



THE HOLLISWOOD SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 26Q178

ADDRESS: 189-10 RADNOR ROAD; JAMAICA, NY 11423

TELEPHONE: 718-464-5763

FAX: 718-464-5766

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 178 **SCHOOL NAME:** The Holliswood School

SCHOOL ADDRESS: 189-10 Radnor Road Jamaica, NY 11423

SCHOOL TELEPHONE: 718-464-5763 **FAX:** 718-464-5766

SCHOOL CONTACT PERSON: Jennifer Ambert **EMAIL ADDRESS:** jambert@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rotating Chairperson (Principal/UFT/PTA)

PRINCIPAL: Jennifer Ambert

UFT CHAPTER LEADER: Tricia Gomes

PARENTS' ASSOCIATION PRESIDENT: Hilda Cavounis/Vivian Rizzotto

STUDENT REPRESENTATIVE:
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 26 **SSO NAME:** Integrated Curriculum and Instruction (ICI)

SSO NETWORK LEADER: Janet Won

SUPERINTENDENT: Anita Saunders

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Jennifer Ambert	*Principal or Designee	
Tricia Gomes	*UFT Chapter Chairperson or Designee	
Vivian Rizzotto	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Patrick Klocek	Member/Staff	
Jennifer Puglisi	Member/Staff	
Ellen Kletzkin	Member/Staff	
Dee Ellerby	Member/Parent	
Patrick Patten	Member/Parent	
Ya Lan Hong	Member/Parent	
Niki Stefanakis	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P. S./I.S. 178Q, a nationally recognized Blue Ribbon School, located in Jamaica, New York, is a Pre-Kindergarten to Eighth Grade school. Located in a quiet neighborhood surrounded by single-family homes, the two-story building is fifty-eight years old, with twenty-two classrooms, a gymnasium, an auditorium, a lunchroom, a library, a music room, two science labs, an art studio, and a computer lab.

The computer lab provides a fully networked PC computer system and smart board. There are computers in every classroom and available laptops for class projects. Technology is an integral part of our school curriculum and integrated into all curriculum areas. There are smart boards in every middle school classroom, which enables middle school and cluster teachers to integrate technology into the curriculum.

The 490 students reflect the cultural and ethnic diversity of New York City. All students are heterogeneously grouped in two classes per grade in our elementary school. Our two self-contained Special Education classes draw students from across the district. In addition, we have three inclusion classes in which disabled students from District 75 are included with our general education students. The average daily attendance is 96.9%.

Stimulating and enriching programs enhance the mental, physical, artistic and technological abilities of our students.

Our Middle School program boasts a full honors and talent program, which includes Digital Media, Fine Arts, and Music. Students participate in sports, such as flag football, tennis, basketball, hockey, rugby, volleyball, softball and badminton, and are members of math teams, debate teams, and after-school Art enrichment programs. More than half of our students are in the National Junior Honor Society.

Both middle school and elementary students enjoy enrichment programs, such as instrumental music, student government, and yearbook. In addition to core subjects, all of our students participate in physical education, visual arts, library, and computer technology. Our arts programs include three choruses [grades 3-5 chorus and grades 6-8 chorus in conjunction with the Young People's Chorus of NYC, and a K-1 chorus with 144 Music and Arts]. There is a recorder program for grades 2 and 3 and a ballroom dance residency for our grade 5 students. Additionally, students in grades 4 to 8 may participate in instrumental music through our school band.

Enrichment Clusters provide our students with the opportunity to engage in challenging, self-selected, authentic world learning. Each week, students are engaged in an inquiry study around an area of interest, acquiring an advanced level of understanding of the knowledge and methodology used with a particular discipline. The ThinkQuest technology after school program enhances the use of instructional technology in the elementary grades. ThinkQuests are interactive educational websites that are produced by students working in groups of three to six. Students design, research, write, illustrate, animate and develop group websites. ThinkQuest is implemented in the grade 5 and 6 technology curriculum during the school day as well.

Additional support and special services are provided to our students through special education support services, ESL classes, academic intervention services, speech, hearing, physical therapy, occupational therapy, and adaptive physical education and after school programs. A Saturday Academy offered prior to the NYS ELA and NYS Math exams is designated to students approaching standards or meeting standards to boost achievement. A Specialized High School Preparation Course is offered after school six weeks prior to the exam in order to heighten students' abilities in preparation for the specialized high school exams.

Our Mission Statement

As educators, we believe that all children have the ability to meet or exceed standards by being part of a nurturing educational environment that challenges students to reach their full potential. At the Holliswood School, we promote an environment that encourages open communication among all constituents, where every staff member, student and parent is a proactive participant in contributing to the school's success. Our goal is to cultivate a haven where students are empowered and recognized for their unique abilities.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	PS/IS 178 Holliswood			
District:	26	DBN #:	26Q178	School BEDS Code #: 342600010178

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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	17	18	18		96.3	96.4	96.9		
Kindergarten	41	38	47						
Grade 1	52	37	46	Student Stability: % of Enrollment					
Grade 2	65	56	47	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	69	67	64		97.6	96.0	TBD		
Grade 4	60	67	64						
Grade 5	76	59	68	Poverty Rate: % of Enrollment					
Grade 6	41	62	48	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	40	66		25.3	25.7	23.5		
Grade 8	0	0	44						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		0	2	TBD		
Grade 12	0	0	0						
Ungraded	0	2	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	421	440	505		3	1	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	26	22	24						
No. in Collaborative Team Teaching (CTT) Classes	13	0	0	Principal Suspensions	5	0	1		
Number all others	33	32	39	Superintendent Suspensions	0	6	3		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(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	19	17	15	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	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	32	34
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	3	8	8
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	1	1
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	96.6	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	69.0	78.1	85.3
Black or African American	10.9	9.8	10.3	Percent more than five years teaching anywhere	69.0	62.5	64.7
Hispanic or Latino	12.6	13.4	13.5				
Asian or Native Hawaiian/Other Pacific Isl.	32.8	29.6	26.9	Percent Masters Degree or higher	97.0	97.0	97.0
White	43.7	47.3	48.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
Multi-racial							
Male	56.5	55.9	55.0				
Female	43.5	44.1	45.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input 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 checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1
<input type="checkbox"/>	Corrective Action – Year 1	<input type="checkbox"/>	Corrective Action – Year 2
		<input type="checkbox"/>	Restructured – Year ____
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	-	-	-			
Hispanic or Latino	√	√	-			
Asian or Native Hawaiian/Other Pacific Islander	√	√	-			
White	√	√	-			
Multiracial						
Other Groups						
Students with Disabilities	√	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6	6	2	0	0	0

