, in conjunction with the ESL teacher, scrutinizes this form to be sure that if **one** question in Part I is answered with another language, and **two** questions in Part II are answered the same way, the child is entered into ATS with the correct OTELE. The admission slip generated for this child indicates that he/she is eligible for LAB-R testing. Then, the ESL teacher will administer the LAB-R within ten days of a new admission's entrance into the NYC school system. If it is determined, through a child's scores on the LAB-R, that he/she does not require ESL services, a letter is sent home in English and in the parents' native language informing them that their child is proficient in English. If the child does not pass the LAB-R, the ESL teacher contacts the parent by telephone, e-mail, or by letter inviting them to view the

DVD entitled Parent Orientation in English and their native language. At this meeting, the parent is given the Parent Selection form in English and in their native language. It should be noted that these Parent Orientation meetings are always held in September and October, since the beginning of the school year coincides with the greatest number of new admissions. However, individual and group orientation sessions continue to be offered throughout the school year.

The NYSESLAT is administered annually in May, towards the end of the school year. In order to make sure that all entitled ELLs, included X-coded children, are administered the NYSESLAT the ESL teacher will generate the RLER report on ATS. In addition, the RLAT report is also generated to confirm the correct number of students eligible for the NYSESLAT.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

At the beginning of the school year, new admits, who are potential ELLs are identified through the HLIS, and then tested within ten school days, with the LAB-R by the ESL teacher. As soon as testing and scoring are completed, parents of entitled ELLs are invited to attend a Parent Orientation meeting. Three meetings are scheduled by the beginning of October, at different times during the school day and in the evening, to accommodate working parents. The ESL teacher, who is also state certified in French and Spanish, hands out parent guides to bilingual and ESL programs, which have been translated into a number of different languages such as Spanish, Chinese and Korean. In addition, the parents view the DVD entitled Parent Orientation in English and in their native language. A question and answer period is provided at the end of each meeting. The Parent Coordinator, other staff members, and members of the Parents Association, who are bilingual, thus facilitating communication with the parents, attend these meetings. Finally, the Program Selection forms, which have been translated into a number of different languages, are distributed and sent home with parents, to be filled out, signed, and returned to school in a timely fashion. New admits, who arrive later in the school year, receive an individual orientation, where they are given the opportunity to view the DVD in their native language, and are also given the Program Selection form to be filled out, signed and returned to school as soon as possible.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [See tool kit])

We generally have 100% participation at our Parent Orientation meetings, and the parents fill out and return the Program Selection forms in a timely fashion. Once these forms are returned with a signature, they are kept on file with the ESL teacher, until the child achieves proficiency in English. In addition, copies of the Entitlement letters and Continued Eligibility letters in English and the parents' native language are retained. If a parent of a new admit is unable to attend any of the Parent Orientation meetings, the ESL teacher would contact the parent by telephone, letter or e-mail, and then send home the Parent Selection form along with a copy of the Parent Orientation DVD.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

At PS 144, we can only offer a freestanding ESL program because we never have fifteen ELLs on one grade, or across two grades, speaking the same native language, which would necessitate the establishment of a bilingual class. Our parents select PS 144 for its excellent academic reputation, outstanding visual and performing arts programs, and supportive learning environment. Many of the

parents of our ELLs are fluent speakers of English, who have been transferred to the United States for only a few years. They want their children to be immersed in an English language speaking environment. In order for the new admit to feel more comfortable at PS 144, the school secretary always tries to place the new admit in a class, where there is another child who speaks the same native language.

It should be noted that we have set up a buddy system for parents of newly entitled ELLs. If a Chinese, Spanish or Korean speaking parent expresses any interest at all in a bilingual program, the buddy parent, who speaks the same language, would explain the different options to the ELL parent. If a parent was interested in transferring the child to a Dual Language or Transitional Bilingual program, the ESL teacher would contact the Compliance Specialist for our district to find out about the availability of a seat in one of these programs.

Finally, it should be noted that many of our ELLs speak Indonesian and Japanese. At the present time, there are no Dual Language or Transitional Bilingual programs offered in these languages in our district.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Please provide numbers.

The ELLs at PS 144 speak more than a dozen languages and come from a variety of socio-economic backgrounds. Many of our ELLs come to the United States for job transfers, and plan to return to their native countries in three or four years. These parents are very anxious for their children to achieve proficiency in English, and always select a freestanding ESL program as their first choice. During the 2007-2008, 2008-2009, and 2009-2010 school year, 100% of the parents of our new admits requested ESL, where instruction is provided in English, rather than Transitional Bilingual or Dual Language programs for their children. The ESL teacher, the administration, and other staff members regularly review the Parent Survey and Program Selection forms to ensure that the parents' choices have been honored.

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

In accordance with the Parent Selection forms, a freestanding ESL program is currently offered and will continue to be offered at PS 144, by a certified ESL teacher.

Part III. Programming and Scheduling Information

1. How is instruction delivered?

a. What are the organizational models (e.g. Departmentalized, Push-In, [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.

The freestanding ESL program at PS 144 is primarily a pull-out program. There are generally only five to seven ELLs on each grade, and they are usually divided equally among all the classes on a particular grade, rather than being concentrated in one classroom. In this way, the classroom teacher has more of an opportunity to provide additional support and differentiate instruction for these students. The school secretary always tries to place an ELL in a classroom, where at least one other child speaks the same native language as the newly admitted ELL, and can serve as his/her buddy and translator.

At the present time, the ESL teacher offers instruction to two and three grades simultaneously, in order to meet the CR Part 154 instructional mandates of 360 minutes weekly for beginner and intermediate ELLs and 180 minutes weekly for advanced ELLs. In addition, the ESL teacher always

tries to push into a classroom with the greatest number of ELLs, in order to offer additional assistance to the classroom teacher and students.

During 2008-2009, extra monies for Academic Intervention Services were used to hire an additional certified ESL teacher to push into certain classes with high numbers of ELLs, in order to better prepare them for standardized testing in reading and mathematics. This push-in ESL teacher provided the ELLs with skills for strengthening their vocabulary and comprehension of fiction and non fiction materials. Also, this push-in teacher provided the ELLs with test taking strategies. If the monies are available for 2009-2010, we expect to offer this additional “push-in” support.

b. What are the program models (e.g. Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class]?

