



LEARNERS AND LEADERS

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: LEARNERS AND LEADERS
ADDRESS: 378 SENECA AVENUE, QUEENS, NY, 11385
TELEPHONE: 718-366-1061
FAX: 718-366-4301

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 24Q305 **SCHOOL NAME:** Learners and Leaders

SCHOOL ADDRESS: 378 SENECA AVENUE, QUEENS, NY, 11385

SCHOOL TELEPHONE: 718-366-1061 **FAX:** 718-366-4301

SCHOOL CONTACT PERSON: Lynn Botfeld **EMAIL ADDRESS** Lbotfel@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Irene Sprung

PRINCIPAL: Lynn Botfeld

UFT CHAPTER LEADER: Deborah Sherlock

PARENTS' ASSOCIATION PRESIDENT: Tania Torres

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 **SSO NAME:** ICI

SSO NETWORK LEADER: Audrey Murphy

SUPERINTENDENT: Madeline Taub Chan

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Lynn Botfeld	Principal	Electronic Signature Approved.
Rosie Charneco-Vargas	Admin/CSA	Electronic Signature Approved.
Milagros Cruz	Parent	Electronic Signature Approved.
Deborah Sherlock	UFT Chapter Leader	Electronic Signature Approved.
Irene Sprung	Parent	Electronic Signature Approved.
Kathleen Zomer	UFT Member	Electronic Signature Approved.
Kandia Akili	Parent	Electronic Signature Approved.
Flavio Riera	Parent	Electronic Signature Approved.
Tania Torres-Garcia	PA/PTA President or Designated Co-President	Electronic Signature Approved.

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.

Learners and Leaders is an early childhood school located in Ridgewood, Queens. Our mission is to provide rigorous academics in a nurturing environment as our students thrive academically, socially and emotionally. Currently in Year 2 we serve 252 students in Pre-K, kindergarten, first and second grades. Over 73% of our students are Hispanic. We also serve children of Polish speaking families and students who speak Vietnamese, Tagalog and Romanian. We are a Title 1 school. One-hundred sixty students (74.4%) of our students receive free or reduced price lunch.

Collaboration, professional development and leadership are critical to the success of every member of our community. We are a collaborative community in which our students, their families, and school staff work together and view each other as valued partners. Parents and teachers are encouraged to take on leadership roles throughout the school.

Collaboration among teachers, including ESL and related service providers, administration and parents is integral to the school's values and identity. Teachers plan and study together; assessing student work, and using NYS performance standards to inform instruction. Teachers send home weekly newsletters, provide regular updates on students' progress, and parents regularly participate in classroom and other school activities.

We use the workshop model, which consists of a short mini-lesson for the whole class, followed by individual and small group work with the teacher. This format is ideal for providing students with instruction targeted for individual learning needs.

Our belief in collaboration between the school and the /family is reflected in part in our exciting Weekend Family Trips program designed to familiarize families with cultural venues here in New York City. We meet at the school and take public transportation to a variety of cultural sites. Our goals are to provide students with the background knowledge that is critical to school success and to encourage families to revisit each site.

Teachers, the principal and the social worker/guidance counselor plan and organize every trip, which the school pays for with parent involvement money. School staff is encouraged to attend at least one Weekend Family Trip. Last year we visited the Flushing Meadow Zoo, the New York Hall of Science and the Brooklyn Children's Museum, and the Children's Museum of Art. This year we have various activities planned, including attending a harvest celebration to celebrate fall.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Learners and Leaders				
District:	24	DBN #:	24Q305	School BEDS Code #:	24Q305

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			

Enrollment:				Attendance: - % of days students attended			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K			36				TBD
Kindergarten			85				
Grade 1			23				
Grade 2			0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3			0				94.28
Grade 4			0				
Grade 5			0				
Grade 6			0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7			0				
Grade 8			0				
Grade 9			0				
Grade 10			0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11			0				16
Grade 12			0				
Ungraded			0				
Total			144	(As of October 31)	2006-07	2007-08	2008-09
							1

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

# in Self-Contained Classes			0				
# in Collaborative Team Teaching (CTT) Classes			5	Principal Suspensions			TBD
Number all others			5	Superintendent Suspensions			TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			0
# in Trans. Bilingual Classes			0	Early College HS Participants			0
# in Dual Lang. Programs			0				
# receiving ESL services only			34	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs			2	(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			11
				Number of Administrators and Other Professionals			3
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals			2
			0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school			100.0
American Indian or Alaska Native			0.0	Percent more than two years teaching in this school			0.0
Black or African American			4.2	Percent more than five years teaching anywhere			27.3
Hispanic or Latino			72.9				
Asian or Native Hawaiian/Other Pacific Isl.			11.1	Percent Masters Degree or higher			64.0
White			9.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			100.0
Multi-racial							
Male			49.3				
Female			50.7				

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

To identify academic needs we used data from formal and informal assessments in various content areas. We evaluated student performance individually, by class, grade and across grades.

Assessments we use are:

- Running records for reading
- Rubrics for writing/Teachers College Writing Continuum
- Fountas and Pinnell assessments
- Unit assessments for Everyday Math/ECAM
- Unit assessments for FOSS in Science

We will identify performance trends by analyzing student's performance in sub-groups ie: ELL's, content area, special education, grades, Title I status.