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√ Proficient
Overall Score	83.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P √
School Environment (Comprises 15% of the Overall Score)	10.3	Quality Statement 2: Plan and Set Goals	P √
School Performance (Comprises 30% of the Overall Score)	19.2	Quality Statement 3: Align Instructional Strategy to Goals	P √
Student Progress (Comprises 55% of the Overall Score)	49.8	Quality Statement 4: Align Capacity Building to Goals	P √
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	P √

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

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

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

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

As part of the New York City Public School System, P.S./I.S. 178 takes part in the New York State Assessments in English Language Arts and Mathematics. The exam is graded on a 1-4 rubric with performance levels 3 and 4 indicating that a student has met (level 3), or exceeded (level 4) grade level standards.

Based on the 2009 Progress Report, our school received an Overall Score of 83.8, an A. This is an improvement of 26.5 points from the 2008 overall score and 2007-2008 performance year. Based on the 2009 New York State English Language Arts (ELA) Assessment, 91% of our students are meeting or exceeding the standards and are demonstrating achievement. 64.4% of students made yearly progress on the ELA (an improvement of 12.2% from last year's results), while 87.1% of students in our school's lowest third made yearly progress (a significant improvement of 29.8%). On the 2009 NYS Math Assessment, 95.7% of our students achieved proficiency (level 3 or 4). 81.6% of all tested students attained yearly progress and 81.7% of students in the school's lowest third made progress (an improvement of 9.3%) as well. We received extra credit in the following categories: +1.5 (76.7% Exemplary Proficiency Gains) in ELA for students in the lowest third citywide, +1.5 (38.9% Exemplary Proficiency Gains) in mathematics for special education students and +1.5 (52.4% Exemplary Proficiency Gains) in math for students in the lowest third citywide. There were significant gains when analyzing student performance data from the 2007-2008 to the 2008-2009 school year.

An analysis of the 2009 ELA data reveals that students in grades 3-5 could develop further support in the following areas: Identifying Important vs. Un-important information in a text, Collecting and Interpreting data, facts and ideas from unfamiliar texts and collecting from multiple sources. In grades 6-8, areas in need of improvement include determining the meaning of unfamiliar words, determining the use and meaning of literary devices, and recognizing how the author's use of language creates images and feelings.

Based on the progress report, the school continues to maintain a part-time literacy and math coach, who ensure that all teachers receive professional development in literacy and math. Professional development is also received from Network Support Specialists and through the

NYCDOE. Administrators work with the literacy coach and math coach on analyzing student data and identifying next steps for teachers and students. Professional development on balanced literacy, specifically, guided reading in grades K-2 and shared reading in all grades, were implemented in the 2008-2009 school year. Professional development will continue in these areas during the 2009-2010 school year.

In 2009-2010, grade level inquiry teams on every grade were developed to ensure that all teachers carefully study student needs and identify best practices so that individuals, small groups, whole groups, grade level or school wide groups make progress. Based on the work of our 2008-2009 Inquiry Teams, we identified that students needed progress on obtaining Tier 2 Vocabulary knowledge. Therefore, school wide practices were developed, such as 'Word of the Week' and vocabulary quizzes. The Inquiry Team created quizzes on Acuity on Tier 2 vocabulary, synonyms, antonyms, and utilizing context clues. The team also studied student writing. Based on an analysis of student writing samples, students showed areas in need of improvement in the area of descriptive language and voice. Professional development focusing on protocols for looking at student work were conducted in June 2009 and will continue throughout the 2009-2010 school year.

Attaining yearly progress on ELA and Math is a tremendous accomplishment. We strive to create individual and small group goals in all core subjects to ensure continuous improvement. We attribute our accomplishments to our exceptional staff, our wonderful parents and our terrific students that make our school community successful. Together, we strive for excellence in the daily instruction that we provide which is reflected in the statistics above.

The challenge of ten grades in one instructional setting is our biggest challenge. We hope to expand programs, but due to limited space, rooms such as a dance studio or mock court room setting, may not be a possibility. We hope to promote diversity in a building that is diverse. We plan on facilitating numerous professional development and student discussions around the subject of "Respect for All."

SECTION V: ANNUAL SCHOOL GOALS

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

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

LITERACY

- (1) We will raise the level of literacy instruction through the use of accountable talk to build academic language and vocabulary skills.

By June 2010, students in Grades K-8 will increase their reading skills by making at least one year's progress on Fountas and Pinnell reading levels.

MATHEMATICS

- (2) We will continue to raise the level of student achievement through critical thinking and problem solving in Mathematics.

By June 2010, students will improve by 0.5 on constructed-response questions on the NYS Math Assessment.

GOAL-SETTING

- (3) We will develop clear learning goals for students in social studies through the effective use of available data.

By June 2010, students in grades 3-8 will have SMART goals in social studies, as measured by teacher-created group goal-setting sheets aligned to the curriculum calendar.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will raise the level of literacy instruction through the use of accountable talk to build academic language and vocabulary skills. By June 2010, students in Grades K-8 will increase their reading skills by making at least one year’s progress on Fountas and Pinnell reading levels.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Development Professional Development in literacy is provided by the Literacy Coach (grades PK-2), Principal (grades 3-5), Asst. Principal (grades 6-8), CFN, NYCDOE and external sources.</p> <ul style="list-style-type: none"> ➤ To provide professional development on the use of accountable talk, effective questioning, shared reading, literacy comprehension and differentiation in reading and writing in the classroom. ➤ To monitor and follow up on explicit instruction on higher order thinking skills (vocabulary and building background knowledge). ➤ To continue to extend literacy professional development by administration, coaches, NSS, LSO workshops, and SATIF facilitators for analyzing the results of assessments, as reported through Acuity, ECLAS-2, running records, and classroom sources. ➤ To continue to provide extensive professional development on Acuity for teachers in grades three to eight by the administration and coaches to understand tools to analyze data and create small groups. ➤ To extend professional development for the teachers on the organization of conference notes, conferring, small group instruction via strategy lessons and guided reading. ➤ To deepen the level of work during a grade and department conference by developing a team of teachers, representing each grade to analyze data in order to improve literacy instruction. ➤ To work with teachers to pilot tools for collecting and analyzing qualitative and quantitative data, such as organizing conferring, small group notes and templates to analyze assessment results. ➤ To enhance vocabulary instruction through word study and vocabulary assessments. ➤ To provide opportunities for teachers to observe effective literacy instruction, as well as exemplars of teachers differentiating instruction, such as guided reading, opportunities for

