



**P.S. 169 BAY TERRACE**

**2009-10**

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

**SCHOOL: P.S. 169 BAY TERRACE**  
**ADDRESS: 18-25 212 STREET, QUEENS, NY, 11360**  
**TELEPHONE: 718-428-6160**  
**FAX: 718-224-1013**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 25Q169      **SCHOOL NAME:** P.S. 169 Bay Terrace

**SCHOOL ADDRESS:** 18-25 212 STREET, QUEENS, NY, 11360

**SCHOOL TELEPHONE:** 718-428-6160      **FAX:** 718-224-1013

**SCHOOL CONTACT PERSON:** Annette Kunin      **EMAIL ADDRESS** akunin@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Annette Kunin

**PRINCIPAL:**      Annette Kunin

**UFT CHAPTER LEADER:**      Katherine Pandazis

**PARENTS' ASSOCIATION PRESIDENT:**      Dorothy DePalma

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

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

**DISTRICT:** 25      **SSO NAME:** Partnership Support Organization

**SSO NETWORK LEADER:**      Ramos, Nancy

**SUPERINTENDENT:**      Diane Kay

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position and Constituent Group Represented	Signature
Annette Kunin	Principal	
Vanessa Rosa	Admin/CSA	
Kathryn Pandazis	UFT Chapter Leader	
Sundae Carillo	UFT Member	
Teresa Mascarenas	UFT Member	
Lyzz RothSinger	UFT Member	
Dorothy DePalma	PA/PTA President or Designated Co-President	
Cathy Park	Parent	
Joy Restaino	Parent	
Brent Wisun	Parent	
Gina Stratis	Parent	
Lois Kaye	Parent	

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

**\* Core (mandatory) SLT members.**

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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The Bay Terrace School, Public School 169, is a small neighborhood school where a love of learning is fostered. It is an elementary school with 383 students from pre-kindergarten through grade 5.

The school is located in Bay Terrace, Queens and is at the heart of a neighborhood with a strong sense of community. The school and its students reach out to the community in many service and charitable works. The school and its community share in many celebrations and activities.

The principal and many staff have been at the school for several years. The assistant principal joined the staff in February 2008. Newly qualified teachers have been welcomed into the faculty in recent years for their ideas, skills and enthusiasm.

### **School Vision**

P.S. 169 is dedicated to creating a nurturing and intellectually enriched environment that develops each child's unique capabilities in a home-school environment.

It is our goal for all children to foster a love of learning, to stimulate critical thinking, to encourage a caring and compassionate school community, and to prepare the leaders of tomorrow.

### **Schoolwide Enrichment**

P.S. 169 had implemented the Renzulli Model for Schoolwide Enrichment. We believe that opportunities to participate in enrichment activities should be provided to all students. We do this through enrichment clusters, community service and various other enrichment activities.

#### *Enrichment Clusters*

All second through fifth grade student participate in enrichment clusters once a week for 90 minutes. Enrichments clusters are research based, flexible, have high standards and advanced levels of academic challenge for all students, employ multiple intelligences, use a hands-on approach and culminate in a product or service. At P.S. 169 we call our enrichment clusters EPIs (Explore, Problem Solve, Investigate). Students choose EPIs based on their interest.

The following is a list of the EPIs offered at P.S. 169 during the 2009-2010 school year:

- Houses Around the World
- Monsters and Mysteries of the Deep
- We Love Stories
- Music and Dance
- The Wonderful World of Animals
- Design Gallery
- Transportation
- Young Inventors' Workshop
- Computer Art
- Food, Glorious Food!
- The Pleasure of Treasure
- The P.S. of 169
- Book Bonanza
- Under the Sea
- The "Go Green" Gang
- Invention Convention
- Robotics
- The Magical Middle Ages
- Seeing Life Through the Lend of Film
- History Detectives

#### *Community Service*

- St. Jude's Math-a-thon
- Community Art Contests
- Penny Harvest
- Food Drives
- Senior Citizen Centers
- Spring Fling
- International Night
- School Garden
- Student Council
- Peer Mediation

#### *Additional Enrichment Activities*

- "Constitution Works" with Teaching Matters
- Chess in the Schools Program
- Ballroom Dancing from American Ballroom Theatre
- CASA Theatre Program with Queens Theatre in the Park
- Cultural Trips
- Chamber Group
- Student Council
- Clubs

**SECTION III - Cont'd**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 169 Bay Terrace				
<b>District:</b>	25	<b>DBN #:</b>	25Q169	<b>School BEDS Code #:</b>	25Q169

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" 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			

<b>Enrollment:</b>				<b>Attendance: - % of days students attended</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	33	35	33		95.4	94.6	94.7
Kindergarten	55	57	63				
Grade 1	37	61	57				
Grade 2	66	42	68	<b>Student Stability: - % of Enrollment</b> (As of June 30)	2006-07	2007-08	2008-09
Grade 3	30	61	42		94.0	93.9	97.61
Grade 4	62	42	71				
Grade 5	66	65	44	<b>Poverty Rate: - % of Enrollment:</b>			
Grade 6	74	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			94.0	93.9
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		0	0	4
Grade 12	0	0	0				
Ungraded	2	13	1	<b>Recent Immigrants: - Total Number</b>			
Total	425	376	379	(As of October 31)	2006-07	2007-08	2008-09
					11.0	6.0	4