This is our 2nd year and our greatest accomplishment over the last year has been creating a standards based curriculum across the grades in reading, writing and art. We have weekly and monthly planning meetings. We have created unit planning maps and other structures to assist our planning. The staff attends professional development ie: Foundation, Move to Improve, Ballet, Cookshop, intervisitation, collaboration. Also, teacher willingness to stay after school and attend meetings in order to meet the academic goals of the school. Through the work of the social worker and interns we are able to provide significant aid to support students and families for social and academic needs.

Barriers that we have faced are lack of resources (time and money) to develop a partnership with academic consultants ie: Teacher's College and Bank Street.

We will use the work of the School Inquiry team to target a group of students and identify specific areas of need for improvement. Once these areas are identified programs will be developed to address these needs. The school will use what we learn from working with the targeted population to identify and address the needs of the total population.

Analysis of parent attendance at meetings, workshops and conferences indicate our need to provide support at more appropriate days and times, or to improve our ability to provide relevant support that parents value.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<p>By June 2010, 100% of classroom teachers will demonstrate progress in administering periodic assessments in reading (Fountas and Pinnell Benchmark Assessment System 1,) writing prompts (scored according to Teachers College Writing Continuum rubric) as measured by a 50% increase in reporting student's scoring on the assessments.</p>	<p>As indicated in last year's Quality Review, it was noted that we should develop a school wide plan for classroom teachers to administer periodic assessments in reading and writing</p>
<p>By June 2010, 100% of classroom teachers will demonstrate progress towards achieving state standards as measured by a 70% increase in generating monthly learning goals for individual and groups of students based on student performance data and grade level standards.</p>	<p>As indicated in last year's Quality Review, it was noted that we should develop plans for classroom teachers to generate monthly learning goals for individual students and groups of students based on student performance data and grade level standards.</p>
<p>By June 2010, 100% of teachers will complete a "Needs Assessment Survey" and 100% of teachers will receive an Individualized Professional Development Plan (IPP) with clear progress points, mid-year goals and end-of-year reflections as measured by a 75% increase in teacher growth as evidenced by observations, conference notes and visitation.</p>	<p>As indicated in last year's Quality Review, it was noted that we should develop a "Needs Assessment Survey" for teachers and they will receive an Individualized Professional Development Plan (IPP) with clear progress points, mid-year goals and end-of-year reflections.</p>
<p>By June 2010, the school will demonstrate progress in the 2009/10 Learning Environment Survey responses as measured by a 60% increase in responses.</p>	<p>As indicated in last Learning Environment Survey, only 16% of surveys were returned. We have developed plans to ensure that 50% of parents return the LES with a 75% positive response.</p>

SECTION VI: ACTION PLAN

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

**Subject Area
(where relevant) :** _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 100% of classroom teachers will demonstrate progress in administering periodic assessments in reading (Fountas and Pinnell Benchmark Assessment System 1,) writing prompts (scored according to Teachers College Writing Continuum rubric) as measured by a 50% increase in reporting student's scoring on the assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Administration will allocate funding for providing weekly coverage and/or per-session support for teacher meetings and professional development and professional resources</p> <p>Provide monthly opportunities for classroom teachers, ESL teachers and our speech teacher to work with early childhood, ELL and special education specialists connected with the network to use data from formal and informal assessments to understand the needs and outcomes of all students, including subgroups such as at-risk students, special education students and English Language Learners</p> <p>Develop a calendar for administering periodic assessments to track student performance in reading (Fountas and Pinnell Benchmark Assessment System 1,) and writing prompts (scored according to Teachers College Writing Continuum rubric)</p> <p>Implement and refine systems for administering and recording informal ongoing assessments in reading, writing and math i.e. conference notes, student work samples</p> <p>Schedule monthly grade/staff meetings designed to study grade level performance standards in reading, writing and math and identify benchmark expectations for student performance</p>

	Establish criteria to use in November, February and May for evaluating the school's performance in supporting student progress in reading, writing and math
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>Beginning of the year schedule 6 training sessions on administrating and scoring reading and writing assessments.</p> <p>Establish assessment calendar</p> <p>Follow up with monthly grade/staff meeting to analyze assessment data</p> <p>Per session allocations for meetings</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> · Funding allocations · Schedules/agendas/minutes · Pacing calendar for periodic assessments and ongoing performance reporting · Ongoing student assessment artifacts, such as conference notes, student work samples · Student data from reading, and writing assessments, both ongoing and through periodic assessments within and across grades · School wide reflection of assessment data reports in terms of frequency, content

