



PS/IS 268

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 29Q268
ADDRESS: 92-07 175 STREET
TELEPHONE: (718) 206-3240
FAX: (718) 206-2938

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS/IS 268 SCHOOL NAME: PS/IS 268

SCHOOL ADDRESS: 92-07 175 Street

SCHOOL TELEPHONE: (718) 206-3240 FAX: (718) 206-2938

SCHOOL CONTACT PERSON: Lissa Grant Stewart EMAIL ADDRESS: lgrants@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christina Del Tejo

PRINCIPAL: Lissa Grant Stewart

UFT CHAPTER LEADER: Shante Chunn

PARENTS' ASSOCIATION PRESIDENT: Christine Enobakhare

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 29 SSO NAME: Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Judith Chin

SUPERINTENDENT: Lenon Murray

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
Lissa Grant Stewart	*Principal or Designee	
Shante’ Chunn	*UFT Chapter Chairperson or Designee	
Shawn Horton	*PA/PTA President or Designated Co-President	
Theresa Smith DeVerteuill	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Althea Collymore	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	
Katherine O’Brien	Member/ Teacher	
Michelle Mills	Member/ Teacher	
Christina Del Tejo	Member/ Teacher	
Velda Grant	Member/ Parent	
Timothy Lloyd	Member/ Parent	
Carrisa Bufenate	Member/ Parent	
Indira Shiacharran	Member/ Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

School Mission Statement

The mission of PS/IS 268 Queens is to provide a child-centered environment committed to the academic and social development of all children. Together with the collaborative efforts of parents and teachers, our children will be provided with a rigorous academic program and an extensive introduction to the creative arts as we quest to foster successful future leaders

PS/IS 268 shall maintain three independent, well-defined learning levels.

- *The Early Childhood Education Center* to establish a solid base from which each child will grow into the world of literacy and mathematics. Our children will begin their journey of becoming positive members of their community.
- *The Elementary Education* in accordance with NYC and NYS mandate on testing and assessment at this level, students will be engaged in instruction that will strengthen their analytical, comprehensive, critical thinking problem solving abilities. This allows students to make significant individual gains in the areas of assessment.
- *The Middle School* youngsters begin their quest to perfect theory and put into practice what has been learned from Early Childhood and Elementary Education. They will engage in activities that will foster independence, proficiency and leadership while incorporating the arts and technology.

At PS/IS 268 we believe it is important to develop each child's academic ability, artistic talent and character. We implement a balanced literacy program using the Teachers College Reading and Writing Workshop Model. We provide students with a strong academic program integrated with an emphasis on the arts and technology. Our comprehensive Arts program includes: vocal and instrumental music, dance, visual arts, and dramatic theater. Students learn to appreciate the global society we live in and become responsible and productive citizens through our multicultural studies program. Students are expected to demonstrate respect and responsibility while excelling academically. Together with their teachers, the students create and implement learning goals appropriate to their individualized academic abilities.

Special Academic Programs

PS/IS 268 offers the following special programs: Teachers College Reading and Writing Project, Studio in the School Visual Arts Program, Band, Choir, Dance, Theater, iTeach/iLearn Laptop Program for Middle School students, Book of the Month, Multicultural Education Program, Test Prep Academies and a Regents Math class. Specialized High School Preparation, Elite Independent Study Program, School-wide Spelling Bee

Extracurricular Activities

Our students participate in a variety of enrichment clubs: Art, Theater Club, iTeach iLearn, Mouse Squad Technical Assistance Team, Handball Team, Male and Female Basketball Teams, and Flag Football and Team Handball CHAMPS Program.

Community Support

PS/IS 268 is affiliated with Teachers College, Studio in the School, The iTeach/iLearn Project, The Metropolitan Museum of Art and the The Morgan Library and Museum.

Parent/School Support

We have an active Parent-Teachers Association. Our Parent Coordinator offers parent workshops to inform parents of the best practices to utilize to support their child's education. We sponsor many family activities such as Bed, Books and Beyond, Family Math Night, Literacy Game Night, Test Prep Workshops for Parents, Movie Night, International Feast Night, Apple Picking, Pumpkin Farm Family Excursions, Million Minutes of Reading, A Night on the Red Carpet, and Parents as Arts Partners Workshops.

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	PS/IS 268									
District:	29	DBN:	29Q268	School BEDS Code:	342900010268					
DEMOGRAPHICS										
Grades Served:	Pre-K		3	√	7	√	11			
	K	√	4	√	8	√	12			
	1	√	5	√	9		Ungraded	√		
	2	√	6	√	10					
Enrollment				Attendance - % of days students attended :						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10	
Pre-K	0	0	0				94.8	95.2	TBD	
Kindergarten	46	59	60							
Grade 1	52	59	65	Student Stability - % of Enrollment :						
Grade 2	64	55	58	<i>(As of June 30)</i>			2007-08	2008-09	2009-10	
Grade 3	60	74	58				98.2	97.0	TBD	
Grade 4	67	71	68							
Grade 5	51	68	71	Poverty Rate - % of Enrollment :						
Grade 6	63	53	73	<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
Grade 7	46	60	53				63.0	63.5	TBD	
Grade 8	51	40	58							
Grade 9	0	0	0	Students in Temporary Housing - Total Number :						
Grade 10	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10	
Grade 11	0	0	0				2	1	TBD	
Grade 12	0	0	0							
Ungraded	5	0	1	Recent Immigrants - Total Number :						
Total	505	539	565	<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
							1	1	0	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10	
# in Self-Contained Classes	18	21	22				Principal Suspensions	24	18	TBD
# in Collaborative Team Teaching (CTT) Classes	24	34	33				Superintendent Suspensions	8	9	TBD
Number all others	25	28	23							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
							CTE Program Participants	0	0	0
							Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
# in Transitional Bilingual Classes	0	0	0				Number of Teachers	43	44	TBD
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	28	36	31							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	1	8	Number of Administrators and Other Professionals	8	9	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	60.5	72.7	TBD
				% more than 5 years teaching anywhere	34.9	38.6	TBD
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86.0	91.0	TBD
American Indian or Alaska Native	1.4	1.5	1.8	% core classes taught by "highly qualified" teachers (NCLB/SED	82.6	94.0	TBD
Black or African American	59.6	56.8	55.2				
Hispanic or Latino	16.8	16.7	17.2				
Asian or Native Hawaiian/Other Pacific Isl.	19.2	21.2	21.2				
White			1.8				
Male	49.5	50.3	51.2				
Female	50.5	49.7	48.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)			√	Basic	Focused	Comprehensive
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