<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number</b>			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09

# in Self-Contained Classes	36	21	21				
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	0	0	TBD
Number all others	33	29	36	Superintendent Suspensions	0	0	TBD
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs: - Total Number:</b>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(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	45	36	39	<b>Number of Staff: - Includes all full-time staff:</b>			
# ELLs with IEPs	10	0	3	(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	29	27	29
				Number of Administrators and Other Professionals	4	7	7
<b>Overage Students: # entering students overage for grade</b>							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	3	3
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	96.3	100.0
American Indian or Alaska Native	0.5	0.3	0.5	Percent more than two years teaching in this school	79.3	81.5	82.8
Black or African American	3.3	3.2	2.9	Percent more than five years teaching anywhere	65.5	70.4	62.1
Hispanic or Latino	12.2	13.3	12.4				
Asian or Native Hawaiian/Other Pacific Isl.	37.6	38.8	35.1	Percent Masters Degree or higher	86.0	81.0	83.0
White	46.4	44.4	48.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
Multi-racial							
<b>Male</b>	47.8	50.3	48.3				
<b>Female</b>	52.2	49.7	51.7				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<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							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
<b>Individual Subject/Area Ratings</b>		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA:	IGS			ELA:		
	Math:	IGS			Math:		
	Science:	IGS			Grad. Rate:		
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
		ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		-	-				
Hispanic or Latino		-	-	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	-			
<b>Other Groups</b>							
Students with Disabilities		√	-	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	-			
<b>Student groups making AYP in each subject</b>		5	4	1	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results - 2008-09</b>		<b>Quality Review Results - 2008-09</b>	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	80.8	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	16.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	54.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

<b>Key: AYP Status</b>		<b>Key: Quality Review Score</b>	
√	Made AYP	Δ	Underdeveloped
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

*After reviewing the school year 2008-2009 New York State ELA, Mathematics, Social Studies and Science tests the following student performance trends were identified:*

### **School Year 2008-2009 New York State English Language Arts Data**

General Education – 125 Students Tested

0% of our general education students received a level 1 on the New York State English Language Arts test.

4% of our general education students received a level 2 on the New York State English Language Arts test.

96% of our general education students received a level 3 or 4 on the New York State English Language Arts test. .

Special Education – 27 Students Tested

4% of our special education students received a level 1 on the New York State English Language Arts test.

48% of our special education students received a level 2 on the New York State English Language Arts test.

48% of our special education students received a level 3 or 4 on the New York State English Language Arts test.

### **School Year 2008-2009 New York State Mathematics Data**

General Education – 128 Students Tested

0% of our general education students received a level 1 on the New York State Mathematics test.

0% of our general education students received a level 2 on the New York State Mathematics test.

100% of our general education students received a level 3 or 4 on the New York State Mathematics test.

Special Education – 28 Students Tested

4% of our special education students received a level 1 on the New York State Mathematics test.

4% of our special education students received a level 2 on the New York State Mathematics test.

93% of our special education students received a level 3 or 4 on the New York State Mathematics test.

### **School Year 2008-2009 New York State Social Studies Data**

General Education – 38 Students Tested

5% of our general education students received a level 1 on the New York State Social Studies test.

0% of our general education students received a level 2 on the New York State Social Studies test.

95% of our general education students received a level 3 or 4 on the New York State Social Studies test.

Special Education – 3 Students Tested

0% of our special education students received a level 1 on the New York State Social Studies test.

0% of our special education students received a level 2 on the New York State Social Studies test.

100% of our special education students received a level 3 or 4 on the New York State Social Studies test.

### **School Year 2008-2009 New York State Science Data**

General Education – 50 Students Tested

0% of our general education students received a level 1 on the New York State Science test.

2% of our general education students received a level 2 on the New York State Science test.

98% of our general education students received a level 3 or 4 on the New York State Science test.

Special Education – 18 Students Tested

6% of our special education students received a level 1 on the New York State Science test.

6% of our special education students received a level 2 on the New York State Science test.

88% of our special education students received a level 3 or 4 on the New York State Science test.

*After Reviewing the 20087-2008*

## SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
1. Annual Goal – 75% of students in grades 4 and 5 will make one year's progress as measured by the 2010 New York State English Language Arts test.	Description – 72.7% of students in grades 4 and 5 made one year's progress as measured by the 2009 New York State English Language Arts test.
2. Annual Goal – 75% of students in grades 4 and 5 will make one year's progress as measured by the 2010 New York State Mathematics test.	Description – 84.6% of students in grades 4 and 5 made one year's progress as measured by the 2009 New York State Mathematics test.
3. Annual Goal – 75% of our students will perform at levels 3 and 4 on the 2009 New York State Social Studies test.	Description – 95% of our students performed at levels 3 and 4 on the 2008 New York State Social Studies Test.
4. Annual Goal – 75% of our students will perform at levels 3 and 4 on 2010 the New York State Science test.	Description – 95% of our students performed at levels 3 and 4 on the 2009 New York State Science test.
5. Annual Goal – Engage 50% of students in grades K-3 in the art forms of dance and theatre.	Description – A review of our 2008-2009 Arts Survey reveals the need to increase time spent on dance and theatre in the lower grades. Our goal is to meet this need by using dance and theatre as a vehicle to reinforce the social studies curriculum.