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2010, 100% of classroom teachers will demonstrate progress towards achieving state standards as measured by a 70% increase in generating monthly learning goals for individual and groups of students based on student performance adata and grade level standards.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Administration will allocate funding for providing coverage and per-session support for teacher meetings, professional development and professional resources</p> <p>Provide monthly opportunities for teachers to work with early childhood, ELL and special education specialists connected with the network to analyze reliable data to understand the needs and outcomes of all students, including subgroups such as at-risk students, special education students and English Language Learners</p> <p>Schedule monthly grade/staff meetings to develop curriculum based on grade level performance standards in reading and writing units of study and identify benchmark expectations for student performance</p> <p>Administration and teachers will use student performance data to coordinate ELL teachers' instructional schedules to address instructional needs and learning goals.</p> <p>Develop monthly learning goals based on student performance data and grade level standards to improve student performance in reading and writing.</p> <p>Classroom teachers will meet weekly to examine student work samples and other data, to collaborate on assessment, developing grouping strategies and instructional planning.</p> <p>Teachers and extended day tutors will use student performance data and learning goals to drive instruction and assess progress.</p> <p>Each classroom teacher will engage in 3 inter-visitations with colleagues. Inter-visitations to consist of planning time, visiting during a lesson, and a session to debrief.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Schedule monthly grade/staff meetings</p> <p>Per Session allocation</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Beginning October 2009, 100% of classroom teachers will generate monthly learning goals for individual students based on student performance data and grade level standards</p> <p>Provide monthly opportunities for teachers to work with early childhood, ELL and special education specialists connected with the network to analyze reliable data to understand the needs and outcomes of all students, including subgroups such as at-risk students, special education students and English Language Learners</p> <p>Develop monthly learning goals based on student performance data and grade level standards to improve student performance in reading and writing.</p> <p>Funding allocations</p> <p>Schedules/agendas/minutes</p> <p>Schedules for ESL support and service providers, and student participation in extended day and other interventions, as well as distribution of materials</p> <p>Copies of monthly learning goals based on student performance data from ongoing and periodic assessments and grade level standards to improve student performance in reading and writing.</p> <p>Instruments comparing student performance data against grade level standards to evaluate school's performance in supporting student progressreading and writing in November, February and May</p> <p>Inter-visitation reflection sheets from teachers</p>
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Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 100% of teachers will complete a "Needs Assessment Survey" and 100% of teachers will receive an Individualized Professional Development Plan (IPP) with clear progress points, mid-year goals and end-of-year reflections as measured by a 75% increase in teacher growth as evidenced by observations, conference notes and visitation.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>By October all teachers will complete a “Needs Assessment Survey” based on the Continuum of Teacher Development</p> <ul style="list-style-type: none"> · Using the rubric from the Continuum of Teacher Development, an “Individualized Professional Development Plan” will be created for each teacher. · Teachers will receive informal as well as formal written feedback from the principal to help inform instruction. Feedback will be provided. · Inter-visitations with area of focus will be scheduled within the school. · Teachers will develop mid-year goals as defined by their IPP’s and then reflect on those goals at an end-of-the-year meeting with the principal.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Schedule individual teacher meetings 3x a year with an administrator and staff developer</p> <p>Schedule teacher observations to support progress toward meeting goals</p> <p>Schedule per diem sub for inter visitation</p> <p>Per Diem allocation</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area
(where relevant) :** _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the school will demonstrate progress in the 2009/10 Learning Environment Survey responses as measured by a 60% increase in responses.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A			2	
1	39		N/A	N/A			1	
2	7		N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>AIS in ELA is being provided in several ways:</p> <ul style="list-style-type: none"> · A daily 90 minute literacy block (skills, reading, writing) – Tier I intervention · Differentiated daily small group strategy lessons during readers and writers workshop – Tier 1 intervention · Differentiated guided reading groups 3x a week during Readers Workshop – Tier 1 intervention · Individual reading and writing conference to monitor students progress – Tier 1 intervention · The Ridgewood YMCA, through and Advantage afterschool Grant, is providing guided reading and homework interventions for struggling at-risk students. <p>When data indicates that students are not making sufficient progress in Tier 1 intervention, specific targeted, Tier II interventions are provided as follows:</p> <ul style="list-style-type: none"> · Foundations is phonics based program designed to increase fluency in young readers. There are four components: letter recognition and phonics, sound awareness, high frequency words and phrases and stories. · Integrated Strategies for the Emergent Reader is a first grade Tier II intervention program designed to build phonemic awareness. Intervention is provided during Extended Day in a small group setting three times a week for 50 minutes. · Making Meaning is a Tier II intervention designed to increase reading and vocabulary comprehension using coded read alouds and passages. Intervention services are provided to at risk Kindergarten, First and Second grade students twice a week, in small groups during the school day. <p>AIS to English Language Learners is being provided in several ways:</p> <ul style="list-style-type: none"> · Using a push-in model ESL teachers work with classroom teachers during the literacy block (readers and writers workshop) for 45 to 90 minutes depending on proficiency levels to provided targeted ESL instruction to ELL students. ESL teachers provide daily small group strategy lessons, guided reading and skills lessons; ESL teachers also conducted reading and writing conferences with ELL students to monitor progress. ESL teachers also support language acquisition by taking a leadership role in visual arts and reader’s theatre