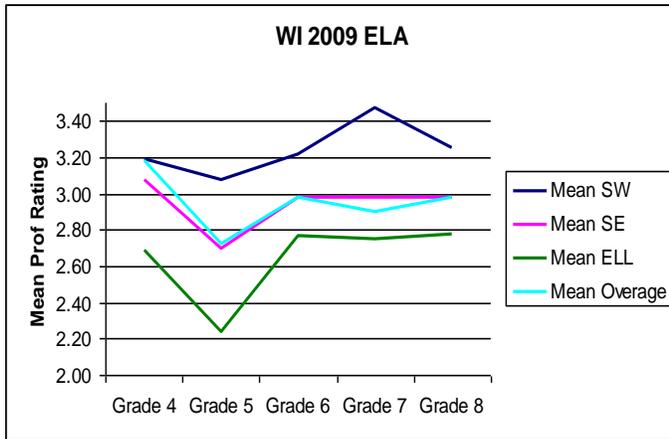
SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	√		
Overall Score:	68.6			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment:	9			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	17.2			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	40.9						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	1.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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?
-



	Mean SW	Mean SE	Mean ELL	Mean Overage
Grade 4	3.19	3.08	2.69	3.18
Grade 5	3.08	2.70	2.24	2.72
Grade 6	3.22	2.98	2.77	2.98
Grade 7	3.47	2.98	2.75	2.9
Grade 8	3.25	2.98	2.78	2.98

ELA Thoughts:

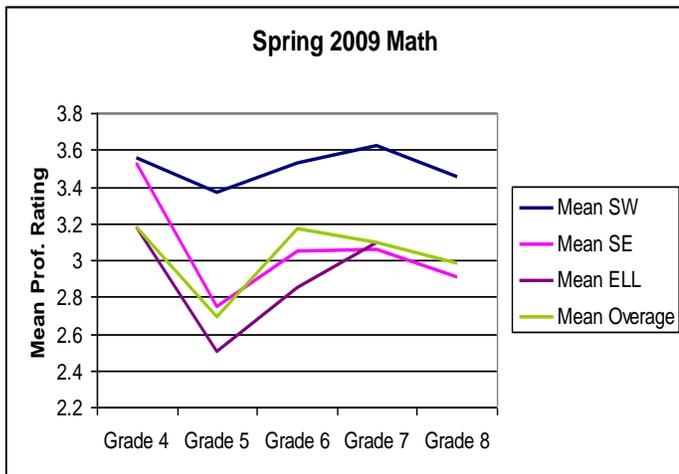
- The *ELL* plot is not strongly valid as in each case the number of students in an examined grade is ≤ 3 , which skews the results
- The Grade 7 *special education* plot is meaningless as it is a group of one.
- The grade 8 *special education* group suffers from a similar flaw with a “N” of 4
- The *School Wide* mean grades 4 to 6 have a bottom heavy proficiency rating applying downward pressure to the mean. However, in grades 7 & 8 there is indication of high end outliers.
- On the overage plot for grades 5 & 8 the mean is significantly higher than

the median proficiency rating indicating upward pressure from extreme higher values.

- The 3 measured subgroups mirror the achievement curve of the general education student, except in the case of the current grade 7. In this instance the subgroups were either flat, or in case of *Overages* – negative, as compared to sharp general education growth gains.

Implications for Instruction:

- Current grade 5 students need finely targeted instruction & / or remediation to address their precipitous drop in achievement
- All subgroups in grades 7 & 8 require similar attention to remedy the stagnation reflected in the last examination.
- With the increased demands grade 8 promotional policy places upon the students, these students need a targeted ELA program designed to both capture their interests and arrest their achievement losses.
- The underlying data charts for the ELA graph indicates strong, positive outliers in both grades 5 and 8. These students must be identified and groomed to benefit both themselves and the 268 Report Card.



NYS MATH 2009 Proficiency Rating Mean				
	Mean SW	Mean SE	Mean ELL	Mean Overage
Grade 4	3.56	3.53	3.18	3.18
Grade 5	3.37	2.75	2.5	2.69
Grade 6	3.53	3.05	2.85	3.17
Grade 7	3.62	3.06	2.85	3.09
Grade 8	3.45	2.91	3.09	2.98

Math Thoughts:

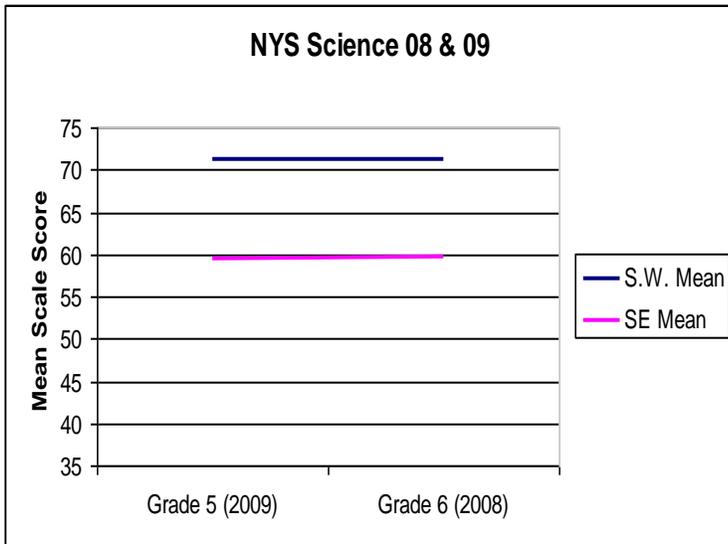
- The mathematics graphs across all breakout groups, closely mirrors the slope of the ELA graph in all grades. This feature indicates that the NYS math test is also a reading test. Therefore mathematics teachers should employ some ELA comprehension methodologies in their repertoire.
- The 3 *subgroup achievement* patterns follow that of the general education students, albeit at lower proficiency indices.
- The *current grade 5*, spanning each strata, suffered a dramatic decrease in math results with grade 8 encountering a gentler decrease.
- The validity of the arithmetic mean as the assessment aggregator for the

general education population was confirmed by the proximity to the median values.

- *Current grade 4, 7, and 8 special education* values all generate poor representative curves as their “N” values ≤ 4 .
- Similarly, *ELL scores* in all grades provide an equally poor base of prediction as the population base is ≤ 3 .
- The *Overage math* group, unlike ELA is struggling as evidenced by the disparity between the mean and median proficiency ratings for this population.