At PS 144, the kindergarten and first grade ELLs are grouped together, second and third grade ELLs are also grouped together, and finally the fourth, fifth and sixth grade ELLs are taken together. Special education ELLs are grouped together with their peers chronologically, in order to provide a mainstreaming experience for them. For four periods a week, the groups are a mixed proficiency level, and the beginner and intermediate ELLs are grouped homogeneously for the other four periods a week.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

Our ESL teacher ensures that all of our ELLs are fully served with the mandated number of minutes necessary for each proficiency level. The school secretary consults daily with the ESL teacher to make sure that all new admits are entered accurately on ATS, with the correct OTELE. In addition, an examination of our annual BESIS report indicates that 100% of our ELLs are receiving the necessary ESL services.

a. How are explicit ESL, ELA, and NLA (delivered in each program model as per CR Part 154 (See table on K-8 Worksheet)

Explicit ESL occurs during the ESL period, especially for the newcomer ELLs. Here, the emphasis is on the acquisition of social and academic vocabulary taught through such ESL strategies as Total Physical Response, the Language Experience Approach, and Sheltered English. In addition, the classroom teacher is provided with supplementary materials, as well as useful websites on the Internet for our newcomer ELLs. It is especially important for our newcomer ELLs, in the upper grades, to develop good decoding skills, so that they can ultimately become fluent readers in English. The ESL teacher makes suggestions on the modification of homework and long term assignments to the classroom teacher.

The ESL standards for New York State are closely aligned with the English Language Arts standards for New York State. All of our ELLs are assessed in Language Arts after only one year of enrollment in an English language school system. The ELLs are also taking the Predictive and Acuity Assessments three times during the school year and the Teachers College Assessments three times annually, unless they are very recent arrivals to the United States. The ESL teacher, along with the classroom teacher is devoting time to test preparation, so that our ELLs can try to meet NYS standards in language arts and the content areas. Our advanced ELLs also receive an additional period of language arts from the classroom teacher. The ESL teacher collaborates with the

classroom teacher, so that all ELLs receive instruction in reading and writing, using the Workshop Model during the Literacy period, and also during the ESL period.

3. Describe how the content areas are delivered in each program model. (Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development).

Instructional approaches such as Sheltered English and an emphasis on vocabulary development are used to make the content areas of mathematics, social studies and science more comprehensible for the ELL. It is particularly important that our ELLs learn the appropriate mathematics vocabulary since the New York State Mathematics Assessment focuses on the children's ability to solve word problems. Thematic units that are pertinent to social studies and science are taught as well. The ESL teacher has a variety of non fiction books, written on a variety of reading levels in English, which are aligned with the social studies and science curriculum of different grades. The different units from Teachers College give our ELLs greater exposure to non fiction reading material. In addition, the requirement to produce informational reports also increases the development of academic vocabulary. It must be noted that the ability to comprehend non fiction reading material and to write informational reports are included in both the English Language Arts Standards and the ESL Standards of New York State. Also, graphic organizers such as K-W-L Charts, Venn Diagrams, where the children have to compare and contrast and organize information sequentially have been helpful in facilitating language development and making the content areas more comprehensible for ELLs. Finally, the Internet with its large collection of websites that rely on graphics and videos, has been very useful for extending knowledge of a particular content area.

As far as including the native language, our school has a site license with the on-line World Book Encyclopedia. An important feature of this website is instantaneous translation, in many different foreign languages, of many articles related to the various social studies and science curriculum areas.

4 How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE?

Although, there are no SIFE students currently registered at PS 144, we have devised a plan should the need arise. First, we would place the child in an age appropriate classroom, where he/she would be paired with a buddy who speaks his/her native language. Second, arrangements would be made to have a parent volunteer work with the SIFE child, on an individual basis. In addition, the SIFE child would receive additional support through ESL services and additional Academic Intervention Services, provided by a push-in certified teacher during the school day, and also during the thirty seven and a half minutes Extended Day program. Finally, the SIFE child would be eligible for the morning Title III program, a prescriptive technology program which provides extra assistance three mornings a week.

b. Describe your plan for ELLs in U.S. schools for less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

Our plan for newcomers includes placing the child in a classroom with a buddy who speaks the same language. In addition, efforts will be made to secure a Parent Buddy, so that the parents of the newcomer would be able to familiarize themselves with the American educational system. All important school notices as well as report cards are offered in translated versions, so that newcomer parents can take an active role in their child's education. Translators will be provided at Parents Association meetings as well as at Parent Teacher Conferences. In addition, the newcomer child will be offered the services of a Parent Volunteer, who will work them on an individual basis. The

Parent Volunteer will help them acquire the basic English vocabulary, necessary for social communication, as well as academic skills. Newcomer ELLs, in Grades three through six, will be offered additional support through the Title III before school program. Also, an additional certified teacher will provide extra support, during the school day, with small group tutoring and/or pushing into the classroom during literacy and mathematics. Finally, our newcomer ELLs, particularly those students who have been in the U.S. for only one year, will be given extra help in developing strategies for success on standardized tests.

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

Our plan for ELLs receiving service for 4 to 6 years would be to offer continued support during the school day through differentiated instruction, small group tutoring, and individual assistance. Extra support would also be provided before school with the Title III program and after school with the Extended Day Program. Educational research has shown that some ELLs require as much as seven years to achieve academic proficiency in English. Generally, if a child enters the New York City school as an ELL in kindergarten and cannot pass the NYSESLAT in fifth grade, (after six years of ESL services) there is a strong possibility that the child may have some kind of learning problem.

d. Describe your plan for Long Term ELLs (completed 6 years)

After six years of instruction in an English language school system on the elementary level, these ELLs are generally proficient in speaking and understanding English, as measured by the NYSESLAT. Yet, these children still cannot meet the standards in reading and writing. At PS 144, the ESL teacher is a member of the Pupil Personnel Team, where a group of staff members meet monthly to talk about children with academic and behavioral problems. After discussion by the team, a variety of pre-referral intervention strategies would be offered. If there was no improvement, the child might be offered at-risk Resource Room. After a number of months, the PPT would decide if a referral to the Committee on Special Education for a bilingual evaluation would be warranted, to determine the possibility of a learning disability.

e. Describe your plan for ELLs identified as having special needs.

