



**KNOWLEDGE AND POWER PREPARATORY ACADEMY  
(KAPPA VI)**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 27Q282**  
**ADDRESS: 8-21 BAY 25<sup>TH</sup> STREET, FAR ROCKAWAY NY 11691**  
**TELEPHONE: 718-471-6934**  
**FAX: 718-471-6938**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** Q282      **SCHOOL NAME:** Knowledge and Power Preparatory Academy VI (KAPPA VI)

**SCHOOL ADDRESS:** 8-21 BAY 25TH STREET, FAR ROCKAWAY NY 11691

**SCHOOL TELEPHONE:** 718-471-6934      **FAX:** 718-471-6938

**SCHOOL CONTACT PERSON:** J. Bernadette Mahoney      **EMAIL ADDRESS:** JMahone@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Peter J. Dalton</u>
<b>PRINCIPAL:</b>	<u>Peter J. Dalton</u>
<b>UFT CHAPTER LEADER:</b>	<u>Desiree Morgan-Castellar</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Ms. Emma Scarbrough</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>N/A</u>

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

**DISTRICT:** 27      **SSO NAME:** Knowledge Network

**SSO NETWORK LEADER:** Joanne Brucella

**SUPERINTENDENT:** Michele Lloyd-Bey

## 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
Peter J. Dalton	*Principal or Designee	
Desiree Morgan-Castellar	*UFT Chapter Chairperson or Designee	
Emma Scarbrough	*PA/PTA President	
Emma Scarbrough	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jeanne M. Cirone	Member/ Assistant Principal	
Nicole Hamilton	Member/ Teacher	
Roseanne Honan	Member/ Teacher	
Bernadette Chase-Tindley	Member/ Parent	
Mr. Michael Chavis	Member/ Parent	
Ms. Jane Ogochukwu	Member/ Parent	
Ms. Debbie Fearon	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.

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KAPPA VI is modeled after the acclaimed KIPP and KAPPA Academies in the Bronx. It is a member of The Knowledge Network Learning Support Organization. This organization works with schools and principals to expand the knowledge base of students in critical content areas. They promote comprehension and provide ongoing targeted support and professional development tailored to meet the needs of their schools.

The school uses military language to help frame the work it does on a daily basis. It is not a school that trains children to become airmen, soldiers, or marines; but rather uses the proven systems and structures from the military in order to foster a sense of professionalism and purpose. This professionalism is a standard that is clearly communicated to the cadets (students) and professors (teachers).

The mission of KAPPA VI is to foster a nurturing, learning environment that supports, challenges, and raises expectations for young people in Far Rockaway, Queens. The school provides a rigorous, accelerated academic program that prepares its cadets to attend high performing public and private high schools. The school creates an environment where every cadet learns that hard work will pay off. Cadets learn that while the climb may be difficult, every cadet can reach the summit. The school strongly believes that through hard work, cadets will begin to establish a sense of self. To help facilitate this learning process, cadets are all required to commit the KAPPA VI Articles of Success to memory. The articles are as follows:

**KAPPA VI has a vision that each of us will demonstrate:**

**1. DEPENDABLE CHARACTERISTICS:**

**Be trustworthy  
Be reliable  
Be truthful**

**2. RESPONSIBLE WORK HABITS:**

**Be on time  
Produce a quality product-on time  
Be committed to excellence**

**3. RESPONSIBLE BEHAVIORS:**

**Try for perfect attendance  
Respect rights, feelings, and property of self and others  
Help each other**

**4. RESPONSIBLE DECISION – MAKING:**

**Make healthy choices  
Show self worth in appearance, speech, and action  
Set realistic but challenging goals**

**\* All KAPPA cadets know:**

**A positive attitude of high expectations brings out the best in yourself and others.**

All cadets will be required to commit these articles to memory in order to foster a professional atmosphere.

Community service is a fundamental aspect of the school. The purpose of this service is to develop the children socially and emotionally so to increase their self-awareness of their role in society. The school believes that through community service, cadets will begin to develop a better understanding of what it takes to lead effectively.

The dedication and support of parent involvement is also critical to ensuring cadets demonstrate a strong commitment to excellence in education. Monthly parent meetings are conducted to foster a collaborative relationship between the school and home. Parents, cadets and professors are required to sign the Commitment to Excellence Contract which outlines each constituent's responsibilities while in attendance at KAPPA VI.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Knowledge and Power Preparatory Academy VI			
<b>District:</b>	27	<b>DBN #:</b>	27Q282	<b>School BEDS Code #:</b> 342700010282

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					96.6	96.4	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					94.6	98.7	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	76	80	80	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	78	87		55.5	76.3	57.0		
Grade 8	0	0	67						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11					0	1	TBD		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	76	158	234		0	0	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	1	1	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	TBD		
Number all others	0	4	7						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	0	0	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	1	1	3	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	5	8	15
				Number of Administrators and Other Professionals	2	4	4
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	N/A	0	0
(As of October 31)	2006-07	2007-08	2008-09				
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.4	Percent more than two years teaching in this school	0	0	33.3
Black or African American	76.3	75.3	74.8	Percent more than five years teaching anywhere	20.0	25.0	20.0
Hispanic or Latino	14.5	18.4	18.8				
Asian or Native Hawaiian/Other Pacific Isl.	6.6	3.2	2.1	Percent Masters Degree or higher	80.0	88.0	80.0
White	2.6	3.2	3.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
Multi-racial							
<b>Male</b>	54.0	43.7	44.4				
<b>Female</b>	46.0	56.3	55.6				