Implications for Instruction

- Math teachers need professional development and / or encouragement to employ both ELA reading comprehension skills and fostering a full academic vocabulary in the math class.

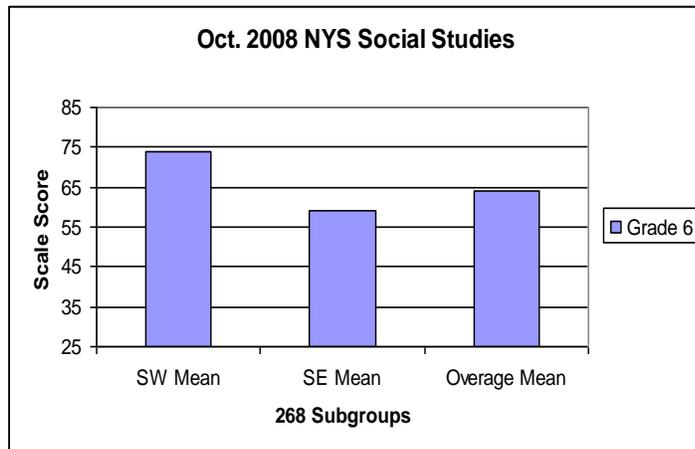


NYS Science Scale Score mean				
	S.W. Mean	SE Mean	ELL Mean	Over Age Mean
Grade 5 (2009)	71.31	59.43	56	56.23
Grade 6 (2008)	71.17	59.79	39.5	67.63

across the board.

Science Thoughts

- The two year curves for science results are virtually flat – indicating neither slippage no gain.
- Both the *ELL and Over Age* populations have been removed from this graph due to an insufficient base.
- The *special education* sub group’s curve follows their general education counterparts exactly, yet 12 points lower. Continued push in by the science specialists with hands on activities should remediate the gap. Additionally, tactile based outside programs should reinforce learning and boost achievement



Oct 2008 NYS Social Studies (scale score mean)			
	SW Mean	SE Mean	Overage Mean
Grade 6	73.75	58.91	64.1

Social Studies

- There were no *ELL* students in this cohort of students.
- Both the *Overage and special education* groupings performed at lower rates than the general education cohort. The institution of a Social Studies expert period taught by a middle school history teacher should address both the overall and targeted deficiencies.
- SETSS push-in periods to support special education achievement have also been implemented this year.

Accomplishments

As indicated in the Quality Review, PS/IS 268's greatest achievements are that the administration, faculty, students, and parents share high expectations for improving student achievement. Teachers work effectively in collaborative teams to share good practice, analyze data and plan curriculum and instruction. The school has effectively engaged the parents as partners in supporting their children's achievement and personal growth.

As previously noted, our efforts to improve the school environment were successful and we were able to quickly and positively impact our school environment in 2008-2009. Students now demonstrate high levels of engagement, motivation and self-discipline in classrooms and around the school. The school is a calm and well ordered community, which is providing the students with a respectful and supportive learning environment.

Our greatest accomplishments include the successful expansion of our arts and technology program. PS/IS 268's Fine Arts Program includes Dance, Drama, Music, and Visual Arts. We introduce students to all forms of art in elementary grades. Students are then able to focus on their particular area of interest in the middle school grades. Students who are interested in attending a high school that specializes in the arts will have an opportunity to develop their portfolios and be prepared for auditions. Our students have performed in renowned venues such as the Apollo Theater and had work exhibited in the Metropolitan Museum of Art.

We are part of Studio in a School's Collaborative Communities. As a result, we serve as a Blueprint Demonstration School. We field test the Visual Arts Blueprint Units and provide training for art educators and administrators. We integrate art in all of the subject areas.

Technology is also integrated in the teaching and learning process. Our K-5 students have access to a mobile computer lab. Our grade 7-8 students have access to individual laptops. Each middle school classroom is equipped with a smart-board and projector. We are providing teachers with training to fully implement the program.

Significant Aids

A significant aid to our continuous school improvement is the multitude of data to assist us in formulating an effective program to address our needs. The schedule allows for collaborative planning across grades on a daily basis. Teachers work together to analyze and reflect upon data to drive their instruction. This year all teachers are involved in the Inquiry Process and will closely monitor instructional strategies which positively impact student performance and progress.

Our partnership with Teachers College and the Integrated Curriculum and Instruction Learning Support Organization is a valuable resource. Teachers College Literacy Staff Development approach has evolved over the past four years. We have differentiated our professional development. We offer study groups for the advanced teachers and an introductory lab-site for new teachers. Teachers participate in on site and off site professional development sessions, institutes and leadership groups. This develops their instructional expertise and positively impacts student achievement.

Significant Barriers

Our Special Education and ELL population has grown over the past five years. We presently have four Collaborative Team Teaching classes, two Self-Contained classes, and twice as many ELL students as we had last year. The growing number of special education and ELL students necessitates the need for professional development in differentiated instructional strategies and intervention in order to support their progress.

As a school community that participates in the Random Selection process, our families are selected from all over the district. While giving our school a diverse community essence, it does impede

parental involvement. This makes it challenging for us to build community and increase parent involvement at PTA meetings and other parent's activities.

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.

1. PS / IS 268 will continue the development of a school-wide plan to improve the school environment with a focus on raising the level of student engagement and developing effective communication as measured by a 3 point increase in the learning environment survey by June 2010.
2. PS / IS 268 will use data-driven instruction, differentiation, and academic rigor in reading and math to increase performance and progress of level 3 and 4 students as measured by a 3% increase on the NYS assessment through June 2010.
3. PS / IS 268 will establish and implement a more rigorous balanced mathematics programs by utilizing the First in Math program, inquiry team studies, and lab-sites to improve student achievement by 3% as measured by the NYS math assessment through June 2010.
4. PS / IS 268 will increase the integration of Fine Arts and Technology by aligning the Fine Arts Blue Print and the technology plan with the core content area curriculum as measured by performance level increases on published writing pieces through June 2010.