	<p>accountable talk, and effective writing mini-lessons.</p> <ul style="list-style-type: none"> ➤ To conduct walkthroughs to monitor implementations and provide feedback. ➤ To periodically analyze class reading level summary sheets for each grade, which reflect student progress. <p><u>Structural</u></p> <ul style="list-style-type: none"> ➤ To provide reading support through a push-in program for students approaching the standards, as well as students performing at a low level 3 (scale score of 650-656 on the ELA). ➤ To continue the story-telling residency for fourth grade students to enhance student's oral language and comprehension (Early Stages). ➤ To continue the debate team after school for the highest achieving students in middle school. ➤ To begin a newspaper club to enhance student writing abilities in middle school. ➤ To extend the ThinkQuest After School Technology program to the highest achieving sixth grade students, as well as fifth graders in order to develop a ThinkQuest (an interactive website), which will extend higher order thinking skills and students' ability to conduct a focused research project, write, illustrate and develop a comprehensive website <p><u>Financial</u></p> <ul style="list-style-type: none"> ➤ To ensure funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data. ➤ To designate funds to provide professional literature, videos and CDs for teachers. ➤ To allocate funds towards the after school programs. ➤ To designate funds for the purchasing of materials, software and hardware to support our literacy program. ➤ To designate funds for professional development.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>\$30,524 from the Contracts for Excellence allocation is utilized for academic intervention services. Programs such as Foundations, Wilson and guided reading are implemented for additional support in reading. 57 per diem days have been allocated for substitute teachers so that teachers can attend professional development (\$8,834). An additional 18.5 days is utilized for ECLAS 2 coverage for lower grade teachers. Four inquiry team days have been allotted so that teachers engaged in inquiry work can observe students and other teachers. \$1,300 has been allotted for internal DOE services, so that teachers can attend Department of Education training throughout NYC. Title I funding has been set aside so that staff can receive tuition reimbursement (\$7,767) in the event that they are furthering their studies to become highly qualified teachers. \$10,974 in NYSTL textbook supplies were used to order textbooks, guided reading materials, and listening center books. \$26,373 (TL) is allocated for a part-time literacy coach, who facilitates PK-8 professional development in ELA. \$50,480 (Title I) is allotted for professional development through the Assistant Principal. \$34,800 (TL Children First) is allocated for the professional development provided by the Children First Network.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

By June 2010, students in Grades K-8 will increase their reading skills by making at least one year's progress on Fountas and Pinnell reading levels.

- Students will demonstrate at least one year's progress on Fountas and Pinnell reading levels through the periodic analysis of reading level summary sheets for each class and grade (Literacy), interim assessments, student work, and teacher assessments.
- Students' levels of accountable talk, progress of higher order thinking skills and vocabulary will be assessed using a rubric to measure the quality of students' analyzing text.
- Student assessments will be accessible to monitor student progress and to use information to plan differentiated instruction as evidenced by teacher conference notes, customized Acuity assessments, ECLAS-2, Rigby running records, and student literacy responses.
- Students will be provided with differentiated instruction, as evidenced by teacher lesson plans, student progress records, and observation of whole class, small group and individual instruction.
- Continuing use of student assessment binders [teachers use qualitative and quantitative data to differentiate and inform their instruction]
- Agendas and attendance for all meetings/professional development sessions on the use, analysis of data, the components of Balanced Literacy
- Evidence of data driven instruction in the classroom during formal and informal observations
- Small group instruction in classrooms
- Inquiry Team Binder (Student observations, quantitative and qualitative data, teacher perceptions data, learning print survey, etc.)
- Teachers' participation in professional development activities on assessment tools and data driven instruction
- Analysis of student work
- Student-produced culminating projects as a result of the Enrichment Clusters, Independent Studies and ThinkQuest.
- Debate Team Results
- Published school newspapers
- After school and Saturday school funding (Galaxy)
- Progress on summative assessments made by all students including the highest achieving students
- Teacher utilization of technology, as it relates to impacting student performance in literacy (classroom instruction, lesson planning and data analysis).
- FAMIS and Galaxy: Record of professional development services, per diem allocation for substitute teachers, and funding for professional development supplies, workshops or educational consultants.
- Funding for the Early Stages Storytelling Residency is provided by Assemblyman Weprin.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will continue to raise the level of student achievement through critical thinking and problem solving in Mathematics. By June 2010, students will improve by 0.5 on constructed-response questions on the NYS Math Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Professional Development</u></p> <ul style="list-style-type: none"> ➤ To utilize the Math Coach to support teachers’ professional development (PD) regarding teaching math. ➤ To provide half day PD sessions led by the math coach and/or NSS to support teachers on implementing the Everyday Mathematics curriculum. ➤ To provide training around the use of end of unit assessments in Everyday Mathematics curriculum to drive instruction and to inform parents of student progress. ➤ To provide opportunities for weekly common planning time where teachers are engaged in planning for differentiation of instruction through the use of data [Creation of a master schedule that incorporates common preps]. ➤ To develop a team of teachers to pilot new tools for collecting and analyzing qualitative and quantitative data to improve student progress in mathematics. ➤ To provide math professional development by administration, coaches, NSS, LSO workshops, and SATIF facilitators for analyzing the results of assessments as reported through Acuity, Everyday Math, Holt and Impact Math assessments ➤ To provide extensive professional development on Acuity for teachers in grades three to eight by the administration and coaches to understand tools to analyze data and create small groups. ➤ To further deepen the work of the school data inquiry team to research and identify effective practices for the improvement of vocabulary and academic language, including increasing the usage of mathematical language when teaching math. ➤ To extend professional development for teachers on the organization of math conference notes, as well as on understanding math checklists and assessments in Everyday Math. ➤ To provide opportunities for teachers to observe effective math instruction, as well as exemplars of teachers differentiating instruction. ➤ To extend math professional development on understanding performance indicators. ➤ To strengthen teachers’ ability to analyze data in order to plan differentiated instruction. ➤ To provide math professional development on math games and structures for grouping students. ➤ To provide professional development on utilizing Microsoft Excel as a tool to analyze student performance. ➤ To engage teachers in extensive math professional development around the concepts of differentiation provided by administration, coaches, consultants, the Network Support Specialist, the Network Leader, the ICI Research and Development team. ➤ To ensure administration, coaches and teachers meet regularly to discuss results and develop