	<p>Per-Session Funds for After School Test Preparation</p> <p>Per-Session Funds for Inquiry Team</p> <p>Purchasing of Guided</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ELA Predictive Assessments</p> <p>ELA ITA Assessments</p> <p>Teachers College</p>

**Subject Area**  
(where relevant) :

**Mathematics**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>2. Annual Goal– 75% of students in grades 4 and 5 will make one year’s progress as measured by the 2010 New York State Mathematics test.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Continued Use of Everyday Math</p> <p>Continued Implementation of Exemplars</p> <p>Continued Professional Development</p> <p>Targeted Small Group Instruction (Pull-Out and Push-In)</p> <p>After School Test Preparation Program</p> <p>Administration of Interim Assessments</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Part-Time Math Staff Developer</p> <p>Classroom Teachers</p> <p>Resource Room Teacher</p> <p>IEP Teacher</p> <p>ESL Teacher</p> <p>Smaller Class Sizes in Grade 4 - C4E</p> <p>Mathematics Professional Development</p> <p>Per-Session Funds for After School Test Preparation</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Math Predictive Assessments</p> <p>Math ITA Assessments</p> <p>Everyday Math Unit Assessments</p> <p>Exemplars with Rubric for Assessment</p>

**Subject Area**  
 (where relevant) :

**Social Studies**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3. Annual Goal– 75% of our students will perform at levels 3 and 4 on the 2009 New York State Social Studies test.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Continued Use of New York State Scope and Sequence</p> <p>Continued Implementation of Supplemental Units  Pre-K - The School  Kindergarten - Bayside  First Grade - Queens  Second Grade - New York City</p> <p>Continued Professional Development  Teaching Matters  National Endowment for the Humanities  Picturing America</p> <p>Continued Implementation of IIM - Independent Investigation Model</p> <p>After School Test Preparation Program</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom Teachers</p> <p>ESL Teacher</p> <p>Resource Room Teacher</p> <p>Smaller Class Sizes in Grade 4 - C4E</p> <p>Teaching Matters Professional Development</p> <p>NEH Professional Development</p> <p>Picturing</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teacher Made Unit Assessments</p> <p>Essay Rubrics</p> <p>Double IIM Culminating Projects - 1/10</p>

**Subject Area  
(where relevant) :**

**Science**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>4. Annual Goal– 75% of our students will perform at levels 3 and 4 on 2010 the New York State Science test.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Continued Use of the New York State Scope and Sequence  Continued use of IIM - Independent Investigation Model</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom Teachers  Science Cluster  ESL Teacher  Resource Room Teacher  Smaller Class Sizes in Grade 4 - C4E Monies</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Harcourt Unit Assessments  Double IIM Culminating Projects - 5/10</p>

**Subject Area  
(where relevant) :**

**Arts Education**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>5. Annual Goal– Engage 50% of students in grades K-3 in the art forms of dance and theatre.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Engage all students in grades K-3 in the art forms of dance and theatre.</p> <p>Through professional development teachers will learn strategies to integrate dance and theatre into the Social Studies curriculum and additional curriculum areas.</p> <p>Through the utilization of various organizations we will deepen students', parents' and teachers' appreciation of the arts.</p> <p>Increase class and parents visits to arts institutions in</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Art Cluster Teacher</p> <p>Music Cluster Teacher</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly assemblies incorporating dance and theatre</p> <p>Evidence of the integration of the arts and social studies i.e. lesson plans, classroom observations</p> <p>Professional development pre and post surveys</p>

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

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	2			
1	1	1	N/A	N/A	2		4	
2	2	2	N/A	N/A	2		8	
3	3	3	N/A	N/A	2			6
4	8	8	2	3	2		3	4
5	16	16	2	3	3		13	8
6								
7								
8								
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Service Providers – Classroom Teachers, Literacy Staff Developer, Resource Room Teacher, IEP Teacher</p> <p>Program/Strategy - Foundations,</p>
<p><b>Mathematics:</b></p>	<p>Service Providers – Classroom Teachers, Math Staff Developer, Resource Room Teacher, IEP Teacher</p> <p>Program/Strategy - Moving with Math, Math Mastery</p> <p>Method for Delivery - Small Group Instruction, One-to-One Instruction</p> <p>When - During the School Day, During Extended Day, During After School Test Prep</p>
<p><b>Science:</b></p>	<p>Service Providers - 4<sup>th</sup> and 5<sup>th</sup> Grade Classroom Teachers, Resource Room Teacher, IEP Teacher</p> <p>Program/Strategy - Students will be supported in meeting the New York State Science Standards and will practice test taking strategies using the following materials:</p> <ul style="list-style-type: none"> <li>• Harcourt Online Science Readers</li> </ul> <p>Method for Delivery - Small Group Instruction, One-to-One Instruction</p> <p>When - During the School Day, During Extended Day, During After School Test Prep</p>
<p><b>Social Studies:</b></p>	<p>Service Providers – 4<sup>th</sup> and 5<sup>th</sup> Grade Classroom Teachers, Resource Room Teacher, IEP Teacher</p> <p>Program/Strategy - Students will be supported in meeting the New York State Social Studies Standards and will practice test taking strategies using the following materials:</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Service Provider - Guidance Counselor</p> <p>Program/Strategy - Counseling to help the students demonstrate age appropriate social emotional development and skills that would reinforce their academic skills</p>