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): School Environment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>PS/IS 268 will continue the development of a school-wide plan to improve the school environment with a focus on raising the level of student engagement and developing effective communication by measuring the amount of parent and student participation in school-wide endeavors through June 2010.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding. PSIS 268 will:</p> <ul style="list-style-type: none"> • Align the agenda, guest speakers and topics addressed at the PTA Meetings and Parent Workshops to address the needs identified on the Learning Environment Survey and to inform parents about the curriculum. • Increase communication between home and the school by establishing an e-mail distribution list, embellishing the school website and parent newsletter. • Increase communication between school and home by informing parents about their child’s progress between marking periods and their individual learning goals in all subject areas. • Communicate what students are learning in all subject areas and share student products with the school community. • Implement enrichment clubs and teams to build school spirit and provide incentives for positive student behavior and academic achievement. • Form a consultation committee and Coffee Klatch for teachers to foster effective communication between staff and administration • Encourage and invite teachers to play a meaningful role in setting goals and making important decisions for this school

<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>The people responsible for the implementation of the aforementioned are:</p> <ul style="list-style-type: none"> • Staff and Faculty Members • Parents • Students • Student Council and National Junior Honor Society Advisors/Committee • Paid per session will be given to those teachers who will need to conduct workshops for students and parents during monthly PTA meetings and family learning events. • Allocate per session and per diem funding (Tax Levy Fair Student Funding) for after-school enrichment activities designed to increase student engagement and achievement.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Staff and student attendance records • Sign –in sheets and feedback forms from school-wide arts and cultural events, parent workshops, and PTA meetings. • Formal and informal observations and walkthroughs will reflect increased student engagement and participation in school and after-school activities • Bulletin boards will reflect curriculum themes and book of the month. • Feedback from consultation committee • Assess the climate of the school • Monitor the growth of student participation in the honor society, student council, honor roll and other celebrations of achievement.

Subject/Area (where relevant): Increase performance and progress of Level 3 and 4 students.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>P.S./IS 268 will continue the development of a school-wide plan to improve the school environment with a focus on raising the level of student engagement and developing effective communication as measured by a 3 point increase in the learning environment survey by June 2010.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding:</p> <p>After analyzing the NYS Math and ELA Assessments and NYC Acuity scores for grades 3-8 we found our Level 3 and 4 students did not meet the benchmarks. As a result, we have made small group instruction for our Level 3 and 4 students a priority for 2009-2010 school year.</p> <ul style="list-style-type: none"> • Implement accelerated programs; 8th Grade Living Environment, Math Regents in 8th Grade, Grades, 3-8 Saturday Academy, and Grade 6 Elite Research Program. • Develop an 8th Grade Math Regents course designed to prepare students for the Regents exam. • Provide seventh grade students with tutorial courses to prepare for specialized high school tests and facilitate opportunities to participate in programs such as Prep for Prep and A Better Chance. • Differentiate instruction school-wide to address a more in-depth understanding of subject matter and improve critical thinking skills. Higher performing students will be grouped together for a research driven enrichment program based on areas of interest. • Utilize the Renzulli Learning System as a means of differentiated instruction that challenges and engages students. This program allows the teacher to address each student’s strengths and provide enrichment activities based on their preferred style of learning. This program is available for every child in the school and will be utilized all year. • Train teachers to incorporate higher order thinking questions in lessons to encourage critical thinking skills. • Develop Tier 1 and 2 vocabulary words in content area lessons and display words on the word wall in each class. • Responsible Staff Members:

	<p>Classroom teacher, Coaches, Cluster/ Quota Teachers, Intervention Teachers Guidance Counselor</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Teachers will attend 2 Renzulli Professional Development sessions. • Teachers will attend Curriculum Planning Sessions for AP classes. • Teacher will attend Professional Development for ‘Differentiated Instruction. • Allocate Per Session funding for after –school training sessions (Tax Levy Fair Student Funding)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Periodic assessments and standardized tests will reflect gains in accomplishments. The Renzulli program has periodic self-assessment tests built into the program. Teachers will have access to these results to measure student progress in each content area. • The number of students inducted into Arista Honor Society and placed on the Honor Roll should increase due to higher grade point averages. • Small group planning sheets will reflect student participation in enrichment activities • Interim progress will be measured by bimonthly acuity and predictives, during grade and data meetings to tailoring instruction to meet the needs of all students for the 2009-2010 school year.

Subject/Area (where relevant): Rigorous Math Program

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>P.S./IS 268 will establish and implement a more rigorous balanced mathematics programs by utilizing the First in Math program, inquiry team studies, and lab-sites to improve student achievement by 3% as measured by the NYS math assessment through June 2010.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Teachers and the Mathematics coach form study groups to focus on improving Mathematic application of skills and concepts. • Provide professional development sessions to train teachers how to analyze student data and provide targeted instruction. • Provide teachers with an extra prep period per week to plan units of study, develop questioning techniques, look at student work and monitor progress. • Incorporate math lab-sites to demonstrate lessons and provide professional development for teachers in k-8 by AIS and Mathematics coach. • Administration and Mathematics coach will support the 8th grade math teacher in planning a curriculum to prepare students for the Regents exam. • Teachers will monitor student progress using data from the Performance Series, E-CAM, periodic assessments, and classroom assessments in order to provide targeted instruction monthly. • Mathematics coach implements school-wide math events, trips, and activities to motivate students and apply math skills.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Allocate Per Diem funds to provide coverage for planning sessions. • Allocate Per Session funds for teachers who participate in after-school workshops and events • Math Coach and Math Instructional Specialist will provide ongoing training in data analysis and strategic lesson planning. • Allocate Per Session funding for after –school training sessions (Tax Levy Fair Student Funding)

	<ul style="list-style-type: none"> • Allocate Per Diem funding (Tax Levy Fair Student Funding) for substitute teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Documents and agendas from study group session. • Professional Development sign-in sheets and feedback forms • Lesson plans and units of study will reflect a balanced mathematic program • Walkthroughs and formal and informal observations • Student data from Performance Series, E-CAM, periodic assessments, and classroom assessments • Interim progress will be measured by bimonthly acuity and predictive assessments, during grade and data meetings to tailoring instruction to meet the needs of all students for the 2009-2010 school year.

Subject/Area (where relevant): Integrate Arts and Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>P.S./IS 268 will increase the integration of Fine Arts and Technology by aligning the Fine Arts Blue Print and the technology plan with the core content area curriculum as measured by performance level increases on published writing pieces through June 2010.</p> <p>Set the measurable target that will define whether you have met your goal. Students will demonstrate increased achievement in Literacy and Mathematics, Social Studies, and Science as evidenced by results of state assessments.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Provide scheduled time for classroom teachers in grades K-8 to collaborate with art teachers to integrate the curriculum, develop units of study, and plan extension activities to enhance the learning in the classroom. • The drama teacher will develop a drama and theater program based on multicultural themes for students in grades K- 5. • K-8 teachers and Arts teachers develop units of study which integrate the curriculum with each art form: Dance, Drama, Music and Visual Arts. • Integrate technology with all subject areas in grades K-8. This will be supported by the technology teacher and the technology coach. • Provide training in the use of the Renzulli Learning System in elementary and middle school. • Provide K-8 teachers and Artists with multiple planning sessions throughout the year to plan for integration. • Provide professional development for classroom teachers on making art, creating art extension activities and curriculum integration • Classroom teachers will display art, art vocabulary, and extension activities for the art unit in each classroom.