All of the Academic Intervention Services offered to our general education students are also offered to our special needs ELLs. In addition, some of our special education ELLs are also entitled to receive the services of an alternate placement para-professional, who works alongside the child in the classroom, translating essential information for him/her in the native language. These para-professionals facilitate the child's comprehension of the curriculum, and help him/her to try and meet the standards in literacy and in the content areas.

5. Describe your targeted intervention program for ELLs in ELA, math and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our school has targeted different interventions for the various ELL subgroups. First, our struggling first grade ELLs are recommended for Reading Recovery. The children receive individual tutoring by a certified reading teacher in decoding, comprehension and writing skills. Next, our newcomer ELLs in the upper grades receive additional support in ELA through the before school Title III individual prescriptive program. Our long term general and special education ELLs

receive extra help in literacy and math by a certified teacher, in a small group setting and pushing into the classroom during the day. Finally, all of our ELLs are recommended for the Extended Day Program, where they receive extra help in all content areas, additional practice in preparing for standardized tests, and assistance with homework and long term projects

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

After our ELLs achieve proficiency on the NYSESLAT, their test scores on the ELA and NYS Math are examined to see if they would benefit from extra assistance on test taking strategies, inferential reading skills, writing literary essays, and solving word problems in mathematics. This additional support may be provided through small group tutoring during the school day and/or the Extended Day Program. This year, New York State will continue to allow former ELLs, who passed the NYSESLAT in 2008 and 2009, to receive the same testing modifications that were available to them as ELLs. The third reading of a listening passage, extended time and the use of foreign dictionaries will be very helpful to former ELLs during all standardized tests. In 2009, 100% of our former ELLs met NYS standards in literacy and mathematics.

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

PS 144 will be continuing to upgrade our computers and printers in the classrooms and in the ESL room, which will familiarize our ELLs with different websites on the Internet, thereby increasing their language proficiency. In spite of budget cutbacks, PS 144 will continue to maintain our art and science residencies, our Title III morning program, and our continued collaboration with Teachers College for this school year.

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

We will not be discontinuing any programs or services for our ELLs because we want to ensure that they are afforded every opportunity to achieve academic success by meeting standards in literacy and in the content areas.

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

All ELLs are afforded equal access to all school programs. Notices such as trip slips are also sent home in the native language to better inform the parents of ELLs. Our Parents Association has a professionally maintained website with the latest news and weekly e-mails by the Parent Coordinator. Many of the members of the Executive Board of the Parents Association are also bilingual, and are always willing to translate for our newcomer ELL parents and/or children.

The Extended Day Program is offered to all ELLs for extra preparation for standardized tests in reading and mathematics. Also, a before school Title III program is offered to our upper grade ELLs and to new admits throughout the school year. This program uses technology and Leapfrog materials to improve listening and reading comprehension skills.

As far as special programs for 2009-2010, PS 144 will again be the recipient of the New York State Empire Grant. This money provides us with a partnership with the Queens Museum of Art, which allows us to bring architecture and visual arts residencies into the classrooms. We will also be continuing our partnership with the Guggenheim Museum of Art. This unique partnership, which lasts for twenty weeks, brings a teaching artist into the classroom, who develops art projects, in conjunction with the academic curriculum and current exhibitions at the museum. Finally, our ELLs will also benefit from other art residencies with such New York City cultural institutions as City Center, and the American Ballroom Theatre. These residencies expose our children to music, dance and theatre and are especially beneficial to our ELLs, since they give them the opportunity to

communicate, without having to use oral and/or written language. The ELLs can feel extremely successful in the arts, even though they may be struggling to meet academic standards in the classroom. Also, hands on science residencies are also provided and afford our ELLs another opportunity to demonstrate their scientific knowledge, even though they may face difficulties in learning the science curriculum.

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

Since PS 144 is a member of the Teachers College Reading and Writing Project, our major instructional materials are large collections of leveled libraries in each classroom and in the ESL room. Through the use of these libraries of fiction and non fiction books, from Levels A through Q, the ELLs have an opportunity to improve their phonemic skills, increase their social and academic vocabulary, and develop reading fluency. Big Books are used during Shared Reading to develop vocabulary, improve reading fluency and increase reading comprehension. The ESL teacher also uses the Scott Foresman ESL Series, to increase academic vocabulary, since it makes the content areas more meaningful for the English language learner. The kit entitled Poetry Power is also useful for ELLs, since it develops their oral reading and speaking ability. In addition, the ESL teacher uses test preparation materials, specifically designed to familiarize children with the different components of the NYSESLAT. Finally, technology plays an important role in the classroom, the computer room and in the ESL room. Certain websites such as www.starfall.com and www.englishlistening.com are very helpful for our newcomers to develop phonemic skills. The website www.readwritethink.org is useful for our intermediate and advanced ELLs since it teaches them how to map a story, how characters develop and change in a story, and also how to write personal and persuasive essays. The Internet provides numerous websites for our ELLs to improve their listening and reading comprehension, and allows the classroom teacher to individualize instruction, particularly for the newly arrived ELL. There are also many websites with lots of pictures and videos, which enhance learning, particularly in the content areas.

11. How is native language support delivered in each program model. (TBE, Dual Language and ESL)

In a freestanding ESL program, immersion in an English speaking environment helps the children develop oral and written language quickly. The native language is used by the ESL teacher and the classroom buddies to translate unfamiliar vocabulary and difficult concepts to the newcomer. The native language is used in math and science glossaries to further their understanding of the subject matter. Bilingual books are also used during literacy to enable the newcomer to feel more comfortable in the classroom environment. Also, the website www.childrenslibrary.org translates many picture books into different languages. Finally, our school has a site license for the World Book Encyclopedia. Many articles, pertinent to the different curriculum areas, are translated into various foreign languages.