	<p>Method for Delivery - Small Group Instruction, One-to-One Instruction</p> <p>When - During the School Day</p>
<b>At-risk Services Provided by the School Psychologist:</b>	The School Psychologist currently does not provide any at-risk services.
<b>At-risk Services Provided by the Social Worker:</b>	<p>Service Provider - Social Worker</p> <p>Program/Strategy – Counseling focused on the following topics: sharing, managing tantrums, expressing feelings, using behavior modification, following rules, coping mechanisms</p> <p>Method for Delivery - Small Group Instruction, One-to-One Instruction</p> <p>When - During the School Day</p>
<b>At-risk Health-related Services:</b>	<p>Service Provider - School Nurse</p> <p>Program/Strategy - Open Airways Program - Learning to be proactive in the management of asthma, teaching students about their triggers and warning signs and giving them the tools to stay healthy</p> <p>Method for Delivery - Small Group Instruction</p> <p>When - During the School Day</p>

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

*NCLB/SED requirement for all schools*

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

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OFFICE OF ENGLISH LANGUAGE LEARNERS  
 GRADES K-8 LANGUAGE ALLOCATION POLICY  
 WORKSHEET

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District	CEI-PEA / D25	School	Public School 169 – Bay Terrace School
Principal	Annette Kunin	Assistant Principal	Vanessa Rosa
Coach	Lyzz RothSinger	Coach	Sharron Friedlander
ESL Teacher	Sarita Grossman	Guidance Counselor	Yang Synn
Teacher/Subject Area	Rochelle Curran / Grade 1	Parent	Dorothy DePalma
Teacher/Subject Area	Christina Kaidas / Grade 4	Parent Coordinator	Orit Foresta
Related Service Provider	Ellen Lambert / Resource Room Teacher	SAF	Madeline Chan
Network Leader	Nancy Ramos	Other type here	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	381	Total Number of ELLs	32	ELLs as Share of Total Student Population (%)	7.35%
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## Part II: ELL Identification Process

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

*All parents or guardians of newly enrolled students at P.S. 169 are required to complete a Home Language Identification Survey (HLIS). The HLIS is administered by our ESL teacher. If the HLIS indicates that the child*

uses a language other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R). Performance on this test determines the child's entitlement to English language development support services. Our ESL teacher is also responsible for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment as well as annually evaluating ELLs using 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.

*We organize orientations in both the Fall and Spring for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In orientations, parents have the opportunity to receive materials about ELL programs in their home language, and to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicates the program that they are requesting for their child. Parent choices are honored. Currently, we have no parents who have requested bilingual or dual language programs.*

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].)

*Entitlement letters, Parent Survey and program Selection forms are distributed to parents at the time of registration and again at orientations. Our ESL teacher ensures that all forms are returned and contact parents to ensure the timely return of forms. If necessary the assistance of staff fluent in the parents native language are called upon for support.*

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.

*If the students HLIS indicates that the student uses a language other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R). Performance on this test determines the child's entitlement to English language development support services. Our ESL teacher is also responsible for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment as well as annually evaluating ELLs using the NYSESLAT.*

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 trend in the program choices that all parents have requested is Freestanding English as a Second Language (ESL).*

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.

*The program model offered at our school is aligned with parent request. Currently, we have no parents who have requested bilingual or dual language programs.*

## Part III: ELL Demographics

### A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	N/A	N/A	N/A	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	N/A	N/A	N/A	0
<b>Freestanding ESL</b>										
Self-Contained	0	0	0	0	0	0	N/A	N/A	N/A	0
Push-In/Pull-Out	4	3	2	7	4	12	N/A	N/A	N/A	32
<b>Total</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>12</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>32</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	22	0	0	10	0	7	0	0	0	0
<b>Total</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education - N/A										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0

Transitional Bilingual Education – N/A										
Number of ELLs by Grade in Each Language Group										
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>0</b>									

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

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

Freestanding English as a Second Language
Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	1	0	0	2	0	1	N/A	N/A	N/A	0
Chinese	0	1	0	1	1	0	N/A	N/A	N/A	0
Russian	1	0	0	1	0	1	N/A	N/A	N/A	0
Bengali	0	0	0	0	0	0	N/A	N/A	N/A	0
Urdu	0	0	0	0	0	1	N/A	N/A	N/A	0
Arabic	0	0	0	0	0	0	N/A	N/A	N/A	0
Haitian Creole	0	0	0	0	0	0	N/A	N/A	N/A	0
French	0	0	0	0	0	0	N/A	N/A	N/A	0
Korean	1	2	1	1	3	6	N/A	N/A	N/A	0
Punjabi	0	0	0	0	0	0	N/A	N/A	N/A	0
Polish	0	0	0	0	0	0	N/A	N/A	N/A	0
Albanian	0	0	0	0	0	0	N/A	N/A	N/A	0
Other	1	0	1	2	0	3	N/A	N/A	N/A	0
<b>TOTAL</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>12</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>32</b>

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

*Our ELL students are serviced through a Freestanding ESL program which provides all language arts and subject matter instruction in English by a fully licensed and certified ESL teacher.*

*The ESL program is both a push-in and a pull-out program. In a push-in program, the ESL teacher works collaboratively with the classroom teacher, and assists the ESL students as they work on academic language related to content areas in order to ensure success on the New York State tests.*

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

*A certified ESL teacher provides a curriculum aligned with the New York City and New York State standards. Students with Beginning and Intermediate levels receive 360 minutes of ESL instruction, Advanced students receive 180 minutes of ESL instruction.*

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.