<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>	<ul style="list-style-type: none"> • Allocate per diem and per session funds for training and planning sessions. (Tax Levy Fair Student Funding) • Allocate funds to supplement the Studio in a School Grant. The grant provides the school with 30 sessions of art instruction. • Provide staff members with three art integration lessons.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Art samples and extension activities will be evident in all classrooms and in the hallways. • Teachers will reflect integrated instruction in their lesson plans. • Increased participation will be monitored through professional development sign in sheets and feedback forms • Renzulli management system will be monitored to track teacher and student participation • Interim progress will be measured by increase in writing volume and quality, use of art and technology, and academic specific programs. Students will incorporate various use of art and technology to enhance academic skills for the 2009-2010 school year.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small group push in and pull out program, during the day two or three times per week. The groups are based on Teacher College Assessment as well as NYS ELA Exams. The types of programs used are Voyager Early Intervention, Wilson, Foundations, Academic Workout, Zoom In and Guided Reading with targeted instruction based on Teachers College Reading Workshop.
Mathematics:	Instruction is provided twice a week using a push in and/or pull out program during the school day in the form of small groups with differentiation. The teacher provides instruction based on Everyday Math pacing/assessment results as well as NYS Math Exams from the previous year. The programs that are utilized are Step by Step, Exploring Math, Math Options and Problem Solving Step by Step.
Science:	Small group instruction designed to remediate any deficiencies tested in the NYS Grade 4 Science Exam and Grade 8 Practice Science Exam. In addition the fourth grade classes receive a push in science period once a week with the Science teacher.
Social Studies:	Small group instruction designed to remediate any deficiencies tested in the NYS Grade 5 and 8 Social Studies Exams. The primary thrust of the course is to ready students for interpretation of Document Based Questions (DBQs). In addition each Grade 5 class receives an additional pull out period once a week with the Social Studies teacher.
At-risk Services Provided by the Guidance Counselor:	Small group and/or individual counseling sessions designed to build short term coping strategies to overcome an immediate emotional obstacle. All students participating in at risk guidance are discussed in, as a matter of course, in the PPT meetings.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A

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.

Language Allocation Policy Narrative 2009-2010

Introduction

PS / IS 268 has a diverse cultural population of approximately 562 students in K-8. The school is located in Jamaica, New York. It has a freestanding ESL program whose goal is to increase student achievement through the implementation of a student driven comprehensive English Language Arts program for ELL students in Grades K – 8.

There is a full-time ESL teacher who services 31 ELL students in a Freestanding ESL Program. She teaches seven groups of students in this school. The ESL teacher participated in the QTEL Build the Base 1 in Summer 2006 and she also participated in the QTEL Build the base 2 in 2007. She had also joined trainings and workshops for ELL teachers at the Teachers College, Hunter College, and Baruch College.

The LAP Committee

The Language Allocation Policy Committee of P.S./I.S. 268 is composed of the following constituents:

- Ms. Lissa Grant Stewart – Principal
- Mr. Wilburn Smith – Assistant Principal
- Ms. Mia Pebbles – Assistant Principal
- Ms. Kelly Caldwell – Coach
- Ms. Catherine Marasa – Guidance Counselor
- Mrs. Debra Simms – Parent Coordinator
- Mrs. Fe S. Moste – ESL Teacher

There is one ESL teacher in this school and she is certified by the Department of Education in New York City.

The number of students at PS / IS. 268 is 562 with 31 ELLs which is about 5.5% of the total population. As of this school year we have seven groups of Freestanding ESL Program from kindergarten to the 8th grade. There is one group for kindergarten, two groups for first grade, one group for second grade, one group for the fourth grade, a combined group for the middle school and a special group for those who have to be served for eight periods of services a week. This school year ELLs are generally helped through push in and they are met in their respective classes.

become bilingual. The third option is the Freestanding English as a Second Language (ESL) Program which provides instruction in English, emphasizing English Language Learning for those who are having the pull out system. Push in students are assisted and guided in their independent work in their respective classes as scheduled. Students in the ESL program come from different native language backgrounds and English is the only common language among students (EPIC, 2005).

To ensure that parents understand all these three program choices, parents of identified ELL's are invited to watch the Parent Orientation video at school after which they are encouraged to ask questions and fill out the Parent Survey and Program Selection form. These finished forms are examined closely in order to find out parents' choice for their children.

After reviewing the Parent Survey and Program Selection Forms for the past two years, the trend in program choices that most parents requested is English as a Second Language. The information that follows is good for the past two years.

	TBE	DL	ESL	Total
2007-2008	0	0	7	7
2008-2009	0	0	13	13
			Total	20

Based on the data above, it is obvious that the program offered at our school is aligned with parents' choice.

With the ESL program, the following information identifies the levels of our ELLs whether they are beginner, intermediate or advanced by grade.

There is only one beginner in both the kindergarten and second grade groups. Among those in the intermediate level; there are four in first grade, one in third grade, two in fourth grade, and one in sixth grade. Among those in the advanced level, there are seven in the kindergarten, six in first grade, four in second grade, one in fourth grade, one in fifth grade, one in sixth grade, and one in eighth grade. All in all, there are only 2 beginners, 8 intermediate and 21 advanced students in the program. Except for the 8 kindergarten students all the rest had been tested using the NYSESLAT in Spring 2009. Out of the 35 who were tested with the NYSESLAT in Spring 2009, 1 is a beginner, 7 students are intermediate and 14 students are advanced. It is from this assessment that their levels are determined. Of the 35 who took the NYSESLAT in Spring 2009, 12 tested out.

The NYSESLAT data is reviewed annually to evaluate the ELL students. Looking at the data of the NYSESLAT results in Spring 2009, all of the ELLs at P.S. 268 are better off in speaking with the highest raw score of 34 and lowest 29. Listening ranks second with the highest raw score of 24 and lowest 16. Writing ranks third with the highest raw score of 24 and the lowest 9. Reading ranks last with the highest raw score of 20 and the lowest 9.