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

Different services, support and resources are targeted for different ages and grade levels. For example, our struggling first grade ELLs are offered Reading Recovery, while the ELLs from other grades are offered small group tutoring, or the services of a push-in teacher. We have different art residencies on each grade level. For example, our kindergarten and first graders participate in a music residency, the second graders create and produce plays with puppets, our fourth and fifth graders are involved with different dance residencies, and finally our sixth graders participate in a performing arts residency with City Center. All of this exposure to the arts is very helpful to our

ELLs, regardless of their language ability, since it offers them other ways, besides oral and written language, to communicate their ideas and feelings.

13. Include a description of services in your school to assist newly enrolled ELL students before the beginning of the school year.

There will be no formal services provided to newly enrolled ELLs prior to the opening of school in September, since our school does not offer summer school. However, the school secretary and our ESL teacher, try to inform the parents about the availability of ESL services in the building. Every attempt is made to provide a newcomer ELL with a classroom buddy, who speaks their native language. The ESL teacher enlists the aid of parents who speak the newcomers' language, in order to familiarize them with the American educational system and the community.

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs)

Professional development for all personnel of ELLs is continually ongoing at PS 144. The ESL teacher regularly meets with each grade and discusses ESL strategies such as the Language Experience Approach, and the Interactive Read Aloud during grade conferences and Staff Development days. She discusses how the units from Readers and Writers Workshop can be modified for ELLs. In addition, the ESL teacher attends workshops sponsored by Teachers College, where different strategies to develop reading and writing skills for ELLs are discussed. She also provides classroom teachers with copies of articles from professional journals, and makes suggestions about useful websites on the Internet such as www.colorincolorado.org Finally, our new teachers are always given the opportunity to observe an ESL lesson, to further their understanding of the difficulties facing an English language learner.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

PS 144 enrolls students from pre-kindergarten to sixth grade. As they transition from sixth grade to seventh grade, the ELLs have an opportunity to attend a morning orientation with their classmates, and an evening program with their parents at the neighborhood junior high school. It is anticipated that in 2010 our fifth graders will also graduate and move on middle school, thus permanently eliminating our sixth grade. The guidance counselor at PS 144 generally meets with the guidance counselor at the middle school to discuss which ELLs will probably require ESL services the following year. Also, summer school is often offered to our sixth grade ELLs, as a way to improve reading and writing skills.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses as per Jose P.

Many of our newer staff members receive ESL training by attending workshops sponsored by Teachers College, which targets the ELL population by scaffolding the different units of Readers and Writers Workshop. Our ESL teacher has worked at PS 144 for twenty two years, and most of the staff at PS 144 is very experienced as well. For the 2009-2010 school year, the ESL teacher will offer workshops on Words their Way for English Language Learners, Balancing Reading and Language Learning, and also Phonological Differences between English and other languages such as Chinese and Spanish. In addition, the ESL teacher will also offer a number of workshops explaining how a search on Google for Elementary Websites for English Language Learners can lead to a

myriad of websites targeted for lower and upper grade ELLs. Finally, she will offer a workshop on Helpful Hints for ELL Parents to Increase Language Development in Young Children.

Parental Involvement

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

Parents are an important part of the learning process, and parental involvement at PS 144 is encouraged in a friendly and nurturing environment. The ESL teacher always attends the spring and fall Kindergarten Orientation meetings in order to acquaint parents with our ESL program. As soon as children are identified as ELLs, their parents are invited to attend a Parent Orientation meeting, where they view a DVD in English and in their native language. At this meeting, parents are given information about state standards, city and state assessments, school expectations, and general program requirements. These Parent Orientation meetings are held in September and in October, at different times of the day, in order to accommodate working parents. If registration warrants it, additional orientation meetings will be scheduled throughout the school year. A Meet the Teacher evening is always scheduled during September, so that parents of ELLs can meet their child's ESL teacher along with other school personnel. In addition, Parent Teacher conferences are scheduled twice during the year, in the afternoon and also in the evening. Parents are always invited to attend school performances and multi-cultural holiday celebrations. Whenever possible, translators are available at parent conferences, workshops and Parent Association meetings. Important school notices, such as lunch forms and upcoming standardized tests, are sent home in a variety of different languages to accommodate our diverse school community.

Our Parent Coordinator has been instrumental in promoting communication between the parents of our ELLs and our school community. She provides weekly updates to parents about important school and community events on our Parents Association website, and regularly hosts workshops on topics of interest to our school community.

2. Does the school partner with other agencies or Community Board Organizations to provide workshops or services to ELL parents?

During 2008-2009, our Parent Coordinator secured a grant to teach parents of our ELLs an ESL class on Saturday. Besides instructing parents on the rudiments of English, the Parent Coordinator and a certified teacher acquainted parents with some of our better known New York City cultural institutions. If funding is available, we will continue this successful program for this school year. Our Parent Coordinator always informs our ELL parents of different multi-cultural events and workshops in the community.

In addition, our School Based Support Team, our guidance counselor and our social worker maintain a list of agencies with a multi-lingual staff. These various agencies can provide counseling and/or guidance to families needing assistance with family problems.

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

The School Leadership Committee analyzes the results of the annual Parent Survey, which is available in many different languages, to determine the concerns and needs of all our parents. In addition, the Parents Association prepares an annual questionnaire regarding the art and science residencies under their sponsorship.

Our Parent Coordinator offers many workshops which are particularly relevant to parents of ELLs. She will continue to offer these workshops regarding homework and standardized testing this year. In addition, the Parents Association offers many supplementary and fundraising activities which allow ELL parents to interact with the entire school community. The Halloween party,

auction, candy sales, Thanksgiving pie sale, holiday boutique and plant sale are supported by all our parents.