*In our freestanding ESL program, language arts are taught using ESL and ELA methodologies. Content-area instruction is in English using ESL strategies. Native language supports are used to enrich comprehension.*

- *Balanced Literacy - Balanced Literacy is supported by the Literacy Staff Developer, Resource Room Teacher and ESL Teacher via a push-in and pull-out program as well as during Extended Day.*
- *Everyday Math - Everyday Math is supported by the Math Staff Developer, Resource Room Teacher and ESL Teacher via a pull-out program as well as during Extended Day.*
- *ESL After School - A Title III after school program meets twice a week for children in grades 3-5. Using English Language Arts to increase comprehension, build vocabulary and valuable writing skills which will help students to prepare for the ELA test in January. This year in our test prep we are also supporting transitional ELLs who have exited the ESL program but still need extra time and support for the standardized assessments.*
- *Extended Day - During the extended day program our 5<sup>th</sup> graders are preparing for the New York State Social Studies test. This is in addition to Social Studies test preparation during the day.*

4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.

*We currently have no SIFE students.*

- b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
- c. Describe your plan for ELLs receiving service 4 to 6 years.

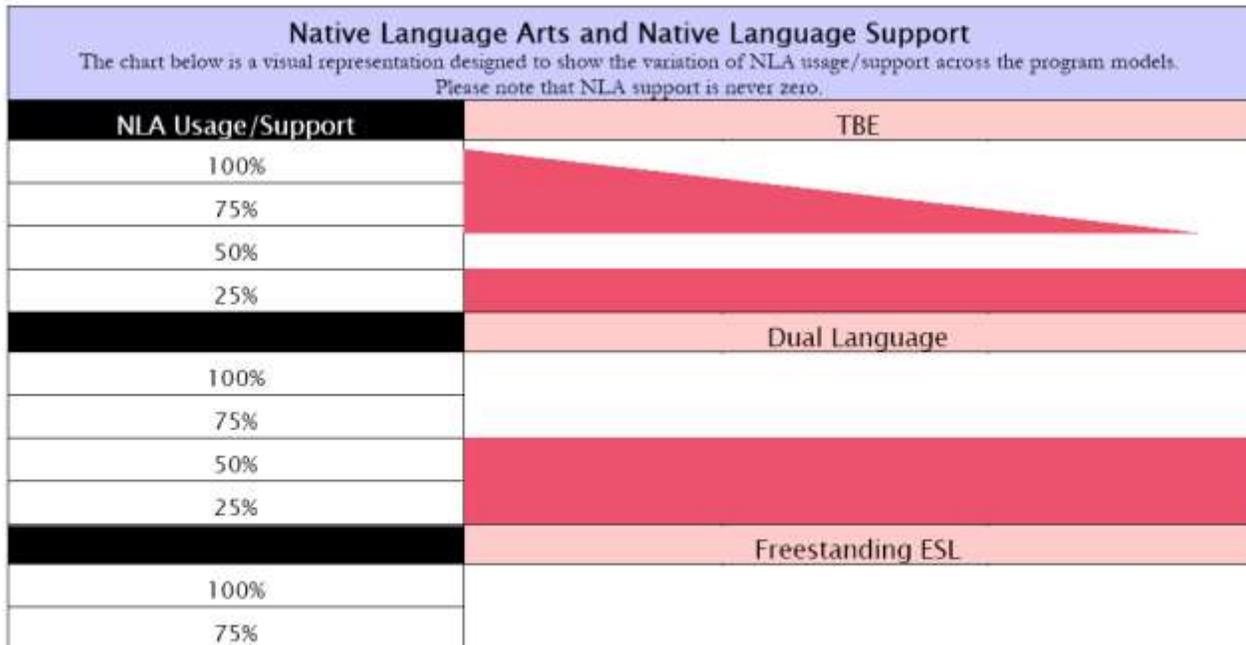
d. Describe your plan for Long-Term ELLs (completed 6 years).