	<p>instruction – Tier II intervention.</p> <p>ESL teachers plan collaboratively with classroom teachers to support ELLs and all classroom students and provide training in ESL methodology.</p>
Mathematics:	<ul style="list-style-type: none"> • Tier I Intervention: <i>Everyday Mathematics</i>, a differentiated math instruction program, is used in all classrooms. Students' progress is monitored through on-going daily assessments, end of unit assessments, mid-term and end-of-term assessments.
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	<p>School employs one School Social Worker (CSW). We have three social work interns from Hunter College. Each intern works 21 hours a week. The work is broken up into the following categories; school-wide enrichment, classroom push-ins, small groups and individual counseling for mandated and at-risk students.</p> <p>School-Wide Enrichment – Organizing family trips, developing a volunteer program for the school. Workshops for the staff, such as Child Abuse Prevention and workshops for the parents on communication, school readiness. Provide support and activities during recess and work with students who have difficulty socializing in large groups.</p>

	<p>Classroom Push-ins – Supports academic achievement of the students through role playing, peer meditation and social/emotional activities which helps children build communication skills.</p> <p>Small Groups – Early session before school for students who need support building social skills. Small groups consist of six students in each group. The groups are currently homogenous.</p> <p>Individual Counseling -- Is provided for 3 mandated students and 15 at-risk students. At-risk students are seen twice a week equals approximately 34 counseling sessions a week.</p> <p>School worker also provides assistance with crisis interventions and child abuse prevention.</p>
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

Language Allocation Policy

Learners and Leaders is a new school situated at 378 Seneca Avenue in Ridgewood, Queens. We are a culturally diverse early childhood school, ranging from Pre-Kindergarten to 2nd grade in our second year. We will be adding another grade each coming year, going up to the 3rd grade. We have many different languages represented, including Spanish, Arabic, Malayalam, Vietnamese, Tagalog, Malay, Pashto, and Polish.

Our LAP team members include Lynn Boffeld (Principal), Sara Dalziel (ESL coordinators), Lily Feldman (Parent Liaison) and Margaret Skelly (ESL Teacher). We have one Transitional B certified ESL teacher, Sara Dalziel, and one fully certified ESL Teacher (Margaret Skelly)

In total, we have 60 English language Learners, with 33 in Kindergarten, 20 in 1st grade, and 7 in Second Grade. There are 8 ELLs that receive related services. The Second Grade ELLs speak Spanish. The English language learners in the 1st grade speak Spanish, Arabic, Polish, Vietnamese, and Malayalam. The Kindergarteners speak Spanish, Arabic, Polish, and Pashto. First, students are identified as eligible for the LAB-R via the Home Language Survey and then tested within the first ten days of enrollment into the system. Ongoing Parent Orientation is held where the parents are given Parent Choice letters after the Entitlement/Non-Entitlement letters are sent out. Parents are introduced to the three different kinds of ESL programs: Freestanding, Bi-lingual, and Dual Language, and given the option to choose the program they want for their child. The parent survey letters from the first Parent Orientation show a preference for a Freestanding ESL Program (14) over a Bi-lingual or Dual Language Program. The Second Orientation will be held on October 2nd, 2009. Learners and Leaders will address a growing request for TBE by instituting a Transitional Bilingual Program should the 15 parent requirement over two contiguous grades for such a program be met. For the 2008-2009 school year, a Freestanding ESL program was used.

There are 22 students scoring at a Beginner-Intermediate level on the LAB-R in Kindergarten, and 9 at Advanced. In First Grade, there are 4 Advanced students, 7 Intermediate Students and 6 Beginners. In Second Grade, we have 2 Advanced, 3 Intermediate, and 2 Beginner. Patterns across grades show that XX% of our Kindergarteners are ELLs, and XX% of our 1st grade are ELLs. Based on our students' Listening, Speaking, Reading, and Writing proficiency levels, children scored higher in the Listening and Speaking section than the Reading section of the LAB-R. This pattern holds true for all grades. Since we are a new early childhood school, we only have the LAB-R as city/state assessment data for our Kindergarteners, and NYSESLAT scores for one of our 1st graders. The implications for ELLs in targeted content areas are mainly based on LAB-R results, classroom observations, ongoing assessments, and teacher feedback. Although the data from the LAB-R showed that students had the most difficulty in reading, almost all of our Kindergarteners were emergent readers. We are continuously working to develop the oral literacy skills that are necessary for the children to be able to make progress in reading.

We used the initial LAB-R and NYSESLAT scores for our ELLs in September 2009 to develop a push-in and pull out model for our English Language Learners. During Push-In, teachers co teach to enable ELLs and other students at lower proficiency levels to benefit from ESL methodology. Most students are emergent readers in their native language as well as English, and we use picture books and leveled books to differentiate instruction. We will purchase more native language books to use in the classroom contingent upon budgeting for the 2009-2010 school year. The ESL teacher conferences with the ELLs to provide explicit instruction in reading and writing in individual or small group activities. Students are organized into mixed proficiency level groups, where scaffolding and differentiation of instruction are used. According to Vygotsky's Zone of Proximal Development, teachers can differentiate learning tasks and materials and provide a variety of verbal and non-

verbal support, from both the teacher and more proficient peers. In this way, students are engaged in content area learning while also gaining the necessary language and academic performance for their independent learning. At *Learners and Leaders*, teachers provide contextual support for each subject, where students can feel free to express themselves in a risk free learning environment. By also focusing on learning routines, ELL's will gain confidence along with academic skills, as task continuity helps students become more independent learners.