Part IV: Assessment Analysis

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The kindergarten children were tested with the LAB-R in the fall of 2009. 100% of these children were considered to be beginner or intermediate ELLs and needed assistance in speaking and understanding English, before they could begin to meet the standards in reading and mathematics. An analysis of the data from the spring 2009 NYSESLAT indicates that it is very difficult for our first graders to achieve proficiency in English, after only one year in an English language school system. They need to learn how to speak and understand English fluently before they can achieve mastery in reading and writing. Three out of five of our second grade ELLs achieved proficiency in English this year. The second year of eight periods a week of ESL instruction enabled these children to become fluent readers and writers in English. Only one out of five of our third graders achieved proficiency on the 2009 NYSESLAT. Three out of five of these ELLs had one year or less in an English language school system, and the other ELL is in a self-contained special education classroom. It should be noted that the NYSESLAT is a very rigorous exam for all second graders. Only two of our ten fourth graders achieved proficiency on the 2009 NYSESLAT. 50% of the ELLs who did not achieve proficiency are in self-contained special education classes, but did show improvement on their test scores on the NYSESLAT. Only one ELL in the fifth grade passed the NYSESLAT, but 25% of the remaining ELLs on the grade were newcomers. 50% of these fifth graders were receiving special education services. In addition, 30% of our sixth graders achieved proficiency on the NYSESLAT, including two long term ELLs, who are presently receiving special education services. 30% of the ELLs who did not achieve proficiency were newly arrived, and another 30% were also receiving special education services. Finally, only two of our ELLs who have graduated and are presently in the seventh grade passed the 2009 NYSESLAT. The other students were newly arrived ELLs, or were long term ELLs who were also receiving special education services.

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

All of our ELLs in kindergarten have been in an English language school system for less than one year. An instructional decision will be to continue to offer two all day pre-kindergarten classes at PS 144, since those students enrolled in an all day Pre-K program generally achieve proficiency on the LAB-R, upon their entrance into kindergarten. The data analysis for the first grade ELLs indicates that the children need more support during Readers and Writers Workshop, so they can develop better phonemic awareness and writing skills. We will continue to offer Reading Recovery to some of our struggling first grade ELLs, since the combination of ESL instruction and the one-to-one teacher/pupil ratio in Reading Recovery results in great improvement for these children.

The data analysis for our second, third and fourth grade ELLs indicates that after two or three years in an English language school system, the children have learned to speak and understand English. However, it would be beneficial to these children to offer more opportunities for vocabulary development, inferential reading skills, and test taking strategies during Reading and Writers Workshop. PS 144 will continue to offer additional support to all of our ELLs during the school day, by providing extra personnel in the classroom during literacy and math, and after school in the thirty seven and a half minute Extended Day. In addition, the upper grade ELLs and

newcomers to the U.S. have been especially targeted for additional support in the before school Title III program. This is an individual prescriptive program, providing assistance in speaking, understanding, reading and writing English, through the use of technology.

Finally, the data analysis for our fifth and sixth graders indicates that their reading and writing skills are weak. An instructional decision will be to continue to offer Academic Intervention Services to these ELLs before, during and after school, in small group instruction.

In conclusion, it is our hope that the Balanced Literacy approach used in the classroom, with scaffolds offered by the ESL teacher and other support staff, will continue to increase the number of ELLs who annually achieve English proficiency.

3. For each program, answer the following.

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

An analysis of the ELA scores for the third grade indicates that five of the seven ELLs scored a 2 and that one ELL in a self contained class scored a 1. Two of the third grade ELLs scored a 3 on the ELA. An analysis of the fourth grade ELA scores indicates that two out of seven of our ELLs met the standards, and five students scored at Level 1. It should be noted that four out of five of these students are either in self-contained special education classes, or are receiving SETSS. The two fourth graders who met standards in ELA are not receiving any special education services at the present time. An analysis of our 2009 fifth grade ELA scores indicates that five out of seven students met New York State standards. It should be noted that four out of five of these ELLs are receiving special education services. Only 50% of our sixth grade ELLs were eligible for the ELA, since the other ELLs were in a ELSS for less than one year. The two ELLs who did not meet the standard in ELA are long term ELLs, who are in self-contained special education classes.

Our ELLs were more successful on the NYS Math in 2009. 100% of our third grade ELLs scored at 3 or a 4 on this assessment. Seven out of nine of our fourth graders met the standards for the NYS Math and the two ELLs who scored a Level 2 are presently receiving special education services. Only one of our fifth grade ELLs scored a Level 2 on the NYS Math, and this student has a certified learning disability. Finally, five out of six of our sixth grade ELLs scored at least a 3 on the latest NYS Math, including four of the children, who are newcomers.

An analysis of the results of the fourth grade New York State Science Assessment indicates that almost all the children scored a 3 or a 4 on that assessment, including two children, who were only in the US for a few months, and four children, who were receiving special education services.

An analysis of the fifth grade Social Studies assessment indicates that six of our ELLs met the standards. Only one ELL, who is a long term ELL and is receiving special education services, scored a Level 1 on this assessment.

Our ELLs must take all assessments after only one year in an English language school system. Giving ELLs extended time, a third reading of the listening passage, and the use of foreign language dictionaries have helped improve scores on the ELA. The use of translated tests, foreign language dictionaries and oral translators accounts for the high percentage of our ELLs able to meet state standards in mathematics and other content areas. Our former ELLs, who pass the NYSESLAT at the end of second grade, generally can achieve at least a Level 3 on all standardized tests.

In conclusion, our upper grade ELLs need more time in an ELSS to bridge the achievement gap with our native English speakers.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

For 2008-2009, the ELL Interim Assessments were optional. Our administration and staff felt that these assessments were unnecessary since the ELLs were already being assessed three times a year with the Teachers College Assessment, and six times a year with the Predictive and Acuity Assessments in Reading and Mathematics.

c. What is the school learning about the ELLs from the Periodic Assessments? How is the Native Language used?

After analyzing the data from the Periodic Assessments, we have concluded that immersion in oral and written English accelerates proficiency in ELA and the content areas. In addition, the extra support provided by Academic Intervention Services has improved scores on the Periodic Assessments, as well as on standardized tests.

At PS 144, the native language is used to provide “just right” books for children, who are in the pre-production stage of second language acquisition. Also, the native language is used to assess the child in the content areas of mathematics, science, and social studies. State assessments for mathematics, science, and social studies are currently available in Spanish, Chinese, Russian and Korean. If a standardized test has not been translated into a particular language, children who are literate in their native language are counseled to use foreign language dictionaries and/or glossaries provided by the Department of Education in the classroom. This process is initiated early in the school year, in order for the children to become accustomed to their usage during the administration of standardized tests. Finally, a bilingual staff member can provide an oral translation in the child’s native language, if a written translation of a particular assessment is not available.