Reading and writing patterns reveal the two areas which need more instructional attention. Instruction therefore across the four modalities should be geared towards the development of better reading and writing skills. This should start from the beginning level and enhanced all the way up the upper level. With reading modality occupying the least, teachers in all areas of learning should help develop the students' reading skills.

There are fifteen (15) kindergarten students who were administered the LAB-R at the start of this school year and six (6) were administered the Spanish LAB. It is from this number that the eight new ELLs are determined.

The school leadership and the teachers are using the results of the Interim Assessments in identifying which students need more help, in what particular area they need more help, and in providing them the necessary academic intervention through small group instruction after school hours. With the Language Allocation Policy and instruction in place, the academic language of the ELLs will be developed thus, giving them the opportunity to achieve academic success. It is therefore best that we continue to serve them the Freestanding ESL Program.

The ESL Program has ten newcomers this year. There are seven students who have been in the ESL program for 4-6 years. This school year we have seven students with special needs. There are four in first grade, one in second grade, one in third grade, and one in fourth grade. We serve them the ESL program as recommended in their IEPs. On the other hand, we have placed our students reaching proficiency in the NYSESLAT in their regular grade level classes. Currently, we have one student in first grade, three in second grade, one in fourth grade, two in sixth grade, and two in seventh grade. They are all placed in their regular classes after they tested out the NYSESLAT in Spring 2009. There had been three of those who passed the said test who moved to another schools.

Students receive the mandated number of instructional minutes. The beginner and intermediate level students get 360 minutes per week of ESL services while the advanced level students get 180 minutes per week.

The ELA Program is a combination of push-in and pull-out services. In both instances, the ESL teacher supports the students in all subject areas and develops their oral and written language skills. Explicit ESL instruction is delivered by the ESL teacher for those who are pulled out of their classes by teaching varied listening, speaking, reading, and writing strategies and skills with the use of thematic units relevant to their classroom work in the content areas. Some of the materials used are trade books, listening tapes, multicultural resources, and authentic reading materials. Some of the materials we are using are On Our Way to English and Story Books Collection by Rigby, Visions by Thompson, Avenues by Hampton-Brown, Keep on Reading by People's Publishing Group, the Oxford University Press books for the middle school, the books of the month, and other materials suggested by professional developers. For the push in students ESL instruction is delivered by assisting and guiding them in their independent work and by enhancing other learning activities as suggested by the homeroom teachers. The ESL teacher is scheduled to support the students in all core subject areas.

Multiple assessments are administered to students to monitor their progress during the year as indicated in the table below:

GRADE LEVEL	ASSESSMENTS						
	TEACHERS COLLEGE READING / WRITING	ELA ACUITY	MATH ACUITY	LAB-R	LAT	NYS ELA	NYS MATH
K-2	X			X	X		
3-8	X	X	X	X	X	X	X

The school administration and the teachers are using the results of the Interim Assessments to identify which students did not meet the benchmark, identify the particular academic needs, and to provide them the necessary academic intervention. There are ESL students in the focus group identified by the Inquiry team. It was determined by the Inquiry Team that the students are lacking academic language skills which negatively impacts their achievement. There is a school-wide focus on developing academic language within each content area which provides ELL students an opportunity to increase academic success. During the school day, classroom teachers provide differentiated activities and small group instruction. Accommodations are provided as needed. For example, students are allowed to use a bilingual dictionary in class and during testing. In this way, their native language is used as a tool to enhance their learning.

Student results on the NYS assessments reveal that 64% of our ELL students are on or above grade level in ELA. In Mathematics, 36% of ELL students are on or above grade level. The four ELL students that have taken the NYS Science and Social Studies Assessment have all tested below grade level. Although our ELL students are making progress and are approaching the standards, the test results reveals that they are not faring as well as non-ELL students. In order to address the needs of the ELL students we have closely monitored our students' progress using the Interim Assessments. Additionally, the LAP Team assesses the needs of all ELL students and ascertains if additional interventions or evaluations are needed.

ELL students who are in the school less than three years are provided with ESL instruction designed to promote language acquisition and content knowledge in English. The teacher builds on the student's existing abilities by providing differentiated instruction. Students are provide students with the opportunity to develop communication skills in speaking, listening, reading and writing, thereby enabling the students to be successful within the academic mainstream classroom. ESL service is provided through a pullout and/or push-in program. ESL schedules are coordinated with the classroom teacher so that children receive support in all subject areas.

ELL students who have received services for 4-6 years or more receive differentiated support daily in as indicated by their NYSESLAT scores. They also receive intervention services during and after school to ensure that they attain English proficiency and meet the state academic and student achievement standards in all subject areas. Students receive support to make both gains in language and content learning. These language supports may include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary), alternate or supplemental reading text, and scaffolded writing activities.

ELL students who have tested out of the program will receive support services for the following two years to ensure that they continue to develop their English proficiency. This service will be provided by the ESL teacher or an intervention teacher according to the students individual needs.

ELL students may receive additional support through participation in the 50 Minute Extended Day Program and the Title III Afterschool Program. There is an ESL Summer School Enrichment Program offered to all ELL students in the summer to help students sustain their progress

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-8 Number of Students to be Served: 31 LEP Non-LEP

Number of Teachers 1 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.

PS/IS 268 provides LEP students with a freestanding ESL Program servicing students in grade Kindergarten – 8. ESL students are offered the opportunity to participate in small group instruction during the 50 minute program by the ESL teacher and through after-school programs. We provide an after -school Title III ELL Program offered two days per week to provide enrichment. This program is offered to students in grades K-8. The students use the 'Imagine Learning' program which is an interactive computer based program. Students work with both the ESL teacher and the general ed teacher.

Instruction is differentiated for the different ELL subgroups. There are ELL students who have special needs. We serve them the ESL program as recommended in their IEPs. Additionally, students are provided with all of their necessary accommodations. On the other hand, we have

transitioned our students reaching proficiency levels on the NYSESLAT out of the program. They are all provided with academic intervention services and test accommodations for two years to help them transition out of the Freestanding ESL Program. Collaboration between the classroom teachers and the ESL teacher is continued to help support students. The long term ELL students are given extra academic support. The Pupil Personnel Team monitors their academic progress and evaluates them to determine if there are other factors that are preventing them from meeting the proficient level. Students in each subgroup meet the mandated number of instructional minutes; the Beginning and Intermediate level students receive 360 minutes per week of ESL services while the Advanced students receive 180 minutes per week.