Native language skills are being used for instructional purposes in a variety of ways. We know that literacy in the L1 promotes literacy in the L2, as well as metalinguistic skill development in second language learning. The use of cognates in promotes comprehension, inference skills, and metacognitive development. The library has bilingual and Spanish language books for children to bring home to read with their families, in order to strengthen both their native language and second language acquisition. Students are also encouraged to speak in their native language, and teachers or peers translate words as needed. We also have a parent program afterschool on Monday through Thursday for parents of our ELLs to come in for help with their child's homework or other issues they may be having in the classroom. This encourages parents to take an active role in their child's education, even if they are not English speakers. It also gives parents the opportunity to conference with the ESL teacher about their child's progress, and the ESL teacher can give them specific strategies and resources that will most benefit their child.

We have also been promoting academic language in the classroom by using picture walls and illustrated word walls. Articles are added to labeled items around the room, words are often repeated, and teachers model activities, use TPR, and act out words as strategies to ensure the ELLs comprehend. Since we are an early childhood school only going up to the Second grade this year, Students with Interrupted Formal Education would be pulled into extended day, for homework, language, reading and content help in the future. *Learners and Leaders* has a Kindergarten and First Grade CTT class and as the school grows we will add CTT classes as we add subsequent grades. *Learners and Leaders* will not likely have any long term ELLs, as we will only go up to the third grade.

Learners and Leaders is using a combination of Push In and Pull out models for our ESL students to ensure that each one receives the mandated number of minutes of instruction per week. During Push In, the ESL teacher is able to model specific strategies for working with the ELLs so the classroom teacher can incorporate them during other times. Where possible, there are co-planning periods for the teachers to meet in order to maximize English language acquisition for the ELLs. Students that scored at beginner and intermediate level on the LAB-R are receiving 360 minutes per week, and our advanced child is receiving 180 minutes.

There are a number of professional development opportunities made available to all teachers, including new teacher development PD's, teacher development literature, weekly staff meetings, support from our school network, and we teach based on the ELA and ESL state standards. The ESL teachers attend regular ESL related PDs, and incorporate appropriate strategies into student work and collaboration with teachers. The teachers with the most ELLs in their classes attend a 3 day Math Institute specifically targeting ELLs.

For the 2009-2010 school year the calendar of workshop includes ongoing professional development. First year teachers attend a minimum of 7.5 hours of training on ESL methods and techniques. Our Network ESL instructional specialist will continue to conduct onsite PD's (lunch & learn, teacher observations) as well as monthly meetings for new teachers of ELLs. Furthermore, teachers are invited to attend ESL related workshops through the Office of English Language Learners. Our ESL teachers turnkey information to colleagues as part of this ongoing Professional Development.

Part B- CR Part 154 (A-6) ESL Program Description

All parents of incoming students fill out a Home Language Survey upon registration at the school. If a language other than English is specified, the student is LAB-R tested within the first 10 days of enrollment at Learners and Leaders. A raw score is noted by the ESL Coordinator, and eligible students begin immediately receiving ESL services. For the First Graders in 2009, NYSESLAT scores were reviewed and only one student had been receiving ESL services before. This student did not pass the NYSESLAT and continue to receive services this year.

For the 2009-2010 school year, parents will be given a Home Language Survey upon registration at P.S. 305. We have decided to put all the ELLs into 2 Kindergarten classes, which will allow the ESL teacher to co-teach at least 2 days a week in each class, ensuring that all students receive the mandated amount of minutes. It also allows for the ESL teacher to have common planning periods with the classroom teacher, which will ensure that strong ESL strategies and methodology are infused into each class lesson.

Within the first 10 days of school, a Parent Orientation is held where the parents are given Parental Choice letters after the Entitlement/Non-Entitlement letters have been sent out. Parents are introduced via DVD to the three different models of ESL programs: Freestanding, Bi-lingual, and Dual Language, and given the option to choose the program they wanted for their child. The parent survey letters from the Parent Orientation show a preference for a Freestanding ESL Program (9) over a Bi-lingual or Dual Language Program. Learners and Leaders will address a growing request for TBE by instituting a Bilingual Program should the 15 parent requirement for such a program be met.

ESL students have the same goals as their English speaking peers, as Learners and Leaders has high expectation of all of our students. We expect them to meet their grade level standards while acquiring the English language. As such, the ESL teacher helped prepare and administer the Kindergarten E-Class and Math assessments, and integrates the ESL standards into push in and pull out group work. This is made possible by weekly grade meetings with the ESL teacher and support of in-class work as often as possible. During Push In, the ESL teacher is able to model specific strategies for working with the ELLs so the classroom teacher can incorporate them during other times. We also have a parent program afterschool on Monday through Thursday for parents of our ELLs to come in for help with their child's homework or other issues they may be having in the classroom. This encourages parents to take an active role in their child's education, even if they are not English speakers. It also gives parents the opportunity to conference with the ESL teacher about their child's progress, and the ESL teacher can give them specific strategies and resources that will most benefit their child.

We also have a Parent Room that is open for the parents to come into each day, where they can speak with the Guidance Counselor and other support personnel about issues they or their child may have. Our two school aides and secretary speak fluent Spanish and are available to help with translation needs. Families that need other language translation support are encouraged to schedule meetings in advance with the teachers or parent coordinators so that we are able to contact the DOE translation services to have someone on hand to translate by phone or in person. We also offer Extended Day for a group of our 1st graders and Kindergarteners which includes our ELL students who need extra support for their in-class work.