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

At PS 144, our ESL program has proven to be very successful for our English Language Learners. First, we can measure their achievements quantitatively by examining their scores on the NYSESLAT. Our ELLs, especially those children entering a NYC school in kindergarten generally achieve English proficiency in three years. Those children, who need four to six years to pass the NYSESLAT continue to make progress, even though it is at a slower pace. If we analyze the test scores of our ELLs on the ELA, we can see that the majority of our ELLs can achieve at least a Level 2, after only one year in an ELSS. Our ELLs are very successful and most of them can meet the standards on standardized tests in mathematics, social studies and science. The data shows that our former ELLs are meeting standards in literacy and all content areas. In addition, the data from the latest Progress Report indicates that our school received extra credit, because our ELLs improved on the NYSESLAT and on the state assessments as well.

However, success for our English language learners cannot only be measured by examining quantitative data. Seeing an English language learner or a former ELL win a storytelling contest, make a speech on stage, and dance in a class performance indicates that our present and former ELLs are successfully integrated into our school community, and are achieving on a social and emotional level too.

Part C: For schools that will receive Title III ELL Supplemental Services for 2009-2010:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) 3, 4, 5, 6 Number of Students to be Served: 16 LEP _____ Non-LEP _____

School Building Instructional Program/Professional Development Overview**Title III, Part A LEP Program**

P.S. 144, the Colonel Jermous Remsen School is an elementary school for children in grades Pre-Kindergarten through six. Located in Forest Hills, a tree-lined residential community in central Queens, the school is home to 694 students, of which 41 are English Language Learners. The population of our school is fluent in approximately thirty-two languages, reflecting a cultural mix that mirrors the dynamic diversity of Queens. There are approx. 642 general education students and 52 special education students. Approximately 39% of our students are Caucasian, 13% are Hispanic, 8% are African American and 40% are Asian/Pacific Islander and others.

The core ESL program at P.S. 144 is a pullout program, which provides instruction in English to our general education and special needs students, who are English language learners. The children are grouped according to chronological age and ability level. Articulation between the ESL teacher and the classroom teachers occurs on a regular basis, in order to support instruction in all curriculum areas, including projects and long-term assignments.

The primary goal of our ESL program is to have the children become so proficient in listening, speaking, reading and writing, that they are able to meet New York State Standards in Language Arts and the content areas. Instruction for English Language Learners aligns all programs with the comprehensive core curriculum in literacy and mathematics. The major instructional strategy is the Balanced Literacy Approach, using the Workshop model for instruction in reading and writing. There is a leveled classroom library in the room where ESL instruction takes place. Read aloud, shared, guided and paired reading further develops students' reading skills. The children are exposed to a variety of genres, which includes fiction and non-fiction. English Language Learners write responses to literature, personal narratives and narrative procedures. Sheltered English improves listening and speaking skills. Students receive instruction in test taking skills to prepare them for city and state assessments in Language Arts, Mathematics, Science, and Social Studies.

Title III funds that have been allocated to us will be used as follows:

An A.M. before school program will target ELL students in Grades 3, 4, 5, and 6, totaling approximately 15-20 students. It is anticipated that approximately 50% of these eligible students will accept the invitation into this A.M. program. A licensed ESL or Bilingual teacher will teach this program along with assistance from another certified teacher. The language of instruction for this program will be in English. We will be targeting third, fourth, fifth and sixth graders in order to provide them with additional support, in preparation for standardized testing in Language Arts, Mathematics, Science and Social Studies. The teachers will provide instruction to the ELLs in the A.M. program, which will be held 3 days a week from 7:15 until 8:15 A.M. The students duration of the program will be six months (3 times a week), beginning in December and ending in May. The teachers will have one day a week for planning. The ESL or Bilingual teacher will provide ESL services which utilize strategies to help English Language Learners in reading and communication skills in English. The second teacher, who is certified in Common Branches, will give content support to students in Mathematics. The students will be instructed in 2 small groups with the teachers working with each group independently and then the teachers will switch groups. Student will be assessed, the data evaluated, and then the groups created to meet the needs of all.

The program that we will be utilizing will be from Renaissance Learning, English in a Flash and Fluent Reader, both scientific research based, multi-sensory, and differentiated resources. By providing continuous, auditory corrective feedback across all learning platforms, Renaissance Learning, address several important Children First goals and NCLB/Title III guidelines. Renaissance Learning, English in a Flash, is research-based, field-tested, one-on-one guided instruction to help students learn the content-area vocabulary necessary for success. Fluent Reader provides on-on-one instruction for elementary students who are struggling readers by assisting with decoding words by giving oral feedback. Fluent Readers is speech-recognition software which allows the computer to listen to students read aloud and provides visual and audio support.

Both programs provide students with visual and auditory appeal as they choose from libraries of authentic fiction and nonfiction picture books. English in a Flash and Fluent Reader motivates students to become confident, expressive, and fluent readers and speakers of the English Language. It maximizes students' time on task during independent learning blocks with standards based, data driven differentiated instruction. It provides a multi-sensory learning environment that scaffolds students through the five dimensions of reading toward a goal of independent reading. Its multi-sensory ingredient engages students, regardless of their proficiency or learning style, by incorporating all learning modalities-auditory, visual and tactile/kinesthetic. Our school plans to purchase both English in a Flash and Fluent Reader, both are web-based programs. Using laptops provided by the school, students will have the opportunity to increase their English vocabulary and reading fluency. Teachers will use the reporting features including continuous assessment, progress graphs and parent reports to drive instruction for each student.

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

The initial training for the Title III teachers will be held at P.S. 144 by the end of November 2009. Teachers will learn how to implement the program for maximum student learning. The workshops will be conducted by consultants from Renaissance Learning. We will hold on-going staff development throughout the year with Renaissance Learning as needed to assess the program.