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

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

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√				
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	√	√				
Hispanic or Latino	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-				
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	-	-				
Limited English Proficient	-	-				
Economically Disadvantaged	√	√				
<b>Student groups making AYP in each subject</b>	3	3	0	0	0	0

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	TBD
<b>Overall Score</b>	68.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	12.4	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	22.2	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	32.5	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	TBD

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

After a review of the NYS assessment data, the following trends have been noted:

**I. ELA**

- a. In comparing the performance of Grade 6: 2008 to Grade 6: 2009, the following was noted:

Performance Level	Grade 6: 2008	Grade 6: 2009
1	-	-
2	29.1%	13.75%
3	70.9%	78.75%
4	-	7.50%

In comparing the performance of Grade 6: 2009 to their grades from the 5<sup>th</sup> grade in 2008 (before entering KAPPA), the following was noted:

Performance Level	Grade 5: 2008	Grade 6: 2009
1	-	-
2	18.92%	13.75%
3	70.9%	78.75%
4	-	7.50%

- b. In comparing the performance of Grade 7: 2008 to Grade 7: 2009, the following was noted:

Performance Level	Grade 7: 2008	Grade 7: 2009
1	-	-
2	28.6%	14.94%
3	71.40%	83.91%
4	-	1.15%

In comparing the performance of Grade 7: 2009 to their grades from the 6<sup>th</sup> grade in 2008), the following was noted:

Performance Level	Grade 6: 2008	Grade 7: 2009
1	-	-
2	29.07%	14.94%
3	70.93%	83.91%
4	-	1.15%

- c. In comparing the performance of Grade 8: 2008 to Grade 7: 2009, the following was noted (No data available for 8<sup>th</sup> grade comparison for last year):

Performance Level	Grade 7: 2008	Grade 8: 2009
1	-	-
2	23.88%	17.65%
3	76.12%	82.35%
4	-	-

## II. Mathematics

- a. In comparing the performance of Grade 6: 2008 to Grade 6: 2009, the following was noted:

Performance Level	Grade 6: 2008	Grade 6: 2009
1	-	-
2	7.70%	12.50%
3	69.20%	80.00%
4	23.10%	7.50%

In comparing the performance of Grade 6: 2009 to their grades from the 5<sup>th</sup> grade in 2008 (before entering KAPPA), the following was noted:

Performance Level	Grade 5: 2008	Grade 6: 2009
1	1.35%	-

<b>2</b>	6.76%	12.50%
<b>3</b>	70.27%	80.00%
<b>4</b>	21.62%	7.50%

- b. In comparing the performance of Grade 7: 2008 to Grade 7: 2009, the following was noted:

<b>Performance Level</b>	<b>Grade 7: 2008</b>	<b>Grade 7: 2009</b>
<b>1</b>	-	-
<b>2</b>	6.60%	4.65%
<b>3</b>	77.60%	80.23%
<b>4</b>	15.80%	15.12%

In comparing the performance of Grade 7: 2009 to their grades from the 6<sup>th</sup> grade in 2008), the following was noted:

<b>Performance Level</b>	<b>Grade 6: 2008</b>	<b>Grade 7: 2009</b>
<b>1</b>	-	-
<b>2</b>	8.24%	4.65%
<b>3</b>	64.71%	80.23%
<b>4</b>	27.06%	15.12%

- c. In comparing the performance of Grade 7: 2008 to Grade 8: 2009, the following was noted (No data available for 8<sup>th</sup> grade comparison for last year):

<b>Performance Level</b>	<b>Grade 7: 2008</b>	<b>Grade 8: 2009</b>
<b>1</b>	-	-
<b>2</b>	6.60%	10.29%
<b>3</b>	77.80%	83.82%
<b>4</b>	15.80%	5.80%

### III. Curriculum Areas

- As with ELA and Math, curriculum assessment data showed a variation in performance between multiple-choice, short-answer, and extended-response questions.
- Throughout the school year, trimester exam scores are analyzed and change has been noted as increased attention to open-ended responses has been paid.

### What student performance trends can you identify?

In ELA we are seeing a continuous drop in Level 2's and an increase in Levels 3 and 4. When we look more deeply at the scale score and proficiency levels, however, we notice that our students who achieve high 3's or 4's have difficulty making the one year of progress in the following year.

In Mathematics, we did see an elimination of 1's in our 6<sup>th</sup> graders. Across the three grades there was a drop in Level 4's, an increase of Level 3's, and a flip-flop in Level 2's (6<sup>th</sup> and 8<sup>th</sup> went up, 7<sup>th</sup> went down). Also, when looking at scale score progress and proficiency levels, we found that nearly two-thirds of the school did not make a year's worth of progress; most of these were at Level 3 and 4 in the previous year. In reviewing the item-analysis, we found that our students did worse on Part 2 and 3 (short and extended response) than on Part 1 (multiple choice).

The overall trend in ELA and mathematics is that while we have been fairly successful increasing the performance of our lowest 1/3, there continues to be a struggle in maintaining and increasing the performance of the middle-to-upper 1/3s.