For the 2009-2010 school year the calendar of workshop includes ongoing professional development. First year teachers attend a minimum of 7.5 hours of training on ESL methods and techniques. Our Network ESL instructional specialist has conducted onsite PD's (lunch & learn, teacher observations, and after school meetings for new teachers) as well as monthly meetings for new teachers of ELLs. Furthermore, teachers are invited to attend ESL related workshops through the Office of English Language Learners. Our ESL teacher turnkeys information to colleagues as part of this ongoing Professional Development. The principal offers after school workshops for all teachers on Intervention Strategies, which can be used to benefit the ELLs. In school year 2009-2010, these PD's will continue to be offered through the Office of English Language Learners for teachers to attend, as well as ongoing in school PD offered by the ESL teachers for classroom teachers.

Part C

New school

Part D

We used the initial LAB-R and NYSESLAT scores for our Kindergarteners, 1st Graders, and Second Graders in September 2009 to develop a push-in and pull out model for our English Language Learners in a Freestanding ESL Program. In total, we have 60 English language Learners, with 33 in Kindergarten and 20 in our 1st grade, 8 in Second Grade. There are 8 ELLs who receives related services. The Second Grade ELLs speak Spanish. The English language learners in the 1st grade speak Spanish, Arabic, Polish, Vietnamese, and Malayalam. The Kindergarteners speak Spanish, Arabic, Polish, and Pashto.

During Push-In, teachers co teach to enable ELLs and other students at lower proficiency levels to benefit from ESL methodology. Most students are emergent readers in their native language as well as English, and we use picture books and leveled books to differentiate instruction. The ESL teachers conference with the ELLs to provide explicit instruction in reading and writing in individual or small group and flexible grouping activities. Students are organized into mixed proficiency level groups, where scaffolding, ongoing assessments, and differentiation of instruction are used. According to Vygotsky's Zone of Proximal Development, teachers differentiate learning tasks and materials and provide a variety of verbal and non-verbal support, from both the teacher and more proficient peers. In this way, students are engaged in content area learning while also gaining the necessary language and academic performance for their independent learning. At Learners and Leaders, teachers provide contextual support for each subject, where students can feel free to express themselves in a risk free learning environment. By also focusing on learning routines, ELLs will gain confidence along with academic skills, as task continuity helps students become more independent learners.

The proficiency level for our students is as follows: There are 22 students scoring at a Beginner-Intermediate level on the LAB-R in Kindergarten, and 9 at Advanced. In First Grade, there are 4 Advanced students, 7 Intermediate Students and 6 Beginners. In Second Grade, we have 2 Advanced, 3 Intermediate, and 2 Beginner. Students that scored at Beginner and Intermediate level on the LAB-R are receiving 360 minutes per week, and 180 minutes for the advanced level ELLs. A sample student schedule has been included in the appendix.

Our above plan is designed for all ESL students at Learners and Leaders as we are an early childhood school, and all students are considered newcomers. Currently, we do not have any long term ELLs as our school only goes up to the Second Grade.

In addition to our plan for all ESL students, our students with special needs also receive additional support from the co-teaching and self contained models. The ESL teachers use the students' IEPs to modify and scaffold instruction so as best meet their learning needs. An example of this differentiation is the focus on visual and tactile methodologies to aid the students.

P.S. 305 has an extended day program for the students who require intervention programs in ELA, Math, and other content areas. The ESL teachers work with groups of ELLs during this time. We also have an Inquiry Team for each grade that targets the students, including ELLs, in need of intervention services.

The ELLs that have recently tested out of the NYSESLAT continue to receive support from the ESL teachers during our Push In program. Each class in the grade is serviced by one of the ESL teachers, who works with all students in a co-teaching model to ensure continuing transitional support.

As the school has just been opened, there are new programs and improvements being made on an ongoing basis. This year, we have implemented an Arts Program, facilitated by the ESL teachers. We believe art is the universal language and can provide a means of expression for students who otherwise have difficulty communicating in English with their peers and teachers. Art is an area where all students can shine. We also have a Music Program, where students are taught academic language related to music and the arts. Students learn new songs from around the world which promotes cultural connections and awareness.

All programs at P.S. 305 are available to our ELLs and Special Education students. P.S. 305 offers an after school program run by the YMCA that is open to all of our students in the school including the ELLs and Special Education students. Families are invited into all the classrooms regardless of their language background, and there is an after school homework club designed to help ELL students and their parents complete their homework. Once a semester, we hold a “Meet the Teacher” evening where parents are encouraged to visit the classroom and meet directly with the teacher. During this time, we offer translation support and child care to ensure high attendance on behalf of the families.

The instructional materials available to the ELLs include additional visual supports, TPR, vocabulary flashcards in native language and English where possible, readers’ theater, and realia. This is in addition to regular early childhood support, such as a print rich environment, role play, guided conversations, turn & talks, and so forth. All students, including ELLs, are encouraged to use the class computers during center time with instructional websites such as Starfall.com and PBSkids.org.