*We currently have no Long-Term ELLs.*

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

*Our ESL teacher pushes in to a 4<sup>th</sup> grade special education classroom to work with the ELLs on building vocabulary skills and increasing comprehension.*

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS	/		
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day





## Programming and Scheduling Information--Continued

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

*All intervention programs for ELLs are delivered in English. Our ELLs in need of intervention participate in small group instruction during the day as well as Extended Day and a Title III after school program.*

*Our Title II after school program meets twice a week for children in grades 3-5. During this program students use English Language Arts to increase comprehension, build vocabulary and valuable writing skills which will help students to prepare for the ELA test in January.*

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

*Former ELLs are serviced by classroom teachers in small group instruction during the regular school day and extended day.*

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

*Passport Voyager will be implemented during the 2009-2010 school year as an intervention program.*

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

*We will not be discontinuing any programs/services for ELLs during the 2009-2010 school year.*

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

*P.S. 169 had implemented the Renzulli Model for Schoolwide Enrichment for ALL students, including our ELL students. We believe that opportunities to participate in enrichment activities should be provided to all students. We do this through enrichment clusters, community service and various other enrichment activities. All ELL students participate in the activities listed below.*

### *Enrichment Clusters (Grades K-5)*

*All kindergarten through fifth grade students participate in enrichment clusters once a week for 90 minutes. Enrichments clusters are research based, flexible, have high standards and advanced levels of academic challenge for all students, employ multiple intelligences, use a hands-on approach and culminate in a product or service. At P.S. 169 we call our enrichment clusters EPIs (Explore, Problem Solve, Investigate). Students choose EPIs based on their interest.*

*The following is a list of some of the EPIs offered at P.S. 169:*

- *Crime Scene Investigations*
- *The Recycling Team*
- *Robotics*
- *Buildings - In Collaboration with the Salvadori Institute*
- *Bridges - In Collaboration with the Salvadori Institute*
- *Comic Book Making*
- *Calling All Bankers - In Collaboration with Classroom Inc.*
- *Is There a Doctor in the House? - In Collaboration with Classroom Inc.*
- *The Young Naturalists*
- *Lights, Camera, Action*

- *Wonderful World of Animals*
- *Helping Hands*
- *Treasure Hunting*

*Community Service*

- *St. Jude's Math-a-thon*
- *Community Art Contests*
- *Pemy Harvest*
- *Food Drives*
- *Senior Citizen Centers*
- *Spring Fling*
- *International Night*
- *School Garden*
- *Student Council*
- *Peer Mediation*

*Additional Enrichment Activities*

- *"Constitution Works" with Teaching Matters*
- *Chess in the Schools Program*
- *Ballroom Dancing from American Ballroom Theatre*
- *CASA Theatre Program with Queens Theatre in the Park*
- *Cultural Trips*
- *Chamber Group*
- *Student Council*
- *Clubs*

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

*The following instructional materials are used to support ELLs at P.S. 169:*

- *Hampton Brown –Just the Right Word - Big Book are used for shared reading, small books are used for guided reading. Students are introduced to both new vocabulary, and new conversational phrases. This program introduces vocabulary and concepts in English. It also introduces phrases, and encourages the students to converse in English. In addition there is an extensive index of all the vocabulary used in the book.*
- *Mondo – Pathways to Writing - This program assists English Language Learners in develop writing skills on different grade levels. There are fiction and non-fiction posters, as well as large graphic organizers. These help the students develop writing skills using different literary genres. The students learn to plan, compose, record, revise, edit, and publish their writing.*
- *Literature and Leveled Libraries - The ESL classroom has a large collection of literature, organized according to reading levels, themes, genres, and subject matter. ELL students are encouraged to read and borrow books, according to their interest, level, or particular subject being studied in their classrooms.*
- *Bilingual Glossaries - These glossaries in various languages are used in all content areas, in the regular classroom, as well as the ESL classroom. They are also used to prepare for specific citywide tests, such as the State Math Test, or the State Science Test, as well as helping students perform on the actual test.*
- *Leap Frog – An electronic reading program which reads aloud to students as they follow along, using a special pad, book, and pointer. - This is an exciting format for the ELLs on all levels. It encourages and teaches reading in a non-stressful and entertaining atmosphere. It is used in the Extended Day Program and in the Title III After-School.*

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

*We have staff available in the building to provide native language support in the following languages: Italian, Spanish, Hebrew, Hindi, Urdu, Greek and Korean.*

*Students are used to support each other and bilingual glossaries are available for further native language support.*

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

*Yes, all service support, and resources correspond to Ells' ages and grade-levels.*

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

### **Schools with Dual Language Programs – N/A**

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

### **Professional Development and Support for School Staff**

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

*The following professional development sessions have taken place or are planned for all teachers of ELLs including our ESL teacher and classroom teachers who service ELLs. These professional development sessions will serve to fulfill the 7.5 hour mandated training required. These professional development opportunities will be taking place during Chancellor's Conference Days and monthly faculty conferences.*

- *Using Data to Drive Instruction*
- *Differentiation*
- *Guided Reading*
- *Schoolwide Enrichment Model*
- *Independent Investigation Method*

### **Parental Involvement**

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

- *PTA Meetings - All parents are invited to monthly PTA meeting. Translators are available, making these workshops welcoming for ELL parents.*
- *Parent Workshops - All parents are invited to monthly parent workshops. These workshops are curriculum based. Translators are available, making these workshops welcoming for ELL parents.*

## Part IV: Assessment Analysis

### A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	0	0	0	0	0	0	N/A	N/A	N/A	0
Intermediate(I)	2	2	1	1	3	0	N/A	N/A	N/A	0
Advanced (A)	0	0	3	3	7	0	N/A	N/A	N/A	0
Total Tested	2	2	4	4	10	0	0	0	0	0