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

Only in our fourth year as a school, we have accomplished so much in a short duration of time. We have been able to increase our enrollment to over 250 cadets while keeping a focus on cadet achievement. Structures that have been put into place (with periodic refinement) that support the academic focus we strive for are as follows:

- Maintaining a professional mentor for the principal. This mentor works with the principal to continue the refinement of the principal's development as the leader of the school.
- Development of Grade-Level Teams along with Team Leaders. The establishment of these teams helps foster a stronger Professional Learning Community.
- Data Inquiry Team continues to expanded to include grade-level teams. These teams are an extension of the Core Data Inquiry Team and will assist in implementing school-wide initiatives that address cadet academic achievement.
- A constantly improving in-house data collection program that facilitates the work of the Data Inquiry Team, Case Study Review Team, and the work of the administration.
- Reorganization of our Case Study Review Team (CSR) to include grade-level teams. The CSR Team remains focused on individual goals of the cadets identified.
- Fostering positive peer relationships with grade-levels and school-wide through our Peer Mediation Program, and various school-wide events and trips.
- In the 2008-2009 school year, we increased our overall attendance rate to 97% from 96% in the 2007-2008 school year.
- Receiving an A on the school's Progress Report for the year 2008-2009 school year.
- Implementation of a CHAMPS program at KAPPA VI to include track and field, cheerleading, and physical fitness.
- Creation of the school's co-ed basketball team. In its first year, the team went to the semi-final round.
- Expansion of our Community Service Program to include a required amount of hours of service for 7<sup>th</sup> and 8<sup>th</sup> grade cadets.
- Creation of an advanced mathematics class for the 8<sup>th</sup> grade. This class is focused on successfully accomplishing the NYS Regents Examination.
- Creating partnerships with various Community Based Organizations geared to service the cadets at KAPPA VI.

### **What are the most significant aids or barriers to the school's continuous improvement?**

The most significant aids in the school's continuous improvement are having a small school environment, a supportive administration, a distributive leadership model (Professional Learning Community), and focused professional development.

1. The fact that we are a small school allows us to have the ability to focus on individual cadets through a collaborative practice of staff members working to address both academic and social progress of the cadets.
2. The administration is supportive to all staff members. They always provide the time to listen to what needs to be said from either individuals, or the team, and works with them collaboratively to address the needs of the cadets and staff. They ensure that the mission and vision of the school is maintained by setting non-negotiable terms such as professional planning, culture of staff, and culture of cadets.
3. In terms of professional development, the school consistently evaluates the needs of the staff through various means. It ensures that it provides arranged learning experiences for the staff to grow professionally, and provide professors the opportunity to share their experiences. This year we have implemented the Core Knowledge curriculum in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. The curriculum provides a broad base of knowledge, a rich vocabulary, and is a sequenced curriculum that allows for connections to be made within content areas on a grade level.

The most significant barriers that hinder the school's continuous improvement are:

- the limited physical space and campus resources available to the school
- Geographic location of the school to the rest of NYC
- Recent budgetary cuts and fiscal restraints placed on the school

## 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.

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**1. By June 2010, increase the academic performance of 80% our targeted 18 cadets by a minimum of one year as measured by the NYS ELA Assessment while implementing strategies that will facilitate achievement for all cadets school-wide.**

Based on the evidence of the work from last year's Data Inquiry Team, it was decided that the success of the team be continued to address 18 cadets this year. However, the eighteen will be evenly divided amongst the Grade Level Teams so as to increase the numbers of professors actively engaged in data inquiry. Additionally, new and improved strategies will continue to be developed in facilitating the academic achievement of all cadets at the school.

**2. By June 2010, accelerate the academic performance of our 6<sup>th</sup> and 7<sup>th</sup> grade cadets who perform in the lowest 1/3 of every ELA and SS class as measured by the school trimester report cards.**

This is a continuation of a three-year longitudinal study begun in 2008 with the then-6<sup>th</sup> grade students. This study will look at the trends of the 6<sup>th</sup> grade level over the course of time as well as track the trends of the original cohort.

**3. By June 2010, increase the percentage of cadets who make at least of year's progress in mathematics by at least ten percentage points as measured by the NYS Mathematics Assessment.**

Looking at the trends in mathematics performance it has been noted that less than 50% of cadets made progress as measured by the scale score on the NYS mathematics assessment. The largest decline generally occurred amongst cadets in the upper third of the student body. Through targeted inquiry and differentiation the mathematics professors will work with cadets across the spectrum of performance to maintain and increase academic growth.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, increase the academic performance of 80% of our targeted 18 cadets by a minimum of one year while implementing strategies that will facilitate achievement for all cadets school-wide.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Disseminate the information from the data analyzed (various forms including formal and informal assessments) to the pedagogical staff through the use of a strategy chart</li> <li>• Professional Development that supports professor understanding of how to best implement the identified teaching/learning strategies</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Cadet’s Progress reports, report cards</li> <li>• Assessments information (ACUITY, State assessments, Trimester Examinations)</li> <li>• School assessments</li> <li>• Scheduling considerations to support Data Inquiry Team</li> <li>• Professional Development opportunities both in-house and off-site.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>September:</b> Based on available data, each Grade Level Team will propose 6 cadets to target over the course of the year.</p> <p><b>October/November:</b> 1<sup>st</sup> Survey: Professors provide data on proposed targeted 18 cadets Based on the data collection, the team will formulate strategies to be used for targeted 18 cadets as well as additional strategies for school-wide implementation. School-Wide Strategies to be distributed to entire school to be implemented</p> <p><b>December:</b> 2<sup>nd</sup> Survey: Professors provide data after they review strategies that proved to be effective and ineffective.</p> <p><b>January/February:</b> Based on January collection of Survey, strategies of targeted 18 cadets will be revised and distributed to all</p>