Native language skills are being used for instructional purposes in a variety of ways. We know that literacy in the L1 promotes literacy in the L2, as well as metalinguistic skill development in second language learning. The use of cognates in the L1 promotes comprehension, inference skills, and metacognitive development. The library has bilingual and Spanish language books for children to bring home to read with their families, in order to strengthen both their native language and second language acquisition. Students are also encouraged to speak in their native language, and teachers or peers translate words as needed. We also have a parent program after school on Monday through Thursday for parents of our ELLs to come in for help with their child’s homework or other issues they may be having in the classroom. This encourages parents to take an active role in their child’s education, even if they are not English speakers. It also gives parents the opportunity to conference with the ESL teacher about their child’s progress, and the ESL teacher can give them specific strategies and resources that will most benefit their child.

Learners and Leaders focuses on developing Best Practices in early childhood education. Our curriculum is heavily influenced by looking at student work and ensuring that instruction is appropriate for students levels as well as aligned to State Standards for each grade. Collaborative planning involving all related service providers happens on a monthly basis where teachers meet for a full day to map out curriculum. The ESL teachers are an integral part of this planning and ensure that required services and resources are aligned with ELLs’ ages, grade, and proficiency levels.

Learners and Leaders has an open door philosophy that allows for newly enrolled ELL students to visit the classrooms before the beginning of the school year. If students register during the school year, families are encouraged to visit classrooms and bring their children to the classroom to meet and interact with the new teachers. We also have an Open School afternoon towards the end of the school year, where students who will be attending the next year can come in with their families and walk through the classrooms to meet their future teachers.

Part E

Learners and Leaders is an early childhood school located in Ridgewood, Queens. Our mission is to provide rigorous academics in a nurturing environment as our students thrive academically, socially and emotionally. In total, we have 60 English language Learners, with 33 in Kindergarten, 20 in 1st grade, and 7 in Second Grade. The Second Grade ELLs speak Spanish. The English language learners in the 1st grade speak Spanish, Arabic, Polish, Vietnamese, and Malayalam. The Kindergarteners speak Spanish, Arabic, Polish, and Pashto.

Over XX% of our students are Hispanic. We also serve children of Polish speaking families and students who speak Vietnamese, Tagalog and Romanian. The majority of our students (105) are Hispanic (73%); 6 are black and 13 are white. The ethnicity

of five students has not been reported. Thirteen of our students have IEP's. Six are in our CTT class, the others receive related services and are in general education classes.

We used the initial LAB-R and NYSESLAT scores for our ELLs in September 2009 to develop a push-in and pull out model for our English Language Learners. During Push-In, teachers co teach to enable ELLs and other students at lower proficiency levels to benefit from ESL methodology. Most students are emergent readers in their native language as well as English, and we use picture books and leveled books to differentiate instruction. We will purchase more native language books to use in the classroom contingent upon budgeting for the 2009-2010 school year. The ESL teacher conferences with the ELLs to provide explicit instruction in reading and writing in individual, small group, or flexible grouping activities. Students are organized into mixed proficiency level groups, where scaffolding, ongoing assessments, and differentiation of instruction are used. According to Vygotsky's Zone of Proximal Development, teachers can differentiate learning tasks and materials and provide a variety of verbal and non-verbal support, from both the teacher and more proficient peers. In this way, students are engaged in content area learning while also gaining the necessary language and academic performance for their independent learning. At *Learners and Leaders*, teachers provide contextual support for each subject, where students can feel free to express themselves in a risk free learning environment. By also focusing on learning routines, ELL's will gain confidence along with academic skills, as task continuity helps students become more independent learners.

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Learners and Leaders is using a combination of Push In and Pull out models for our ESL students to ensure that each one receives the mandated number of minutes of instruction per week. During Push In, the ESL teacher is able to model specific strategies for working with the ELLs so the classroom teacher can incorporate them during other times. Where possible, there are co-planning periods for the teachers to meet in order to maximize English language acquisition for the ELLs. Students that scored at beginner and intermediate level on the LAB-R are receiving 360 minutes per week, and our advanced children are receiving 180 minutes.

All ESL students and their families are invited to attend an after school Homework Help club 4 days a week. During this program, the ESL teachers help the parents to help their children with the homework, translating directions where possible and modeling strategies to help the children understand. This encourages parents to take an active role in their child's education, even if they are not English speakers. It also

gives parents the opportunity to conference with the ESL teachers about their child's progress, and the ESL teachers can give them specific strategies and resources that will most benefit their child.

The ESL teachers attend regular ESL related PDs, and incorporate appropriate strategies into student work and collaboration with teachers. Our school network ESL specialist will continue to conduct onsite PD's (lunch & learn, teacher observations) as well as monthly meetings for new teachers of ELLs. Furthermore, teachers are invited to attend ESL related workshops through the Office of English Language Learners. Our ESL teachers turnkey information to colleagues as part of this ongoing Professional Development.