Description of Parent and Community Participation–Explain how the school will use Title III funds to increase parent and community participation ELLs

The Title III ESL teacher will be responsible for the parent involvement component. First, she will research the different languages spoken by the parents of the targeted students in the Title III program. Then, she will reach out to find parent or staff translators for each of these languages. Letters will be distributed with tear-off notifying parents of their child's eligibility for this program. The teacher will also introduce this program to parents at an ESL Meeting; Meet the Teacher Night and Parents Association Meetings. Workshops will be held both during school and in the evenings. During the course of the school year, the teacher, with the help of translators, will continue to maintain contact with parents of targeted children, giving feedback and suggestions. The teacher will discuss with the parents: how English in a Flash and Fluent Reader helps their child learn English, give ideas for at home activities that extend ESL instruction time at home, and encourage computer based instruction to aid ELL learners at home. Parents will meet with the parent coordinator and the ELL teacher for 2 one-hour workshops. Additionally, parents will be invited to observe the ELL classes and this morning program throughout the year to assess how their child is doing.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$8,730.75	Two teachers, 1 hour, 75 days teaching from 7:15 A.M. to 8:15 A.M for weeks equaling Total: \$7,483.50 (with Fringe) Two teachers will conduct 2 one hour Parent workshop sessions at the cost of \$199.56 (with fringe) One teacher, preparation Time: 1 hour a week for 21 weeks equaling \$1,047.69 (with Fringe)
Purchased services such as curriculum and staff development contracts	\$1,500.00	Professional Development (8 one hour sessions throughout the year) with Renaissance Learning working with teachers to enhance current curriculum using English in a Flash and Fluent Reader.
Supplies and materials	\$4,500	English in a Flash Subscription Fluent Reader Subscription with 5 Sequenced Levels Fluent Readers Sequenced Levels 2.0 -5.0 at .5 intervals 20 set of headphones with microphones
Travel		
Other		
TOTAL	\$14,730.75	

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District 28 For Title III

BEDS Code 28Q144

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2007-2008, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	Two teachers, 1 hour, 75 days teaching from 7:15 A.M. to 8:15 A.M for weeks equaling Total: \$7,483.50 (with Fringe) Two teachers will conduct 2 one hour Parent workshop sessions at the cost of \$199.56 (with fringe) One teacher, preparation Time: 1 hour a week for 21 weeks equaling \$1,047.69 (with Fringe)
<i>Code 16 Support Staff Salaries</i>	<i>Not Applicable</i>
<i>Code 40 Purchased Services</i>	Professional Development (8 one hour sessions throughout the year) with Renaissance Learning working with teachers to enhance current curriculum using English in a Flash and Fluent Reader.
<i>Code 45 Supplies and Materials</i>	English in a Flash Subscription Fluent Reader Subscription Fluent Readers Sequenced Levels 2.0 -5.0 20 set of headphones

This entire section must be completed for each budget submitted.

School District 28 For Title III

BEDS Code 28Q144

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	<i>Not Applicable</i>
<i>Code 49</i> <i>BOCES Services</i>	<i>Not Applicable</i>
<i>Code 20</i> <i>Equipment</i>	Not Applicable

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.

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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.

Articulation was conducted with the school leadership team, classroom teachers, ELL teacher and parent coordinator to determine the needs of our non English speaking families. Using the Home Language Surveys collected, the information was analyzed in an effort to further clarify the level of translation support needed and languages most dominant at PS 144. In addition the Parent Coordinator survey and informal surveys conducted by classroom teachers were used to provide us with a clear sense of the oral interpretation needs of our school community. We found a significant similarity between parents who need oral interpretation and those who need written interpretation of school documents. Of the children serviced in ESL, the majority of the families are Asian speaking. Our overall school community shows a need for Chinese, Korean, and Spanish translations.

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.

As a result of this data, it became evident that of the languages spoken by the children and families of PS 144, Chinese is the most dominant language. The major correspondences will therefore be sent home in English and Chinese.

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.

Significant documents that are not already translated by the Department of Education will be translated in an effort to increase parental involvement and understanding of PS 144's expectations, curriculum and goals. Documents in need of translation may include, but are not limited to, monthly calendars, parent newsletters, memos and letters written to parents. In addition, translations may be used to inform parents of meetings, events, celebrations, assemblies and all other activities in which parents are required to participate. The vision is for all students to have the opportunity to receive information in the families preferred language. This will help parents feel more informed of school policies and events, with the ultimate goal of improving parental involvement.

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

Oral interpretation services will be used to assist with translation during parent teacher conferences, Parent Association meetings and Parent Coordinator meetings and workshops. This will provide families with a clear understanding of school policies, curriculum, and expectations. Our goal is that the oral interpretation services provided to families will allow them to participate in all school meetings, activities and functions to the fullest extent.

We are fortunate to have several staff member, including teachers, paraprofessionals, and school aides, with the ability to speak in languages needed for translations. These languages include: Russian, Spanish, and Urdu/Hindi. These individuals are fluent in English as well as a second language and able to translate upon request. We utilize Asian speaking parent to help with Chinese translations. Our school will also utilize the DOE Translation Hotline as needed during Parent Teacher conferences.

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>.

In the onset of the school year parents will be provided with a copy of the translation and interpretation letter provided as part of Chancellor's Regulations A-663. In addition a copy of the letter will be added to the student agenda as a reminder that these services exist and are available to all families upon request.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS
PS 144 Q IA NOT TITLE I

All Title I schools must complete this appendix.

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improve Good Morning!

I wanted to extend my heartfelt wishes to each of you (and your school teams) as you have been recognized by SED as a **School in Good Standing** under state and federal NCLB guidelines. For some, this was a short-lived obstacle, but for many, the identification as a SINI, CA, PFR, Restructuring School was a label worn for several years. To your credit, your school has beaten the odds by being designated as a **School In Good Standing**, and I am so happy to have been a part of this event in your school's history. I wish you continued success.

Best wishes-

Mohamed

Mohamed Yasin

Senior Accountability Data & Support Specialist

Division of Accountability and Achievement Resources

New York City Department of Education

Telephone: (917)521-3704

Email: myasin@schools.nyc.gov

ment categories under the State's new Differentiated Accountability System will be released in late spring 2009.

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

*All SURR schools must complete this appendix.
PS 144 Q is not a SURR*

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: 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

MAY 2009

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 and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by upon 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)¹ 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

¹ 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.

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.