	<p>professors.</p> <p><b>March/April:</b> 3<sup>rd</sup> Survey: Professors provide data after they review strategies that proved to be effective and ineffective. Professors also provide cadet work samples</p> <p><b>May:</b> Based on April collection of Survey, strategies of targeted 18 cadets will be revised and distributed to all Professors</p> <p><b>June:</b> 4<sup>th</sup> Survey: Professors provide final data after they review strategies that proved to be effective and ineffective. Team to make final assessment on strategies and begin to look to following year to develop systems and strategies to address this year's targeted 18 cadets.</p>
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<b>Subject/Area (where relevant): ELA and SS</b>	
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June, accelerate the academic performance of our 6 <sup>th</sup> and 7 <sup>th</sup> grade cadets who perform in the lowest 1/3 of every ELA and SS class. (This is the continuation of a longitudinal study can be performed over the course of three years. It began in 2008 with the then-6 <sup>th</sup> grade cadets, and is now expanding to include the original groups as well as new 6 <sup>th</sup> graders. This study will look at the trends of the 6th grade level over the course of time as well as track the trends of this particular cohort)
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ol style="list-style-type: none"> <li>1. Periodic Professional Development for those professors who teach ELA and SS to the 6<sup>th</sup> grade. This Professional Development will address specific strategies to improve academic performance for those cadets who are performing in the lowest 1/3 of their class.</li> <li>2. Professors will identify three cadets from each class of which they will create specific academic goals. These goals will be individualized to meet the specific needs of each cadet.</li> <li>3. Periodic Professional Development with respective professors that will address the tracking of the cadet performance and how to identify new strategies for academic growth.</li> </ol>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Based on individual academic goals set by the respective professors, 34 % of cadets in the lowest third will demonstrate positive growth in their Trimester examinations (Summative Assessments). Positive growth in these assessments is defined as an increased score as compared to their previous trimester examinations and formative assessments.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<p>Each of the identified cadets will have a tracking portfolio that speaks to the individual goals as well as the strategies used to support their performance growth in ELA and SS.</p> <p>The tracking portfolio will consist of (but not limited to) the following:</p> <ol style="list-style-type: none"> <li>1. Specific academic strategies to address the needs of the individuals identified</li> <li>2. Evidence that will be used to support the strategies devised to support performance growth: <ul style="list-style-type: none"> <li>• Conference notes</li> <li>• Professor made assessments</li> <li>• UBD Unit Goal Tracking sheets</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• NYS Examination</li> <li>• Acuity results</li> <li>• Progress Reports</li> <li>• Trimester Examinations</li> <li>• Report Cards</li> </ul>
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<b>Subject/Area (where relevant):</b>		<b>MATHEMATICS</b>
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p><b>By June, increase the percentage of cadets who make at least of year’s progress in mathematics by at least ten percentage points.</b></p> <p>Looking at the trends in mathematics performance it has been noted that less than 50% of cadets made progress as measured by the scale score on the NYS mathematics assessment. The largest decline generally occurred amongst cadets in the upper third of the student body. Through targeted inquiry and differentiation the mathematics professors will work with cadets across the spectrum of performance to maintain and increase academic growth.</p>	
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ol style="list-style-type: none"> <li>1. Disseminate data analyzed to the professors of the mathematics department through use of the NYC Progress Reports and ARIS.</li> <li>2. Periodic Professional Development for those professors who teach Mathematics to each grade. This Professional Development will address specific strategies to improve academic performance for those cadets who are performing in each third of their respective squadrons.</li> <li>3. 6<sup>th</sup> Grade Professors will identify three cadets from each class (one from each third) of which they will create specific academic goals. These goals will be individualized to meet the specific needs of each cadet.</li> <li>4. 7<sup>th</sup> and 8<sup>th</sup> grade professors will create goals for cadets who showed the greatest progress loss as based on the 2008 and 2009 NYS Math Assessments.</li> <li>5. Periodic Professional Development with respective professors that will address the tracking of the cadet performance and how to identify new strategies for academic growth.</li> <li>6. Periodic Professional Development with respective professors that will address the use of differentiation to address the various needs of individual students. Some interventions will be use of manipulatives, graphic organizers, and games.</li> </ol>	
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>The Assistant Principal will work with each professor to develop kinesthetic and visual additions to the math lessons developed by the professors. This will take place through the formal and informal observation process, classroom modeling, and lesson plan development meetings. Resources will be made available to the professors and will be purchased where necessary and possible. Professors will attend LSO-offered professional development. Math professors have common preps to allow for collaboration.</p>	

**Indicators of Interim Progress and/or Accomplishment**

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

Each of the identified cadets will have a tracking portfolio that speaks to the individual goals as well as the strategies used to support their performance growth in mathematics.

The tracking portfolio will consist of (but not limited to) the following:

1. Specific academic strategies to address the needs of the individuals identified
2. Evidence that will be used to support the strategies devised to support performance growth:
  - Conference notes
  - Professor made assessments
  - UBD Unit Goal Tracking sheets
  - NYS Examination
  - Acuity results
  - Progress Reports
  - Trimester Examinations
  - Report Cards