	<p>strategies for differentiated instruction.</p> <ul style="list-style-type: none"> ➤ To provide professional development on utilizing the four-square method of problem-solving. <p><u>Structural</u></p> <ul style="list-style-type: none"> ➤ To use open-ended responses to assess student’s mathematical understanding and to differentiate instruction. ➤ To provide teachers with a template to identify students’ area of needs in order to plan for differentiated instruction. ➤ To conduct walkthroughs to monitor implementations and provide feedback. ➤ To periodically review all math data, as it relates to individual, small and whole group performance. ➤ <u>Math Steps</u> will be used in grades 2-5 for extended work on problem-solving (multi-step problems). There will be a greater emphasis on the share component between students when identifying the range of possible solutions. ➤ Administration will create opportunities for sharing mathematical solutions and examine different strategies for solving problems using <u>Problem of the Week</u>. <p><u>Financial</u></p> <ul style="list-style-type: none"> ➤ To designate funds to provide professional literature, videos and CDs for teachers. ➤ To ensure funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>57 per diem days have been allocated for substitute teachers so that teachers can attend professional development (\$8,834). Four inquiry team days have been allotted so that teachers engaged in inquiry work can observe students and other teachers. \$1,300 has been allotted for internal DOE services, so that teachers can attend Department of Education training throughout NYC. Title I funding has been set aside so that staff can receive tuition reimbursement (\$7,767) in the event that they are furthering their studies to become highly qualified teachers. \$10,974 in NYSTL textbook supplies were used to order textbooks and other books. \$23,561 is set aside to fund the part-time math coach, who facilitates math professional development in grades PK-8. \$50,480 (Title I) is allotted for professional development through the Assistant Principal. \$34,800 (TL Children First) is allocated for the professional development provided by the Children First Network.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By June 2010, students will improve by 0.5 on constructed-response questions on the NYS Math Assessment.</p> <ul style="list-style-type: none"> ➤ Students will show an increase in their ability to articulate orally and in writing their understanding of mathematical ideas, concepts, and relationships. ➤ Students will show an increase in problem solving, as measured by Everyday Math unit assessments (K-5), as well as Impact Math and Holt Unit Tests (6-8). ➤ Students will show progress in responding to open ended responses in the mathematics curriculum as evidenced by student work and rubrics in the Everyday Mathematics curriculum. ➤ Use of student assessment binders [teachers use qualitative and quantitative data to

differentiate and inform their instruction]

- Agendas and attendance for all meetings/professional development sessions on the use, analysis of data, Everyday Math, Holt and Impact Math
- Evidence of data driven instruction in the classroom during formal and informal observations
- Small group differentiated instruction in classrooms
- Inquiry Team Binder (Student observations, quantitative and qualitative data, teacher perceptions data, learning print survey, etc.)
- Teachers' participation in professional development activities on assessment tools and data driven instruction
- Increase in performance as evidenced through Acuity results.
- Math Coach is funded through school's budget.
- FAMIS and Galaxy: Record of professional development services and funding.

Subject/Area (where relevant): Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will develop clear learning goals for students in social studies through the effective use of available data. By June 2010, students in grades 3-8 will have SMART goals in social studies, as measured by teacher-created group goal-setting sheets aligned to the curriculum calendar.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Professional Development</u></p> <ul style="list-style-type: none"> ➤ To refine the social studies curriculum calendar by developing units of study that build on essential questions, identifies clear learning goals and higher order thinking and assesses student progress based on rigorous end of unit performance. ➤ To provide professional development on effective social studies curriculum planning and implementation. ➤ To provide department inquiry teams, which focus on rigorously analyzing social studies data, to inform instruction by grade and school. <p><u>Structural</u></p> <ul style="list-style-type: none"> ➤ Document-based question responses are used to develop higher order thinking and responses. ➤ To integrate literacy and social studies. ➤ Administrators and teachers will utilize the citywide scope and sequence to inform the social studies curriculum calendar. ➤ New grade 5 and grade 8 social studies teaching materials will be implemented into the social studies program. ➤ Assemblies and public address announcements will be scheduled around social studies themes <p><u>Financial</u></p> <ul style="list-style-type: none"> ➤ To ensure funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data. ➤ To designate funds to provide professional literature, videos and CDs for teachers. ➤ To designate funds to hire substitute teachers for professional development purposes. ➤ To obtain a social studies grant through ICI providing funding for social studies professional development for middle school staff.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>57 per diem days have been allocated for substitute teachers so that teachers can attend professional development (\$8,834). An additional 18.5 days is utilized for ECLAS 2 coverage for lower grade teachers. Four inquiry team days have been allotted so that teachers engaged in inquiry work can observe students and other teachers. \$1,300 has been allotted for internal DOE services, so that teachers can attend Department of Education training throughout NYC. Title I funding has been set aside so that staff can receive tuition reimbursement (\$7,767) in the event that they are furthering their studies to become highly qualified teachers. \$10,974 in NYSTL textbook supplies were used to order textbooks and other books. \$1,341 was provided through a TAH grant provided to schools in District 26. This</p>