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B	0	0	0	0	0	0	N/A	N/A	N/A
	I	0	1	5	1	3	0	N/A	N/A	N/A
	A	2	1	0	4	7	0	N/A	N/A	N/A
READING / WRITING	B	0	0	0	0	0	0	N/A	N/A	N/A
	I	2	2	1	2	3	0	N/A	N/A	N/A
	A	0	0	4	3	7	0	N/A	N/A	N/A

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	1	2	0	3
4	1	2	3	0	6
5					0
6	N/A	N/A	N/A	N/A	0
7	N/A	N/A	N/A	N/A	0
8	N/A	N/A	N/A	N/A	0
NYSAA Bilingual Spe Ed	N/A	N/A	N/A	N/A	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

3	0	0	0	0	3	0	3	0	3
4	0	0	1	0	2	1	1	3	8
5									0
6	N/A	0							
7	N/A	0							
8	N/A	0							
NYSAA Bilingual Spe Ed	N/A	0							

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	0	1	0	4	0	7
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
NYSAA Bilingual Spe Ed	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0

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

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A

3	N/A	N/A	N/A	N/A	N/A	N/A
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NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	N/A	N/A
Chinese Reading Test	N/A	N/A

## 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?

*Overall, the results of the NYSESLAT test last Spring indicate steady progress in all four modalities. In the area of speaking, most of the students tested at the proficient level. There were no students who tested at the beginner level in any of the modalities. All our ESL students achieved the designation of intermediate or advanced on the 2009 NYSESLAT exam.*

*In kindergarten, two students tested at the advanced level in listening/ speaking and at the intermediate level in reading/writing. In first grade, one student performed at the intermediate level and one at the advanced level in listening/speaking. Both achieved the advanced level in the area of reading/writing. In the second grade, five students scored at the advanced level in listening /speaking. In reading /writing, four scored at the advanced level and one at the intermediate level. In third grade, one student scored at the intermediate level in listening/speaking and four scored at the advanced level. In reading/writing, two students scored at the intermediate level and three at the advanced level. In fourth grade, three students scored at the intermediate level in listening/speaking and six scored at the advanced level. In reading/writing the performance was identical, with three students at the intermediate level, and six at the advanced level. All our fifth grade students passed the NYSESLAT exam, as did ten students in grades kindergarten through the fourth grade.*

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

*The program enforces all the modalities on the NYSESLAT. For example, listening skills are developed by reading aloud from a variety of fiction and non-fiction texts. Speaking is emphasized by creating opportunities for ELLs to speak on literature the class has read, or giving them a chance to read a piece of written work they have created themselves. The reading done in the ESL class is a reinforcement of the Teachers College units of study and genres being studied in the classrooms.*

3. For each program, answer the following:

- a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

*Our ELL students also did well on the New York State English Language Arts Assessment and the New York State Mathematics Assessment. With the exception of our Special Education ELL students, all of the ELL students achieved performance level 3 or performance level 4 on these tests. On the New York State Science Assessment, all of the ELLs achieved performance level 3.*

4. For dual language programs, answer the following:

- a. How are the English Proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

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

*We evaluate the success of our program for our ELLs using data from state assessments, interim assessments, Teachers College Reading and Writing Project assessments, teacher-made assessments, conferencing, portfolios, goal setting and teacher observations.*

## Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vanessa Rosa	Assistant Principal		
Orit Foresta	Parent Coordinator		
Sarita Grossman	ESL Teacher		
Dorothy DePalma	Parent		
Rochelle Curran / Grade 1	Teacher/Subject Area		
Christina Kaidas / Grade 4	Teacher/Subject Area		
Lyzzy RothSinger	Coach		
Sharron Friedlander	Coach		
Yang Synn	Guidance Counselor		
	School Achievement Facilitator		
Nancy Ramos	Network Leader		
	Other		
	Other		
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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

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

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 36**

**Non-LEP 0**

**Number of Teachers 1**

**Other Staff (Specify) 1 (F-Status)**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program**

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

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Mandated services are being fully provided (as per CR Part 154) by a certified ESL teacher.

For the 2009-2010 school year P.S. 169 will utilize the services of an F-status teacher to provide supplemental Science, Math and ELA instruction to the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade ELLs in a pull out program.

Description of the use of the F-Status Teacher - The F-status teacher will be utilized to reduce class size.

Reduced class size must be clearly described as a supplemental program to show:

- When the teacher is working with ELLs – The teacher will be working with ELL students once a week for a total of 49 days.

- How the teacher is working with ELLs – The teacher will be provided supplemental Science, Social Studies, math and ELA instruction to 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students in a small group setting, in preparation for New York State assessments with a focus on vocabulary development.
- What is the rationale for having this reduced class size program – Interim Assessments, classroom assessments and teacher observations indicate a need for vocabulary development in order to support ELL students in preparation for the New York State assessments.
- Please include the teacher’s schedule for during-the-day, reduced class size services under Title III – The teacher will spend six instructional periods per week providing supplemental Science, Math and ELA instruction to the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade ELLs. The frequency and duration that students work with teacher will be flexible and based on various data including interim assessments, classroom assessment and teacher observations.