## **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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	10	3	10	5	1	0	1	2
7	14	11	10	7	8	0	3	1
8	13	4	15	15	4	0	1	0
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>ELA AIS is accomplished in the afternoon hours on Tuesday through Thursday. Here, cadets receive additional instruction that focuses on strategies that will facilitate the academic achievement desired for individual cadets. Professors create materials based on available data. In addition, Renzulli Learning and Achieve 3000 programs are used to address specific individual needs of cadets.</p>
<p><b>Mathematics:</b></p>	<p>Mathematics AIS is accomplished in the afternoon hours on Tuesday through Thursday. Here, cadets receive additional instruction that focuses on strategies that will facilitate the academic achievement desired for individual cadets. Professors create materials based on available data. In addition, Renzulli Learning and Achieve 3000 programs are used to address specific individual needs of cadets.</p>
<p><b>Science:</b></p>	<p>Science AIS is accomplished in the afternoon hours on Tuesday through Thursday. Here, cadets receive additional instruction that focuses on strategies that will facilitate the academic achievement desired for individual cadets. Professors use previous State Examinations as a resource to focus on key skills that are assessed on the NYS examination.</p>
<p><b>Social Studies:</b></p>	<p>Social Studies AIS is accomplished in the afternoon hours on Tuesday through Thursday. Here, cadets receive additional instruction that focuses on strategies that will facilitate the academic achievement desired for individual cadets. Professors use previous State Examinations as a resource to focus on key skills that are assessed on the NYS examination.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Cadets are provided a ten week session in which they are in a group session. These sessions focus on academic skills, goal settings, time management- HW, study skills, confidence, and social skills.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>Follow up to CBO- based upon evaluation. In these meetings, it was decided that one-to-one meetings are not necessary with school psychologist. The school-based psychologist provides school-based assessments on academic interventions and suggests strategies to improve performance. Various scaled assessments are used to accomplish this task.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>The Social Worker follows through on school-based referrals. One on one counseling is provided on an as needed basis.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>The school clinic provides medical services for the identified cadets.</p>

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

*NCLB/SED requirement for all schools*

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

KAPPA VI has a LAP committee that was organized this year as part of the Chancellor’s Initiatives. The following staff members participate on the LAP Committee:

Principal:	Peter J. Dalton
Assistant Principal:	Jeanne M. Cirone
Parent Coordinator:	Tamika Rivera
Guidance Counselor:	Jennifer Figueroa-Cantey
ESL Teacher:	Kathleen Smyth
Pupil Accounting:	Bernadette Mahoney
On-site translators:	Rita Jacobs (Spanish) Margareth Victor-Germain (Creole)

KAPPA VI is a middle school in Far Rockaway, Queens. The school serves students in Grades 6 through 8. Currently there are 253 students in the school. There are 6 English Language Learners. This is approximately 2.37 % of the students enrolled in the school. ELLs are part of three grades in the schools as follows:

Sixth Grade	3
Seventh Grade	2 (1 is <i>x-coded</i> )
Eighth Grade	1

The home languages represented by the English Language Learners at KAPPA VI are Spanish (5) and Pashto (1).

As students are admitted to the school through an application process, upon the admission of an identified ELL student, the school LAP team works closely to ensure that student instructional programs are in agreement with NYSED-CR Part 154 mandates and regulations including Parent Involvement procedures, course work, instruction, and teacher professional development.

The majority of students are admitted to KAPPA VI from local NYC Elementary Schools, and so their ELL status has already been determined. The few incoming students who are not admitted from other NYC schools are identified for the LAB-R by Home Language Surveys.

KAPPA VI provides a free standing ESL program to all eligible ELLs. The ESL Program offered at our school is aligned with the requests of the parents of students at the school. There are not sufficient students of one language group on a grade or contiguous grades to organize a bilingual program for any one language group.

The Assistant Principal or the Parent Coordinator meets with parents to inform parents of instructional programs for their child(ren) and facilitate a parent choice. There are several structures in place at our school to ensure that parents understand all three program choices, TBE-Bilingual Program, Dual Language Program and ESL Program. However, as parents have already chosen to have their child attend KAPPA VI, they prefer the ESL program so that their child can attend this school.

The LAP Team is designed to coordinate an academic plan to support and enhance all services for ELL students. The guidance counselor and parent coordinator will serve as points of contact between the home and school. Members of the LAP Team will also coordinate in-house translating or utilize DOE translation resources as necessary.

Parent workshops are conducted during the school year. In September of each school year, there is an Open School Night. Parents are invited to come to the school for a brief presentation and to meet their child’s teacher. Over the course of the year parents have 4 additional opportunities to meet with their child’s teachers.

The student assessment data based on the results of the Spring 2009 NYSESLAT and the LAB-R indicates that there are no ELLs at the Beginner level, no ELLs at the Intermediate level and six ELLs at the Advanced level. The table below shows the performance of each student on the 2008 state assessments in ELA and mathematics, as well as the progress shown by the 8<sup>th</sup> grade student, who has been a student at KAPPA VI for three years:

Grade	Student	2009 ELA	Change from 2008	2009 Math	Change from 2008
6	A	2 (627)		3 (659)	
	B	3 (693)		3 (673)	
	C	2 (641)		3 (654)	
7	A	3 (653)		2 (634)	
	B	3 (655)		3 (660)	
8	A	2 (636)	PL: Same SS: Same Prof.: -1	3 (658)	PL: Same SS: +4 Prof.: +0.10

The school leadership and teachers are using the results of the Acuity and ELL Interim Assessments to determine which ELL students should be attending the academic intervention programs. The programs include, push-in support in the four core subjects, 37.5 minute program, and Achieve 3000. There are no identified SIFE students at KAPPA VI, however the school plan would be to assess the student, work closely with the parent and

provide support and intervention as needed including after school instruction and Saturday Academy. Long term ELLs participate in various academic intervention programs to support their individual needs including small group tutoring, after school and OST Programs. As KAPPA VI is a small school, teachers work closely to coordinate instruction for the ELL students.