	<p>grant is used for Social Studies Professional Development. \$50,480 (Title I) is allotted for professional development through the Assistant Principal. \$34,800 (TL Children First) is allocated for the professional development provided by the Children First Network.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By June 2010, students in grades 3-8 will have SMART goals in social studies, as measured by teacher-created group goal-setting sheets aligned to the curriculum calendar.</p> <ul style="list-style-type: none"> ➤ Student achievement will increase as measured by student goal-setting progress sheets. ➤ Evidence of effective planning of social studies, based on standards-based lesson plans, focusing on unit goals and teaching points incorporating backwards by design. ➤ Use of student assessment binders [teachers use qualitative and quantitative data to differentiate and inform their instruction] ➤ Agendas and attendance for all meetings/professional development sessions on the use, analysis of data, Social Studies professional development, and effective planning ➤ Evidence of data driven instruction in the classroom during formal and informal observations ➤ Inquiry Team Binder (Student observations, quantitative and qualitative data, teacher perceptions data, learning print survey, etc.) ➤ FAMIS and Galaxy: Record of professional development services and funding.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	1	-	N/A	N/A	1		-	
1	14	14	N/A	N/A	0		-	
2	16	14	N/A	N/A	2		1	
3	27	15	N/A	N/A	1		-	
4	21	18	22	22	10		-	
5	22	24	10	10	8		-	
6	25	23	19	19	9		-	
7	32	29	25	25	12		-	
8	20	19	18	8	9		2	
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>37.5 minute extended day, small group instruction in grades K-8 Lower Grades – (Open Court, Word Work (Fountas/Pinnell), Words Their Way, Lexia, Focus on Fluency, Earobics, sight word review, Foundations, Wilson Upper Grades – comprehension strategies through Shared and Guided Reading; Wilson Program Saturday Academy – Grades 3-8 small group instruction for targeted students representing our bottom third</p>
<p>Mathematics:</p>	<p>37.5 minutes extended day, small group instruction in grades K-8 Lower grades – manipulative/game based review, math journals, remedial components of Everyday Math with a focus on number sense, geometry and measurement Upper grades – manipulative/game based review, math journals and remedial components of Everyday Math, Impact Math and Holt focusing on algebra, statistics and probability and geometry; First in Math Saturday Academy – Grades 3-8 small group instruction for targeted students representing our bottom third</p>
<p>Science:</p>	<p>37.5 minutes extended day, small group instruction for students in 6-8 Lab/inquiry skills, content area reading and note-taking with a focus on Science Small group instruction for students in grades 1-8</p>
<p>Social Studies:</p>	<p>37.5 minutes extended day, small group instruction for students in 6-8 Content area reading and note-taking with a focus on Social Studies Small group instruction for students in grades 1-8</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>One-on-one or small group sessions on a needs basis</p>
<p>At-risk Services Provided by the School Psychologist:</p>	
<p>At-risk Services Provided by the Social Worker:</p>	<p>One-on-one or small group sessions on a needs basis</p>

At-risk Health-related Services:	
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

PS/IS 178 LAP Narrative (Attachment to 2009-2010 CEP)

PART I: SCHOOL ELL PROFILE

PS/IS 178 is a Pre-K through 8 school. It is located in the Jamaica Estates section of Queens and is part of District 26. The School Support Organization is Integrated Curriculum and Instruction Learning Support Organization (ICI LSO). Janet Won is the Network Leader, and Diane Sharrett is the Senior Achievement Technology Integration Facilitator (SATIF, formerly SAF). The total population is 475 students, with a current ELL roster of 19. All ELL students are serviced by two certified ESL teachers. Both teachers work a part-time schedule.

PART II: IDENTIFICATION PROCESS

A Home Language Identification Survey (HLIS) is completed by all parents of new students within ten days. Contingent upon the information on the home language survey, the student may take the Language Assessment Battery Revised (LAB-R). Students who take this exam speak a home language other than English. Students who do not pass the LAB-R are eligible for ESL services.

Once an ELL is identified, entitlement letters in both English and the home language, if available, are mailed home, inviting parents to an orientation for parents of new ELLs. If parents are not able to attend orientation on the specified date, the ESL Teacher is available to conduct an orientation in the evening, preferably before a PTA meeting. Parents view a video in English or their home language, if available, explaining all three programs. An interpreter is also present at the meetings, if necessary, where the Parent Coordinator and ESL Teacher can address any questions and concerns. The Parent Survey and Program Selection forms are completed and kept on file in the school. Most of the parents would like their children in a Freestanding ESL Program, but a few would prefer a Transitional Bilingual Program, which is not offered in the District.

Part III: ELL DEMOGRAPHICS

The total number of ELLs at PS/IS 178 is twenty-four. There are nine beginner students, two intermediate students and thirteen students are advanced. Eighteen of the students have been receiving services less than three years (0-3 years), and the remaining six students have been receiving services for more than three but less than six years (4-6 years). Two students are SIFE students. None of the students are in a self-contained ESL Program. All students participate in a push-in/pull-out model of ESL. There are seven students in Kindergarten, one first grader, two in second, two in third, one in fourth, four in sixth, five seventh graders, and two students in eighth grade. One of the eighth-grade students is in a Self-Contained Special Education Class, and both eighth graders are SIFE students. Nine students are at the Beginning level, two at the Intermediate level, and thirteen students are Advanced. Russian is the home language of all students in Kindergarten, First Grade, Second Grade, and Fourth Grade. One third grader's home language is Bengali and the other is Russian. The home languages for the four sixth graders are Russian, Mandarin, Tibetan and Haitian Creole. The home language for one seventh grader is Spanish and another seventh grader, Bengali. The remaining three seventh graders have a home language of Chinese. The home language for both eighth graders is Spanish.

Grade	Number of ELL Students	Special Education as well	Push-in or Pull-out	Home Languages/Breakdown by subgroups
PK	0			
K	2 (Beginner) 5 (Advanced)		Push-in/Pull-out	7 (Russian)
1	1 (Beginner)		Push-in/Pull-out	1 (Russian)
2	2 (Advanced)		Push-in/Pull-out	2 (Russian)
3	1 (Advanced) 1 (Intermediate)		Push-in/Pull-out	1 (Russian) 1 (Bengali)
4	1 (Advanced)		Push-in/Pull-out	1 (Russian)
5	0			
6	2 (Beginner) 2 (Advanced)		Push-in/Pull-out	1 (Chinese) 1 (Tibetan) 1 (Haitian Creole) 1 (Russian)
7	2 (Beginner) 1 (Intermediate) 2 (Advanced)		Push-in/Pull-out	1 (Spanish) 3 (Chinese) 1 (Bengali)
8	2 (Beginner)	1	Push-in/Pull-out	2 (Spanish)
<u>Total</u>				<u>24 students</u>

PS/IS 178 has a Freestanding ESL Program, the language of instruction being English only. Both the push-in and pull-out models are used for every student. Students are grouped homogeneously by grade. Instruction is aligned to ESL/ELA learning standards. ESL instruction uses ESL methodology, some of which include: visuals; realia; repetition; music; math manipulatives; charts; graphic organizers; sound/word games; and role play. Technology is also integrated into the ESL curriculum with the use of the Lexia learning program. Other technology programs are integrated to teach ELLs. Mini lessons, read alouds and guided reading are part of the ESL experience, as the school implements a Balanced Literacy Approach to teaching reading and writing. Instruction for the upper grades includes literature and content-based instruction. The ESL teacher supports students' understanding by scaffolding academic language in content areas. There is congruency among classroom and ESL teachers, who collaboratively plan instruction for ELL students.