Explicit ESL instruction is delivered by the ESL teacher by teaching varied listening, speaking, reading, and writing strategies and skills with the use of thematic units relevant to their classroom work in the content areas. Some of the materials used are trade books, listening tapes, multicultural resources, and authentic reading materials. Some of the materials we are using are On Our Way to English and Story Books Collection by Rigby, Visions by Thompson, Avenues by Hampton-Brown, Keep on Reading by People's Publishing Group, the Oxford University Press books for the middle school, the books of the month, and other materials suggested by the regional office through the Language Learning Support Center.

Targeted intervention is provided for students in reading, math and content areas. Student assessments are analyzed and skill deficiencies are addressed by both the ESL teacher and the classroom teachers.

ELL students are provided with support as they transition from elementary to middle school and from middle school to high school. The guidance counselor provides assistance in helping students acquire the skills necessary to advance to the next level. Also, students in grade 7 and 8 are matched to an appropriate high school. We provide an advisory program for students in grades 6-8. The advisory program helps students develop their emotional and social skills, problem solving and resolving conflicts and core skills such as goal setting and managing personal resources.

Parents are a significant partner in their child's education. The Parent Coordinator surveys parents to assess how they can best be supported and involved in the school. PS/IS 268 incorporates many activities and programs to involve our ESL parents in the educational process. Parents receive an orientation to the ESL program by the ESL teacher and the classroom teacher. Parents attend monthly meetings with Administration and the Parent Coordinator, join their children on school trips, take part in the school volunteer program, and attend workshops. Parents are invited to all of our school events and programs including Family Literacy and Math Night, Assembly Programs, and our Multicultural Arts Celebration. Parents attend workshops provided by our Literacy, Math, and Technology Coaches that inform them of the academic standards, the assessment process, and the use of ARIS. Parents are invited to attend Teachers College and attend workshops geared to help parents of ELLs support their children.

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 personnel working with ELL students are provided with professional development. The ESL teacher participates in Teachers College staff development sessions along with the classroom teachers. Additionally, the ESL teacher is provided with ESL training by Teachers College and the

Department of Education. The administrative staff attends ESL training sessions offered by the Integrated Curriculum and Instruction Learning Support Organization and Teachers College. General education, Special Education, and service providers including Speech, Occupational and Physical Therapist are provided with 7.5 hours of training and special education teachers are provided with 10 hours of training in teaching ELL's. Trainings take place during grade meetings, and on staff development days designated by the Department of Education. The professional development plan includes training in cultural sensitivity, literacy, English language arts, native language arts, math, science, social studies, curriculum enhancements, academic language, and ARIS and Acuity training in order to analyze data and use it to drive instruction.

Form TIII – A (1)(b)

School: PS/IS 268 BEDS Code: 29Q268

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 8980	180 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89
Purchased services - High quality staff and curriculum development contracts.	\$ 1000	Professional Development in ESL instruction for ESL teacher and General Ed. Teachers. <ul style="list-style-type: none"> • ICI Network Professional Development Sessions
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 370	Computer Headphones, Instructional Materials
Educational Software (Object Code 199)	\$ 4650	Licenses for the Imagine Learning Program

		\$150 per license per student x 31 students
Travel		
Other		
TOTAL	\$ 15000	

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.

PS/IS 268 will provide written translation of a variety of documents including PTA meeting notices, open school invitations, special events activities and announcements, report cards and Internet postings. These documents will be translated into Spanish, Bengali, and Haitian Creole. Oral translations are provided at Parent Teacher Conferences. There are signs posted in the school lobby stating that there are interpretation services within the building.

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.

Since we have translated material going to the ELL parents, we see an increase in the parent participation. We have interpreters for meetings and over the phone interpretation for conferences.

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 written translation is being provided by parent volunteers, on an as needed basis, for all documents that require dissemination to the school community.
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 interpretations are provided by parent volunteers and Legal Interpretation Services, which also assist during Parent Teacher Conferences.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In accordance with Chancellor's Regulation A-663 the parents at PS/IS 268Q receive messages, letters, and flyers in their native language. We have interpreters on hand for the Parent Teacher Conferences and also at the PTA meetings. We also have interpretation services use over the Parent Coordinators Department of Education Telephone. Workshops are given and resources are recommended to all families who are in need of language assistance.

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:	\$ 298,269	\$ 37,650	\$ 335,919
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 2, 982		\$ 2, 982
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 376	\$ 376
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 14,913		\$ 14, 913
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 1,839	\$ 1, 839
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 44, 150		44,150
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		1,839	1,839

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 94%
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.

The teachers who are not highly qualified are taking courses to fulfill their requirements. The cost of the courses will be reimbursed with Title 1 Funds. Additionally, teachers will take part in professional development.

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

Objective:

To increase the amount of parental involvement within the school, to encourage parents to volunteer, and to commit themselves to various school committees, the PTA, and participate in workshops and gatherings which are held at the school.

Summary of Needs and Assessment Findings:

In the 2009-2010 school year, the levels of parent involvement will increase within the school. There will be more parents coming into the building to volunteer their time.

- Parent Volunteers in the Hallways
- Parent Volunteers in Cafeteria
- Learning Leaders assigned to classrooms
- Educational (test-prep) and Entertaining Workshops for Parents
- Parents on more trips with classes
- Health and Nutrition workshops
- Book club for parents under construction
- ARIS parent workshops and assistance in getting the parents online for observing the children’s records.

Action Plan

We will accommodate parents by having morning and evening workshops. In order to increase parent involvement, we would like to have PTA meetings accompanied by Student of the Month Award Ceremonies and performances by the children. We will also use of the School Messenger, flyers, letters home to parents and the school website to increase communication and participation. The workshops will be promoted to the fullest. Flyers and written materials will be sent home in the family's native language.

The Parent Involvement Policy will be reviewed and updated annually on the second Wednesday of the month in February. There will be meetings held in the morning and evening to allow all parents an opportunity to attend. Translations will be provided in Spanish and Bengali.

Parent Gatherings Hosted by Ms. D. Simms, Parent Coordinator in collaboration with school personnel and Community Based Organizations.

<u>Date</u>	<u>Workshop</u>
9/23/09	Parent Orientation
9/24/09	Parent Orientation
10/1/09	At-Risk Workshop for children in need of assistance
10/2/09	Koffee Klatch
10/7/09 – 12/16/09	Health and Nutrition Parent Workshop Cornell University
10/12/09	Apple Picking Trip
10/16/09	ARIS Parent Workshop morning
10/21/09	High School Night
11/5/09	ARIS Parent Workshop evening
12/09	Art Workshop for the Holidays
12/09	Money Management
12/09	Parenting Workshop
12/09	International Day
1/10	Test-Prep
2/10	Adolescent Workshop
	Technology Workshop
3/10	Women's Health Workshop
3/10	ELA and Math Test-Prep
4/10	Learning Gardens (Liberty Park)
4/10	Mother's Day Workshop
5/10	Graduation Workshop
6/10	Summer Information Pack for Parents
6/10	Prepare for September Package

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

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 at the NYCDOE website link provided above.