In 2009, two students achieved English Proficiency as measured by the NYSESLAT. They are now being monitored for transition support. They are closely monitored by the LAP and/or Data Inquiry Team, ESL Teacher and the classroom teacher. Appropriate LEP testing accommodations will be provided through 2011, as per state regulation. Test taking strategies and test preparation sessions are provided to ensure that students are prepared for the ELA.

The school features a free standing ESL pull-out program. The ELL students are taken out in a small group for ESL Instruction; they are grouped according to ability and cross graded when necessary. Students are provided ESL instruction as required by the CR Part 154 regulations for ESL instruction. The ESL teacher works with the content area teachers to assess what needs the students are displaying and then rolling curriculum content into her lessons. She is using Achieve 3000 and the Renzulli Learning system to provide differentiated instruction as well as to monitor writing progress.

Furthermore, the ELL / Bilingual Education Program Specialist from the LSO provides training to the KAPPA VI staff during faculty conferences to ensure that all teachers at the school have a working knowledge of issues related to the instruction of ELLs in their own classroom.

Topics include:

- How are students Identified as ELL
- Assessment of ELLS- NYSESLAT/ LAB-R
- Data Driven Instruction
- Teaching Mathematics, Science to ELLS
- Involving the Parents of the ELLs
- Instructional Materials for ESL Programs
- Instructional Strategies that Work
- The ESL Prototype- A Balanced Literacy Approach To ESL
- Cooperative Learning
- Scaffolding Instruction for the ELL in the Classroom

The ELLs at KAPPA VI will continue to be a priority for our school community.

The LAP Team will be represented on the Cabinet, Grade Level Teams, Data Inquiry Team and School Leadership Team by the assistant principal and/or the principal to ensure that budget, staffing, intervention plans, etc. are all strategic, data-based and in alignment with needs of the ELL student(s).

The LAP committee will continue to review all activities including student identification, data review, instructional planning and implementation, parent involvement and teacher training. Our goal is to ensure that all English Language Learners meet standards in all areas of the curriculum.

As a living document, the Language Allocation Policy will be reviewed and amended yearly to ensure that the needs of ELL or former ELL students are addressed as required by the State Education Department.

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

**Form TIII – A (1)(a)**

**NOT APPLICABLE FOR 2009-2010 SCHOOL YEAR**

**Grade Level(s)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ **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.

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**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.

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**Form TIII – A (1)(b)**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

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

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

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

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

The majority of the KAPPA VI student body articulates from other NYC Public Schools. Therefore, we use the information already present in ATS derived from the home language surveys of our cadets in order to determine the primary language spoken by each parent. If this language is not English, we will observe our initial interaction with parents to determine if language assistance is needed. This is often the candidate interview and as such it is noted on the candidate's application folder. Any parent for whom it is determined that assistance is required is added to a master list of languages; this list is maintained by the data specialist and is readily available for reference. The indicator is checked and updated (if necessary) in ATS.

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.

Based on our needs assessment, we found that the majority of our parents do not require written or oral translation. English is the preferred language of written communication of about 88% of the school. The remaining 12% prefer written or oral communication in Spanish; less than 1 percent prefers communication in Haitian Creole. This information has been shared frequently with the staff during professional development and/or staff conferences, particularly in advance of parent-teacher conferences and IEP conferences.

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

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

Any materials provided by the Department of Education are disseminated in the home language, where possible. This includes Bill of Parents Rights and Responsibilities, IEP meeting notices, assessment notices and promotion in doubt notices. We download such documents in the necessary languages from the DOE website. When needed, we will utilize translation services by someone on our

staff, a parent volunteer, or a staff member from one of the other schools on our campus. If a translator is not available for a specific language, translation services will be sought. When we need this translation to be completed, we will have notices prepared in advance to ensure timely completion of the translation.

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.

Our School Messenger program sends daily attendance messages in Spanish. For important phone notifications, we will utilize translation services by someone on our staff or a staff member from one of the other schools on our campus. For conferences, we will again seek out a translator from our staff or the staff of a campus school, or utilize the services of the Translation and Interpretation Unit. For pre-planned conferences (IEP meetings, guidance conferences), we determine in advance if the parent will require a translator and if we need to secure one. We have many parents who prefer to bring their own translator (a relative or family friend); when this is not the case we use a volunteer (staff member, parent). If there is no one available, we will utilize the services of an outside translation unit to facilitate the conference.

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>.

Parents who have been identified as having a primary language other than English will be issued the Bill of Parent Rights and Responsibilities in their native language. Posters are displayed in the KAPPA VI main office and the Parent Coordinator's office. The campus will post one near the main entrance. If an important school notice needs to be issued, translation services (either onsite or off) will be sought to ensure every identified parent receives notification in his/her native language. Our Parent Coordinator will help parents obtain the translation services they need to fully participate in parent conferences.

**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:	\$148,296.00	\$9413.00	\$157,709.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,483.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$94.13	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$7,415.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$470.65	
6. Enter the anticipated 10% set-aside for Professional Development:	\$14,829.60		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$941.00	

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

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

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

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

KAPPA VI plans to implement the following:

- The school will implement programs, activities and procedures for the involvement of parents. These programs, activities and procedures will be planned and implemented through meaningful consultation of participating parents.
- In carrying out the Title I School-Wide Program requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- The school will involve the Parent-Teacher Association Executive Board in decisions about how the 1 percent of Title I funds reserved for parental involvement are spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - ⇒ Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

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

### **School Responsibilities**

#### **KAPPA VI (27Q282) plans to:**

1. Provide parents reasonable access to staff. Staff will be available to meet with parents upon request at a mutually agreed upon time and at parent teacher conference nights. These conferences will be held at the end of each trimester.
2. Provide high-quality curriculum and instruction in a supportive and effective learning environment.
3. Provide parents with frequent reports on their child's progress. The school will provide reports midway between each marking period.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents may consult with the PTA to learn about volunteer opportunities at the school.
5. Provide to each parent an individual student report about the performance of their child on the State assessments in mathematics and English Language Arts. The school will also provide a workshop to better understand the test results.
6. Hold an annual meeting to inform parents of the school's progress and that of the students. The school will convene the meeting at a convenient time to parents
7. Adhere to the school's Commitment to Excellence Contract.