PS/IS 178 presently has two SIFE students, both in eighth grade, one in a Self-Contained Special Education Class. Our plans include administering assessments to ensure proper placement, and an instructional plan of literacy and learning standards on par with the expectation of advancing these students. Instruction would be tailored to learning styles based on educational strengths. SIFE students receive differentiated instruction, extended day and Saturday academy instruction. SIFE students receive invitations to summer school.

Programming and Scheduling

Students who are newcomers are partnered with students who speak the same language. For newcomers, the ESL Teacher uses: Total Physical Response (TPR); visuals; realia; repetition; music; math manipulatives; graphic organizers; sound/word games; and role play.

ELLs receiving more than three years, but less than six years, of service, attend the extended-day program. A thorough review of past educational services will help to determine what further services these students need. An educational plan using differentiated instruction, peer tutoring, small group instruction and reading resource will be implemented.

Long-term ELLs attend the extended-day program. A thorough review of past educational services will help to determine what further services these students need. An educational plan using differentiated instruction, peer tutoring, small group instruction and reading resources will be implemented.

ELLs with Special Needs

The plan for an ELL identified as having special needs is to have him/her seen by teachers who provide the necessary related service(s), such as, Speech and Language, Occupational Therapy, Physical Therapy, Hearing and Vision Teacher, and SETSS. Classroom teachers and the ESL teacher will provide information on educational strategies to assist students to achieve the state-designated level of English proficiency for their grade. The ESL teachers follow the Individualized Education Plan (IEP) of any ELL student with an IEP. Classroom teachers with ELL students have received 7.5 hours of professional development on strategies to

teach ELLs. Special Education and ESL Teachers participate in grade and department meetings with content area teachers, and attend monthly articulation meetings regarding the students.

All ELL students are fully serviced and receive the mandated number of minutes per week. Former ELL students receive testing accommodations for two years following their proficient status on the NYESLAT. They are also serviced by an AIS teacher for additional support. Former ELL students are invited to attend the Extended Day Program. ELLs in the testing grades are invited and encouraged to attend the ELA and Math Saturday Academy. The Saturday Program includes comprehensive preparation for the statewide assessments (ELA and Math).

PS/IS 178 implements the following enrichment and extracurricular activities for all students, including ELLs:

- SEMS (Enrichment Clusters) - for all second and third grade students (seasonal)
- CHAMPS After School Sports Programs – for Middle school students
- Early Stages Storytelling residency for grade 4
- Band (grades 4-8) – select students
- Chorus (grades 3-8) – Undergoing selection process (all ELLs invited to audition)
- Newspaper (Middle School students)
- Debate Team (Middle School students)
- Math Team (Middle School students)
- Ballroom Dance (Grade 5 students)
- Chorus (grades K-1) – seasonal
- Recorder (grades 2-3) – seasonal
- Flag Rugby (grades 4-5) - seasonal

Students may write in their native languages and have their work translated in English during the initial stages of the writing process. Dual language books are available in the classroom. Listening centers and technology stations further support differentiation.

All teachers participate in professional development. Teachers are taught how to plan for individualized or group instruction for all students, including ELLs, to help them meet or exceed New York State and City standards. ESL professional development for ESL teachers, include training on SIFE Diagnostic Testing, push-in versus pull-out instruction, ICI Learning Support Organization for working with ELL students and on differentiated instruction, and UFT offerings on ESL instruction. Professional development is provided to all teachers on literacy, math, social studies, science, physical education, library services, special education, music and the arts. Professional development is conducted in-house through staff members turn-keying, as well as by ICILSO, the ISC/NYCDOE, universities, Teachers College, etc. Professional development modes vary: 1-1, whole group/grade/department; entire faculty.

PS/IS 178 recognizes the importance of parent, family and community involvement in the education of English Language Learners. At “Meet the Teacher Night,” ELL parents are informed about state standards, assessments, school and class expectations and program requirements for the freestanding ESL program. An ELL Parent Orientation is conducted for parents of new ELLs soon after LAB-R testing of eligible students. Parents view a video in their own language, if available, before making an informed program selection. Classroom and ESL teachers meet with parents at parent teacher conferences and throughout the school year. ELL parents are encouraged to become active members of the PTA. Interpreters are available for any and all conferences.

Prior to the beginning of the school year, the principal, assistant principal and parent coordinator conduct a parent orientation for new families.

Part IV: ASSESSMENT ANALYSIS

Results for the NYSESLAT and LAB-R are for current students in their current grades. Results for Modality Analysis reflect the students’ grade last year. Also, five of the students (one in Grade 1, two in Grade 2, Grade 4, and Grade 7) reached proficiency on the Listening/Speaking portions but not on the Reading/Writing. One of the seventh grade students is new to the school, having transferred from a private school in which he was enrolled for two years. The latest NYSESLAT score for him is Intermediate from the spring of 2007.

For new ELL students, LAB-R results depend on previous background knowledge and exposure to English. Students with some exposure to English produce higher results on the LAB-R. Two kindergarten students scored at the beginning/intermediate level on the LAB-R and five scored at the advanced level. The seventh grader scored at the beginning level on the LAB-R.

The data from the NYSESLAT reveals that students score higher on the listening/speaking modalities than in reading/writing. The patterns of proficiency across the four modalities affect instruction. LAB-R and NYSESLAT analyses are used to tailor instruction and identify next steps. All ELLs have access to coherent programs, as well as rigorous instruction in all subject areas. This will allow each ELL to meet the high standards set for all students. At PS/IS 178, the school leadership and the teachers are using the assessment results to plan for individual and group assignments with varying levels of instructional work. Teachers receive professional development on best practices to teach reading and writing, following the Teachers College Curriculum. ESL Teachers implement balanced literacy, mirroring the work of the classroom teacher. Classroom teachers work with ELL students in small groups to target next steps in writing through documenting writing conferences. To target reading, SIFE students receive Wilson instruction during extended day. One of the resources used for newcomers is material from Great Source Education Group – Access: *Building Literacy Through Learning*, which includes the use of visual aides and interactive games.