**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.

---

Description of Professional Development Program –

- Topics – Vocabulary Development in ELL Students, Using Data to Drive Instruction, Differentiation
- Timelines – 9/9/09, 11/3/09, 6/10/10
- Target Audience – All Classroom Teachers, Cluster Teachers and Support Personnel

**Form TIII – A (1)(b)**

-

**School: Public School 169 - Bay Terrace School**  
**BEDS Code: 342500010169**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$15,000.00	<u>Day Program</u>  An F-status teacher to provide instruction to ELLs for 49 days.  1 F-status x 49 Days x \$306.67 = \$15,026.83
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0	N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$0	N/A
<b>Educational Software (Object Code 199)</b>	\$0	N/A
<b>Travel</b>	\$0	N/A
<b>Other</b>	\$0	N/A
<b>TOTAL</b>	<b>\$15,000.00</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

### **Part A: Needs Assessment Findings**

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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.

We review the Home Language Surveys . We receive a list from ATS of different languages spoken. If more than 10% of the student population speaks a particular language we make our best effort to have a translation sent home.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our Assessment of translation needs for the P.S. 169 School community indicates that the following populations exist: English 59%, Asian 26.3% (Mandarin, Cantonese, other Chinese dialects, Japanese and Korean). The majority of our Asian speaking community is Korean (19.3%), Spanish 6.7%, Middle Eastern 3.6% (Orija, Farsi, Hebrew, Pashto, Punjabi, Hindi), European 2.2% (Armenian, French, Georgian, Russian, Pacific Islander .5%(Teligu) and African .5% (Khorsan). We assessed our translation needs through the use of Home Language survey information (ATS, RHLA), teacher and parent surveys, parent coordinator outreach and ATS OTELE report.

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

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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.

PS 169 will provide written translation services in order to enhance the home school connection by translating the following documents: Monthly calendars (which highlight special events, PTA Meetings, Parent Workshop information, Assessment information, etc). The translation of this document will support the home/school connection by allowing us to clearly communicate our vision for PS 169's curricula initiatives. In tandem with our oral translation services, this service will also foster dialogue with our parent community and further enhance their involvement in the work we continue to do at P.S. 169 to impact student achievement. To ensure timely provisions of translations we: stamp translation; We stamp every letter or flyer we send to parents, we use Department of Education staff at school to translate for different languages, use staff to translate at PTA meetings, Parent/Teacher conferences and Parent meetings.

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 conducted for 20% of the population at all meetings and workshops including sign language. The services will be conducted in-house by school staff or parent volunteers. The following situations will have oral translations provided: Parent/Teacher conferences, evening and day Parent Workshops and Academic Intervention – Parent Meetings.

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>.

Posted in entrance of the school: Rights of parents regarding translation and interpretation services in the appropriate covered languages and instructions on how to obtain such services: In addition, a sign is posted indicating office/room where a copy of such written notification can be obtained. We adhere to all of the chancellor's Regulations: School safety plan, all forms and access to website.

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

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:			0
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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

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

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

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

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

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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

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

*All schools must complete this appendix.*

### **Background**

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

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

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### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

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

#### ***1A. English Language Arts***

##### **Background**

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

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

#### **ELA Alignment Issues:**

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

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

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

**-ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

#### **-English Language Learners.**

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

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

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

- Survey materials in the school that are used in all classes including Special Education and ESL
- Survey the staff through a survey system such as "Survey Monkey"
- Discuss Key Finding 1 at a staff conference
- Form a curriculum committee to study the findings and determine relevancy to our school

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?

Use of a standards based program to support literacy

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

## **1B. Mathematics**

### **Background**

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

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

#### Specific Math Alignment Issues:

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

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

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

- Survey the materials in the school
- Form a committee

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?

Not yet determined

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

## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

- Focused walkthroughs
- Debriefing
- Whole staff discussions
- Grade level discussions
- Work of the instructional team

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

- Applicable    Not Applicable

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

Not yet determined

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.

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## 2B – Mathematics Instruction

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

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

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

- Focused walkthroughs
- School surveys
- Staff discussions at faculty conferences, grade meetings
- Professional development

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

- Applicable  Not Applicable

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

Not yet determined

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.

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

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

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

Please respond to the following questions for Key Finding 3:

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

Examination of the Organization sheet that reflects the number of new teachers hired over the past 10 years.

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

Applicable  Not Applicable

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

Review of past 10 years organization charts

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.

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### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

- Observations
- Interviews with Teachers
- Focused Walkthroughs
- Teacher Surveys

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?

Not yet determined

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

### **KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

- Examination of the NYSESLAT
- Students data is provided to each classroom teacher in a spreadsheet at the

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?

Not yet determined

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.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

- Survey the staff
- Professional development opportunities
- Knowledgeable, experienced staff
- Assess teachers' levels of expertise in this area

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?

Not yet determined

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.

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

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

Please respond to the following questions for Key Finding 7:

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

- Review IEPs
- Survey staff
- Focused walkthroughs
- Staff discussions

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?

Not yet determined

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

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

### **Part A:**

#### **For Title I Schools**

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

0

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

N/A

### **Part B:**

#### **For Non-Title I Schools**

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

0

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

N/A

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.

N/A