English Language Learners

Multiple data sources indicate that there is a great

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.

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

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

1A.1: Describe the process your school has or will engage in, to assess whether this finding is relevant to your school's educational program.

A school-based committee was formed to assess whether Finding 1A was relevant to our school's educational program. Components of Key Finding 1A were addressed. The committee reviewed our CEP and evaluated school data to look for gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for ELLs and our materials. The results of this assessment process was shared with the staff at faculty and grade meetings, with our SAF (school assessment facilitator) and Network Manager (Executive Officer for Instruction). It was determined that the Curriculum Audit findings were relevant to our school's educational program to a limited degree, in the areas of curriculum mapping, development of rubrics and the curriculum support for ELLS.

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

Applicable Not Applicable

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

Our teachers have developed curriculum charts and set long term goals in June, as they began planning for the current school year. We have identified the need to provide more clarity of specific goals for individual students as well as for classes, in ELA and mathematics for all students. School administrators have worked with staff to provide professional development in this area.

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

Our school will not require additional support from the Central DOE, our Network Manager and Network Support Specialists for ELLs will provide support in redesigning our curriculum charts so that they become a more useful and applicable for ELL students. Our ELL specialists will continue to make efforts to provide greater clarity and understanding of the standards and curriculum. Teachers on each grade are able to articulate with the ELL specialist as needed We have purchased special software to help us address speaking and listening skills with ELLs, both in the ELL room (with the ESL Teacher) and morning ELL program. Classroom teachers have access to these tools as well. in the regular classroom. We have purchased more laptop computers and headphones with microphones attached, for use by ELL students. We will ensure that the curriculum remains closely aligned to NY State learning standards.

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 has or will engage in to assess whether this finding is relevant to your school’s educational program.

A school based committee reviewed our CEP and evaluated school data to address these key findings. The result of this assessment was addressed at a faculty conference. It was determined that there were no gaps in process standards for Mathematics.

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

Applicable Not Applicable

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

We use a math program (Harcourt NYS Edition) which aligns with the pre- post state aligns).

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:

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?

Through Workshop Model instruction every day, direct instruction is provided on a more regular and consistent basis than is indicated by the audited findings.

Walking through our building, the following evidence of our school's vision must be visible. Please use the following to guide you.

<i>Expectation</i>	<i>Evidence</i>
Which TC Unit of Study in Reading are we exploring?	<i>Day's teaching point</i>
Which TC Unit of Study in Writing are we in?	<i>Day's teaching point</i>
Daily Read Alouds	Chart/list of books
Reading or Writing Celebrations Have I scheduled parents to come and enjoy the celebration?	Date made public in room
Cooperative Learning Center/Based Learning	Desk arrangement
Work Portfolios	Centrally stored
Writers Notebooks (or folders)	Dated entries
Accountable Talk	Meeting area
Daily Calendar (Schedule)	Time indicated for each

Flow of the Day (with picture cues for pre-readers and/or ELLs)	subject
Ongoing Assessment How am I tracking student growth?	“Just Right books” in baggies

Table revised by Reva Schneider, written by Karin Kelley

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 (SOM²)* 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

It was determined that the above statements do not apply since we follow a workshop model in mathematics.

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

Applicable Not Applicable

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

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

Our school follows the Harcourt Math Program and uses the workshop model to instruct students. This consists of a mini-lesson with direct instruction followed by independent or group seat work. Students work individually, in pairs and in small groups to explore mathematical concepts. Manipulatives are used extensively to support the concepts and skills being taught in many lessons. Further, our AP is available for one on one coaching, as well as our Network Support Staff. We are concentrating on the areas of differentiation on small group work and homework. Daily math problems also provide opportunities for students to share with the class the different ways to solve problems. Math libraries were purchased for all classrooms as a means to integrate literature in the mathematics workshop. Classrooms will continue to build math centers with readily available manipulatives to use during math lessons.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? We have an extremely low turn-over of teacher in our school.

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

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 has or will engage in to assess whether this finding is relevant to your school's educational program. Teachers are made aware of QTEL by our ELL Teacher and through conversations, grade meetings and one on one conversations we have established that all constituents are aware of QTEL and are implementing its strategies.

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?

ELL program guidelines are available for all teachers through our ELL Teacher and through Professional Development opportunities through the DOE. Our ELL teacher has attended trainings and shares information during grade meetings and faculty conferences as needed.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

We will continue to monitor and evaluate teacher effectiveness. We have strong communication between the ELL and General Education Teachers. Each supports one another through professional growth. As we have in our Quality Reviews in the past, our Child Study has been comprised of many of the teachers involved with instruction of the student(s). This helped to examine all available data carefully and disaggregate it to help guide goals, resources and instruction.

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

Applicable Not Applicable

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

Our ELL students continue to improve.

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.

Please respond to the following questions for Key Finding 6:

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Our AP for Special Education regularly speaks to faculty for the purpose of discussing special education programming, how to identify and begin the process of having a student evaluating, and how to write IEP's. All special educators have been trained in the use of the new SOPM (Standard Operating Procedure Manual). The AP remains available (along with our SBST Team) to answer any and all questions with regard to Special Education.

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?

We received full credit in compliance for special education. All children receive their accommodations.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

We continue to progress in clearly aligning the goals, accommodations and behavioral plans in sync with the new Standard Operating Procedure Manual SOPM for Special Education.

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?

A team of the IPE Teacher, AP for Special Education/Testing/Coordinator, Classroom Teachers, and Special makes sure that all students receive their testing modifications on standardized tests as well as classroom tests with the assistance of the special education providers who are available. The Resource Room Teacher, The AP for Special Education, and the School Based Support Team also continues to work with the classroom teachers on behavioral plans when necessary.

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

This appendix will not be required for 2009-10.

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

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

*PLEASE SEE PART B FORPS 144 Q
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/ronlyres/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.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
We have 3 children in Temporary Housing
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. We provide all their school supplies, library books for them to take home. We also provide academic intervention for these students
We provide all their school supplies, library books for them to take home.
We also provide academic intervention for these students.

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.

We receive\$ 7,097. We assume this is based on historical data of the numbers of children served throughout the year and not by October 31 registers)