### **Parent Responsibilities:**

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

- Staying informed about our child's education and communicating with the school by promptly reading all notices from the school or the school district either received by our child or by mail and responding, as appropriate.
- Monitoring attendance of our child.
- Making sure that our child's homework is completed and the agenda planner is signed by an adult in the house (parent/guardian).
- Monitoring the amount of television our child watches.
- Volunteering in our child's classroom.
- Participating, as appropriate, in decisions relating to our child's education.
- Promoting positive use of our child's extracurricular time.
- Adhere to the school's Commitment to Excellence Contract.

### **Student Responsibilities:**

I will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Participate in the thirty-five book campaign and maintain a reading log.
- Adhere to the school's Commitment to Excellence Contract.

### **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.

KAPPA VI will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

KAPPA VI will use disaggregated student results on State and City assessments, interim assessments, trimester assessments, and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and cadet satisfaction. The aforementioned data will help schools to determine which educational programs need to be improved.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.

As a School wide Program school, KAPPA VI plans to use effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include:

- Emphasis on professional development to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.
- Implementation of innovative approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including disaggregated State and City assessments, interim assessments, trimester assessments, and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

3. Instruction by highly qualified staff.
  - a. Teachers will be assigned to their area of certification when scheduling, with some limited flexibility, consistent with State regulations.
  - b. Providing options/methods for teachers who are not HQ to become HQ through conversion programs and utilizing school's 5% Title I set aside.
  - c. Assisting uncertified teachers in gaining certification through one-on-one counseling sessions
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.
  - Monitored by the Principal and Assistant Principal; staff development will build the capacity of every professor in the school.
  - Supporting new teachers through a New Teacher Mentoring Program, Knowledge Network Support, and UFT Teacher Center.
  - Professors will participate in a "Class Inter-visitation Program" where they will learn various teaching strategies from their peers through the lens of the Professional Teaching Standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - Providing options/methods for professors who are not HQ to become HQ by utilizing school's 5% Title I set aside.
  - Assisting uncertified professors in gaining certification through one-on-one counseling sessions
6. Strategies to increase parental involvement through means such as family literacy services.
  - Parents are encouraged to be active in their child's academic experiences. They will sign the Commitment to Excellence Contract that becomes a document which "binds" the parents to certain expectations that the school has of them.
  - Parents will be provided with various opportunities to participate in workshops on healthcare, Academic Intervention Service (AIS), and childcare.
  - Parents will be encouraged to participate in various school functions that celebrate student achievement, diversity, and community.

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.

N/A

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.
  - Utilization of the school’s “Instructional Cabinet” to assist in directing academic progress of individual students. The Cabinet consists of the Principal, Assist Principal, and the three Grade-Level Team Leaders.
  - Utilization of the school’s Data Inquiry Team. Here members analyze data to inform decision making around student learning. The team consists of The Principal, Assistant Principal, and four teachers.
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.

KAPPA VI will use disaggregated State and City assessments, interim assessments, trimester assessments, and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

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

The District will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School-wide Program.

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

**N/A for 2009-2010**

**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**  
**NOT APPLICABLE FOR 2009-2010**

*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:** \_\_\_\_\_ **SURR<sup>1</sup> 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.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)  
NOT APPLICABLE FOR 2009-2010**

*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.

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

We reviewed the ELA curriculum alongside the state standards. We also used state and school assessment data to review cadet performance.

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

Applicable  Not Applicable

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

As a school implementing Core Knowledge, more standards-based content is included in the curriculum. Our professors also use Understanding by Design to "backwards" plan each unit. They are focused on what cadets should know and be able to do, and use checklists in their data folios to share the information with cadets and parents. We also regularly review new materials and purchase trade books and other resources to enhance the curriculum.

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

## 1B. Mathematics

### Background

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

### Specific Math Alignment Issues:

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

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

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

We reviewed the math curriculum alongside the state standards. We also used state and school assessment data to review cadet performance.

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

Applicable    Not Applicable

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

Data, statistics, graphing, and geometry were not well addressed by the Impact Mathematics curriculum, and there was not a lot of support in the curriculum for students with weak number sense and operations skills. The numbers utilized by the program were not student-friendly, which turned many cadets against math. The former curriculum was not aligned with state standards, which made it difficult to accurately plan and prepare for the state exam.

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.

The new edition of Impact Math is more directly aligned with the state standards at each grade level. The math department is focusing on process standards and making connections amongst various math content areas. Our professors also use Understanding by Design to "backwards" plan each unit. They are focused on what cadets should know and be able to do, and use checklists in their data folios to share the information with cadets and parents. Finally, we realigned the curriculum better-sequence the standards to be sure all necessary topics are covered in advance of the state exam in May.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the

high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

The administration conducted snapshots and observations of ELA classrooms and then discussed findings.