The ESL Program is vital for students acquiring the English language. Our success is measured, primarily by the proficiency level reached by students on the NYSESLAT. Four of the ELL students reached proficiency/tested out, two progressed from Intermediate to

Advanced, and one jumped two levels, from Beginner to Advanced. Two of the students graduated and went on to high school. The remaining students are new to the school.

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, 1, 2, 3, 4, 6, 7, 8 **Number of Students to be Served:** 24 LEP _____ Non-LEP

Number of Teachers 2 PART TIME **Other Staff (Specify)** _____

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.

See LAP Narrative above

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.

All teachers participate in professional development. Teachers are taught how to plan for individualized or group instruction for all students, including ELLs, to help them meet or exceed New York State and City standards. ESL professional development for ESL teachers, include training on SIFE Diagnostic Testing, push-in versus pull-out instruction, ICI Learning Support Organization for working with ELL students and on differentiated instruction, and UFT offerings on ESL instruction. Professional development is provided to all teachers on literacy, math, social studies, science, physical education, library services, special education, music and the arts. Professional development is conducted in-house through staff members turn-keying, as well as by ICILSO, the ISC/NYCDOE, universities, Teachers College, etc. Professional development modes vary: 1-1, whole group/grade/department; entire faculty.

Form TIII – A (1)(b)

The school is currently not in receipt of Title III funds.

School: 26Q178 BEDS Code: 342600010178

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	0	N/A
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	0	N/A
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.	0	N/A
Educational Software (Object Code 199)	0	N/A
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The tools that were used to indicate the translation needs in languages for parents were: Home Language Information Survey (HLIS), ATS Otele Report, input from the ESL teacher, classroom teachers, counselors, PTA, and the parent coordinator.

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.

Interpretation service is needed in the following languages: Russian, Chinese (Mandarin and Cantonese), as well as Spanish. These findings were reported to the school community through the school's CEP, Quality Review, and Accountability and Overview Report, as well as through school meetings: School Leadership Team, PTA, SBST, and Faculty.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The types of documents that need to be translated are Parent-Teacher Conference Information, parent workshop flyers, PTA notices, traffic and safety notices, school events (concerts, science fairs, arts festival, etc.) and central notices not already available in translated versions. Written translations will be provided by volunteers, outside vendors, Superintendent's Office, parents, and in-house staff.

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

Oral translation for our ELL parents is needed in Russian, Chinese (Mandarin and Cantonese) and Spanish for the following: Parent Workshops on assessment, individual Parent-Teacher Conferences for November and March, individual parent meetings with teachers

and staff, and telephone communications. Oral interpretation service provided by outside vendor, Superintendent's Office, parents, in – house staff, parent volunteers, and over-the-phone interpretation services for all NYC DOE schools at 718-752-7373 ext. 4.

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>.

PS/IS 178 has posted near the primary entrance, on Radnor Road, a sign for translation and interpretation services in the appropriate languages. At the security desk is a language identification card so that non-English speaking parents may find their language and identify it for the agent. A staff member listed in the translation binder may be called or over-the-phone interpretation service may be accessed by calling 718-752-7373 ext. 4. Parent's Bill of Rights in DOE translated languages is available at the security desk and in the parent coordinator's office, room 207.

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:		\$155,344	\$155,344
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,553.44	
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):		\$7,767.20	
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):		\$15,534.40	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

PARENT INVOLVEMENT POLICY

P.S. / I.S. 178Q The Holliswood School will:

1. Provide parents with frequent reports on their child’s progress:
 - ARIS Parent Link log in information and workshops
 - Advise parents about the purpose and use of NYS assessments
 - ACUITY website
 - Inform parents of new standards in Language Arts, Math, Science, Applied Learning
 - Student report cards
 - Promotion in doubt letters twice a year
2. Provide grading policies and rubrics in all subjects
3. Advise parents about the purpose and use of NYS assessments
4. Have correspondences to parents distributed in various languages, whenever possible
5. Distribute DOE publications (Family Guides, Health Pamphlets, etc.)
6. Conduct Fall **Meet the Teacher** orientation meetings (including translators where possible), set the tone and discuss

expectations for the year.

7. Hold **Parent-Teacher Conferences** bi-annually in school to discuss individual student achievement
8. Provide parents reasonable access to staff
 - Conference with parents via telephone and internet to keep them informed of their child's progress
9. Provide families with a copy of The Discipline Code and Student Behavior Contract
10. Invite parents to participate in literacy and math celebrations, concerts, plays and other performances
11. Encourage parents to visit the School Blog (<http://holliswoodschool.blogspot.com>) and the NYC DOE website to stay informed of school events and policies.
12. Foster a relationship with the school Parent Coordinator, who will:
 - Coordinate a parent outreach, (targeting our Russian Families)
 - Coordinate all curriculum-related parent workshops
 - Conduct parenting workshops
 - Facilitate monthly "First Friday Second Cup" parent discussion group
 - Attend Parent-teacher conferences as parent advocate
 - Invite parent/guardian to a new parent orientation breakfast.
 - Ladies' Nights (parent/guardian networking opportunity)
 - Facilitate an Adult Book Club (monthly)
 - Create an email distribution list of class parents
13. Encourage parent/guardian participation in:
 - The PTA
 - To engage class parents to inform other parents/guardians of classroom activities
 - Coordinate fundraising activities
 - Increase attendance at monthly PTA meetings
 - Provide knowledge of school issues
 - The Library Committee to assist the librarian with the circulation of books, and maintenance of the collection
 - The School Leadership Team, working in partnership with the principal, parents, and teachers to determine the school's educational direction, create the CEP, and develop school-based budget and staffing plan aligned with the CEP
 - The School Safety Committee to review the School Safety Plan, safety routines, potential safety problems, etc.

- Grant writing to fund special programs or objectives of the CEP for which no other funding source exists.