PS/IS 268 SCHOOL PARENT COMPACT

School Responsibilities

PS/IS 268 will:

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

The mission of P.S. / I.S. 268 Queens is to provide a child centered environment committed to the academic and social development of all children. Together with the collaborative efforts of parents and teachers, our children will be provided with a rigorous academic program and an extensive introduction to the creative arts as we quest to foster successful future leaders.

- Parent-Teacher Association meetings will be held on the second Wednesday of each month at 6pm. during which this compact will be discussed as it relates to the individual child's achievement.
- Parents will be provided with Progress Reports, Quarterly Report Cards, and Individual Goals to help their child make adequate progress.
- PS/IS 268 has an open door policy. Parents are provided with reasonable access to staff. Staff will be available for consultation with parents during their prep period by appointment.
- Parents are welcome to volunteer and participate in their child's class. Ms. Simms, the Parent Coordinator will facilitate and coordinate the volunteer program.
- Parents are encouraged to attend meetings and get involved in the joint development of any School-wide Program plan. Initiatives will be discussed at PTA meetings, SLT Meetings and Coffee Klatches.

- The annual meeting informs parents of the school's participation in Title I, Part A programs, and explains the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. It will take place at the December PTA meeting. Language translation will be available in Spanish and Bengali.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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 Needs Assessment pg. 9
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 School-wide 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.

Professional development for teachers is ongoing. Instructional support from Teachers College Reading and Writing Project will enhance literacy instruction. (See Goals and Action Plans pgs. 16-24)

3. Instruction by highly qualified staff.
 - Staff members are highly qualified.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - a. Professional development for teachers will be ongoing. Instructional Support from Teachers College Reading and Writing Project will enhance literacy instruction. Mathematics instruction will be enhanced by monthly regional professional development opportunities for the Everyday Math and Impact Math Program.
 - b. There are three full time coaches for instructional support: math coach, literacy coach, and technology coach.
 - c. Paraprofessionals will be trained to administer the Great Leaps Program in Reading and Math.
 - d. Academic Intervention Team will receive regional professional development including the Wilson Reading Program.
 - e. Many teachers will attend summer institutes to support the literacy, math, and technology program.
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 pg. 33-34
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.
NA
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 Action Plan and Goal # 2
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.
 - a. Professional development for teachers will be ongoing. Instructional Support from Teachers College Reading and Writing Project will enhance literacy instruction. Mathematics instruction will be enhanced by monthly regional professional development opportunities for the Everyday Math and Impact Math Program.
 - b. There are three full time coaches for instructional support: math coach, literacy coach, and technology coach.

- c. Paraprofessionals will be trained to administer the Great Leaps Program in Reading and Math.
 - d. Academic Intervention Team will receive regional professional development including the Wilson Reading Program.
 - e. Teachers will have the opportunity to attend summer institutes to support all curriculum areas.
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.
- a. Grade 7 students participated in Project Aim, a pilot program designed to build self esteem and prepare students for high school and beyond. The program uses the legacy of prominent current and historical leaders to inspire students. Students identify the careers that match their personal profiles and learn how to create resumes and business cards, and set goals to attain their dreams for the future.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

The Administrative team, coaches, and grade leaders reviewed school data and discussed the findings.

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

Applicable Not Applicable

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

Our school's curriculum maps do not define specific skills, strategies, and student actions for each specific grade level.

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

We will create curriculum maps to address grade specific skills, strategies, and student assessments.

We find that our books and resources are culturally relevant and age appropriate, however, we would like to increase our libraries to include high interest, low level books and books of interest for males.

1B. Mathematics

Background

MAY 2009

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

Specific Math Alignment Issues:

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

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

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

The Administrative team, coaches, and grade leaders reviewed school data and discussed the findings.

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

X 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?

Impact Math is not aligned with the state standards and has gaps in the program.

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

We use supplemental resources to fill in the gaps of the curriculum. We will also place an emphasis on developing teacher expertise in instruction. We would like to incorporate projects that emphasize application of math skills in order to deepen the understanding of what is taught in the classroom.

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

The Administrative team, coaches, and grade leaders reviewed school data and discussed the findings.

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

Applicable X 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?

The teachers in our school use the Workshop Model of teaching.

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

The Administrative team, coaches, and grade leaders reviewed and discussed the findings.

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

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.

Applicable X 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?

The teachers in our school use the workshop model of teaching.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Administration team reviewed the data of teacher turnover rate.

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

Applicable X 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?

This is not relevant in our school.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed

mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

The ESL teacher and the administrative team reviewed and discussed the data.

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

X Applicable Not Applicable

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

The ESL program has been underprovided in professional development opportunities.

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

The ESL teacher is currently involved in school based and district professional development opportunities to improve the curriculum, instruction, and data monitoring.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The Administrative team, coaches, and ESL teacher reviewed and discussed the findings.

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

X 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?

ELL Data has been reported to the ESL teacher. It has not been reported to classroom teachers involved in instructing ELLs.

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.

Report testing data to all teachers involved in instructing ELLs and disaggregate data in a timely manner so it can be used to drive instruction.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The Administrative team, coaches, and Special Ed teachers reviewed and discussed the findings.

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

X 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?

This is partially applicable. Our Special Education students are not making adequate progress which indicates that we need to focus on improving our instructional approaches. Our general education teachers have full access to the IEP's of students they work with.

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.

Ongoing professional development for general and special education teachers will be provided.

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

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

Please respond to the following questions for Key Finding 7:

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

- The IEP teacher and Special Education Administrator conduct IEP reviews throughout the year, to monitor the alignment of goals, objectives, and modified promotional criteria. Training has been provided for teachers to incorporate behavior goals and behavior intervention plans using the SMART goal format.

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

Applicable X 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?

IEP goals are aligned with grade level tests and contain behavioral goals and objectives where applicable.

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

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

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 currently 5 families in temporary housing.

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

We will assist with school supplies, uniforms, and transportation (Metro cards).

If the children are in need of eyewear or hearing aides we will assist them with the Title I monies delegated for such use.

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.