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

Applicable  Not Applicable

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

In our classrooms, cadets are engaged in a variety of tasks throughout their ELA periods. Lessons include a mini-lesson of about 15 minutes and are then followed by small-group instruction or independent group assignments.

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

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key

mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

The administration conducted snapshots and observations of ELA classrooms and then discussed findings.

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

Applicable    Not Applicable

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

In our classrooms, cadets are engaged in a variety of tasks throughout their math periods. Lessons include a mini-lesson of about 15 minutes and are then followed by small-group instruction or independent group assignments. Investigations are completed by partners or groups with professor feedback throughout. We also very often found peer-directed lessons where cadets are sharing their problem solving strategies with others.

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.

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### **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:

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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.

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

We reviewed staff information for the last four years.

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

Applicable  Not Applicable

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

It is essential to keep in mind that we are a new school and, as we grew, we added professors to our staff each year. In fact our teaching staff nearly doubled over the past two years. On the whole, the majority of our staff has been teaching in the New York City Department of Education for less than 5 years. We are fortunate to have "new" teachers who have had experience in other school systems (i.e. schools in Nassau County). Some came to our school through open market transfer. In the course of four years, four teachers went elsewhere, either within the city system or out of New York.

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.

New staff is supported by on-site mentors, regular professional development (both on-site and off), and inter-visitations amongst the classes in the school. We are using the Professional Teaching Standards as the base of our professional development program, creating a common language for professor development. Professional development is planned by a committee made up of administration and professors to address the common needs of the group. Common planning time has been scheduled weekly for each core curriculum area to allow professors to work together in planning engaging lessons and making data-informed decisions for each student. Our professors also use Understanding by Design to "backwards" plan each unit, and receive professional development on this method. This year we have also added Professional Learning Communities to allow grade-level teams to work together for the purpose of increasing student learning.

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

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

Please respond to the following questions for Key Finding 4:

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

We reviewed ELL professional development that had been attended by staff members as well as turnkeying that had resulted.

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

Applicable  Not Applicable

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

All professors have attended professional development for curriculum, instruction, and assessment of ELLs. Our cadets are all at the advanced proficiency level, so intense intervention is not required. Strategies for increasing language for all students were shared with staff, but we believe that more needs to be done as our ELL population increases each year. We also work closely with Marie Rodriguez from the Knowledge Network LSO to support our professional development needs for ELL-accountability.

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.

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

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

Please respond to the following questions for Key Finding 5:

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

We reviewed data made available to professors regarding our ELL cadets. In addition to NYSESLAT scores, we reviewed periodic assessment data as well as ELA data.

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

Applicable  Not Applicable

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

As our number of ELLs is very small (1 in 2007-2008, 3 in 2008-2009, and 6 in 2009-2010), the sharing of cadet data happens regularly. All professors receive information on all cadets, so that everyone is aware of how each cadet is progressing. Disaggregating by performance level has not been necessary; all are Advanced.

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

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

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

Please respond to the following questions for Key Finding 6:

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

We reviewed data made available to professors regarding our special education cadets. We also reviewed past and future professional developments which addressed IEPs and cadets with special needs.

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

Applicable  Not Applicable

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

Assessment data is shared with professors as it is made available to the school. This includes state, periodic, and school wide assessments (i.e., trimester exams). All data is disaggregated to show how cadets with IEPs are progressing. Professional development is provided periodically for all professors to discuss the cadets with IEPs, their modifications for testing and promotion, as well as the need to communicate cadet progress or lack thereof with the various service providers. All on-site service providers (SETSS, counseling) have been or will be offered the opportunity to attend off-site professional development on the IEP process and goal drafting.

In 2009-2010, we have a changed special needs population. In previous years we had general education students who received SETSS (some with related services) or who received related services only. This year, in addition to these students (10 in total), we have added a full component of Integrated Co-Teaching students to our seventh grade. This has created new avenues for professional development and support. The IEP, AIS and Data Inquiry Teams suggest strategies for individuals as well as groups of cadets through the Grade Level Teams. The cadets with IEPs are often included in the targeted groups of these teams, and professors provide feedback on strategies they have used that have been successful. This allows us to share them out with all professors who work with these students.

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

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

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

Please respond to the following questions for Key Finding 7:

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

A review of the IEPs of each cadet was conducted by our special education liaison, guidance counselor, and SETSS teacher. We also reviewed past and future professional developments which addressed IEPs and cadets with special needs.

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

Applicable    Not Applicable

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

Although we try to write goals that align the goals, objectives, and modified promotional criteria, we find that the goals cadets enter with (articulation from elementary school) do not always address middle school needs. Very few speak to specific curriculum strengths, as students come from a one classroom, one teacher setting. In the middle school, where subjects are departmentalized, more specific goals and objectives need to be planned. Also, with the changes in promotional criteria across the city, it is critical that the modification of promotional criteria is realistic, assuring that the students are prepared for high school and beyond.

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.

School wide we are using performance indicators to draft goals for individual cadets. Subject teachers are collaborating with the service providers to draft solid and grade-specific goals and objectives for all academic areas, not just reading, writing and mathematics. Further professional development will also be offered on modifications within the classroom as well as behavioral plans where needed.

**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>

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### **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.)

Currently, we do not have any student in temporary housing.

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

STH population would be provided with supportive services through the school such as travel assistance through metro card, assistance with uniform or materials as needed, counseling or referrals, communication with Community Based Organizations (CBO).

### **Part B: FOR NON-TITLE I SCHOOLS**

**NOT APPLICABLE FOR 2009-2010**

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.