14. Conduct a required annual review on February 9, 2010.

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

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

Title 1: P.S. / I.S. 178Q The Holliswood School: 2009-2010 School Parent Compact

Parent Responsibilities

Parents will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home
- Getting my child to and from school safely everyday
- Making sure my child is on time and prepared everyday for school
- Monitoring attendance
- Talking with my child about his/her school activities everyday
- Scheduling daily homework time
- Providing an environment conducive for study
- Making sure that homework is completed
- Participating, as appropriate, in decisions relating to my child's education
- Promoting positive use of my child's extracurricular time
- Limiting the amount of TV and electronic game time
- Monitoring internet usage
- Participating in school activities on a regular basis

- Staying informed about my child’s education and communicating with the school
- Promptly reading all notices from the school that come home via backpack, mail, internet or school messenger and responding, as appropriate
- Reading together with my child every day
- Being aware of and following the rules and regulations of the school
- Supporting the school discipline policy
- Express high expectations and offer praise and encouragement of achievement to my child

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV: Needs Assessment, pages 10 - 11

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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.

See CEP Goals and Action Plan

3. Instruction by highly qualified staff.

See CEP Action Plan

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.

See CEP Action Plan

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

N/A

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

See Parent Compact

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.

The School's Consolidated Plan addresses community-based partnership programs and plans to assist students to transition into 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.

See CEP Action Plan

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.

See AIS Section

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

The School's Consolidated Plan addresses community-based partnership programs and plans to assist students in these areas. The school's guidance counselors provide violence prevention professional development to all staff. They also coordinate sessions in conjunction with CAPP and other organizations to acclimate students on violence prevention.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

N/A

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

We aligned our program in literacy to the NYS Standards to assess if the content is aligned with what needs to be taught and that there is a pacing calendar and suggested timeframe for covering materials. We looked to see if the curriculum had a defined set of student outcomes – indicating what the student should know and be able to do as a result of mastering curriculum; clear literacy competencies and performance indicators. We also reviewed professional development schedules and attendance sheets to assess the professional development training that has been offered to teachers in providing standards-based instruction for students at all levels.

We have also formed an instructional cabinet that includes the Principal, Assistant Principal, Literacy Coach and Math Coach to identify professional development needs across the school. The team analyzes data and identifies patterns and trends throughout the 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?

- Curriculum maps indicate what students should know and be able to do at each grade level.
- Training has been provided for teachers to facilitate rich, in depth discussions around student learning, incorporating the principles of learning and opportunities to present their learning in a range of modalities and format.
- Teachers incorporate shared reading as an approach to develop critical reading and comprehension strategies.

- Professional development has been provided, as well as time in the master schedule, to align curriculum maps with the NYS Standards and refine curriculum maps to address specific content, skills and end of unit assessments.
- Training has been provided to teachers to further develop units of study
- Planning sessions have been provided to ensure teachers are focusing on the rigor of teaching and learning

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.

N/A

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

Our school uses the Everyday Mathematics Curriculum in the elementary grades, as well as Impact Math and Holt in the Middle School grades, which are aligned with the NYS Standards. The curriculum provides a pacing calendar and clear learning goals and performance indicators for each grade. We observed classroom instruction to assess if the process skills were implemented and to look at students in order to assess the rigor of student thinking.

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?

- Training has been provided for teachers in incorporating process standards to help give meaning to mathematics and help students to highlight ways of acquiring and using content knowledge and to see mathematics as a discipline rather than a set of isolated skills.
- Training has been provided for teachers to refine their units of study to ensure the teaching of process standards
- Teachers have attended training sessions with the ISC, LSO, and network support specialists' workshops focusing on building content and pedagogy around conceptual teaching and learning.

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.

N/A

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.

- Observation of classroom instruction and level of student engagement
- Teacher assessment binders (conference notes) to examine differentiated instruction for each student, such as learning goals for each student and steps needed to achieve those goals
- Look for evidence of differentiated student work

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?

- Observe literacy program. The reading and writing program incorporate a workshop model where teachers model a strategy or think process for students and guides students in practicing the strategy. All students are working on the same strategy and applying practice on different levels of books.
- There is a large percent of times that students are involved in individual seatwork assignments.

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

2B – Mathematics Instruction

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

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

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

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?

There is a high percentage of student engagement and learning in the classroom during math instruction.

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.

N/A

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

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.

Look at teacher turnover rate, number of new and transfer teachers for the last couple of 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?

Reports and lists of new teachers hired, retired and transferred dispel the relevance of this finding.

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.

N/A

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.

- Look at opportunities from Central and from ICILSO that offer professional development for English Language Learners; compare what was available and what the school took advantage of.
- Survey teachers and observe classroom instruction for evidence of QTEL strategies.

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

Applicable Not Applicable

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

- Professional development attendance of teachers attending ELL workshops
- QTEL strategies in the classroom.

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.

N/A

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.

- Check for evidence of teachers monitoring the progress and development of ELLs.
- Survey all the teachers who support the learning of ELLs if they have timely access to the NYSESLAT
- Check to see school data on ELLs is disaggregated by proficiency level, time in the US and language spoken at home.

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?

- Professional development will be provided to ensure that teachers are monitoring and keeping progress reports on ELLs, as well as utilizing their students' NYSESLAT history to inform instruction.
- Professional development between the ESL teacher and classroom teacher will ensure effective communication to inform student progress and collaborate on tailoring instruction to meet student needs.

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.

N/A

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.

- Observe classroom instruction to observe student learning and teacher strategies
- Look at teacher programs and schedules to determine if there is time for general education and special education teachers to articulate
- Survey general education teachers for availability and understanding of the IEP

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?

- Professional development from the network support specialist for special education has been provided to teachers to fully familiarize all teachers with the IEP and best practices in special education
- Articulation time has been scheduled between general education and special education teachers through department meetings, as well as through ongoing communication documented through email.
- Training on the writing of IEPs has been provided by the ISC
- Professional development has been provided to all faculty on understanding the IEP

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.

N/A

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.

- Look at the IEP data analysis
- Look at teacher lesson plans to ensure alignment between goals, objectives, and modified promotional criteria
- Check IEPs for inclusion of behavior plans
- Check IEPs for specificity of testing accommodations and/or modifications for students as well as modifications for classroom

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?

Professional development has been scheduled to ensure that all IEPs include behavior plans and that teacher lesson plans are aligned between the goals, objectives and modified promotional criteria

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.

N/A

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are two students in temporary housing.

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

All communication will be disseminated to these families.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.