Title III Budget Narrative breakdown is as follows:

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	<i>- The ESL Transitional B & fully certified teacher for Family Homework Club – Mon – Thur - 3:10-4:10- supports students and parents in understanding and completing homework assignments</i>
<i>Code 16 Support Staff Salaries</i>	<i>- Social Worker leads weekend family trips to various cultural venues within New York City. The trips build schema, increase students' background knowledge and enhance language and vocabulary skills. For parents trips provide parents with guidance in using NYC mass transportation and awareness of enriching venues for follow up visits.</i>
<i>Code 40 Purchased Services</i>	<i>Translation services – letters, fliers, posters</i>
<i>Code 45 Supplies and Materials</i>	<i>- Books for parents of ELL's to read in native language - Metro cards for weekend family trips - Admission to various cultural venues – Queens Zoo, Brooklyn Children's Museum, etc. for weekend family trips and Saturday intergenerational program. - Writing materials and books for after school Homework Club</i>

Part F

Professional development opportunities available to all teachers include weekly staff meetings as well as support from our SSO. ESL teachers attend regular ESL related PD's, and meet with our SSO Network Support Specialist. Our ESL teachers push-into classes with the most English Language Learners and meet with teachers weekly. We use the push-in model to allow ESL teachers to model effective strategies during classroom instruction. During regular meeting times, ESL teachers plan with and share ESL methodologies with classroom teachers to ensure that students are supported throughout the day. To maximize all students, including ELLS, opportunities to process and express language our ESL teachers have taken the lead in implementing our school-wide visual arts program. ESL teachers push-in to every classroom weekly to provide guidance in combining opportunities for student expression through the arts and incorporate appropriate strategies into student work

through art. To support their development in this area our ESL teachers participate in an inquiry group along with art teachers from other schools. Our teachers provide the group with much needed ESL expertise while the other group members support our teachers in implementing a strong arts program based on the Blueprint for the Arts.

Part G

Learners and Leaders has parental involvement at the core of its belief system. Families are encouraged to volunteer in the classroom whenever possible, and our open door philosophy promotes as much family engagement as possible. Families are invited to bring their children to drop off at the classroom door and are welcomed in at the end of the day for a read aloud and to assist the dismissal procedure. There are family weekend trips offered to all students' families as well as movie and game nights at school on a monthly basis. ESL teachers offer parent orientation at the beginning of the year and when new students are registered, as well as being available Monday-Thursday after school during Homework Help to address the needs of the ELL parents. There are many staff members in the school building who can communicate with parents in their native language and translate letters home. Notices are sent home in both Spanish and English, and teachers provide a parent network helper sheet so parents can call each other with questions when needed. The DOE Translation unit is also available should we need other services translated. The library has bilingual and Spanish language books for children to bring home to read with their families, in order to strengthen both their native language and second language acquisition. Students are also encouraged to speak in their native language, and teachers or peers translate words as needed. We also have a parent program after school on Monday through Thursday for parents of our ELLs to come in for help with their child's homework or other issues they may be having in the classroom. This encourages parents to take an active role in their child's education, even if they are not English speakers. It also gives parents the opportunity to conference with the ESL teacher about their child's progress, and the ESL teacher can give them specific strategies and resources that will most benefit their child. The ESL teachers and principal maintain an open dialogue with the parents to ensure that their needs are being met as effectively as possible.

Part II

Learners and Leaders is using a combination of Push In and Pull out models for our ESL students to ensure that each one receives the mandated number of minutes of instruction per week. Where possible, there are co planning periods for the teachers to meet in order to maximize English language acquisition for the ELLs. Students that scored at beginner and intermediate level on the LAB-R are receiving 360 minutes per week, and advanced get 180 minutes. ESL strategies are also infused into content instruction as much as possible, through teacher modeling, repetition, illustrations, word walls, and TPR.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI/24	School 305 Learners and Leaders
Principal Lynn Botfeld	Assistant Principal N/A
Coach Deborah Sherlock (Staff Devel)	Coach
Teacher/Subject Area Sara Dalziel/ESL	Guidance Counselor Lili Feldman
Teacher/Subject Area Rosie Charneco/1st Grade	Parent Tania Torres Garcia
Teacher/Subject Area Margaret Skelly/ESL	Parent Coordinator
Related Service Provider Tova Itzkovitz	SAF Margarita Olivero
Network Leader Audrey Murphy	Other N/A

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	249	Total Number of ELLs	60	ELLs as Share of Total Student Population (%)	24.10%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

- screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
 4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0
Freestanding ESL										
Self-Contained	0	0	0	0	0	0	0	0	0	0
Push-In	5	3	1							9
Total	5	3	1	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	60	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0			0			0			0

Dual Language	0			0			0			0
ESL	60	0	8							60
Total	60	0	8	0	0	0	0	0	0	60

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										IUnd
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	IUnd	0							

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___	
Ethnic breakdown of EPs (Number)		
African-American: ___	Asian: ___	Hispanic/Latino: ___
Native American: ___	White (Non-Hispanic/Latino): ___	Other: ___

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	28	16	7							51
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic	1	1								2
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish		1								1
Albanian										0
Other	2	2								4

Programming and Scheduling Information

TOTAL	31	20	7	0	0	0	0	0	0	58
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group], Ungraded [all students regardless of grade are in one class], Heterogeneous [mixed proficiency levels], Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	24	10	2							36
Intermediate(I)	0	7	3							10

Advanced (A)	8	4	2							14
Total	32	21	7	0	0	0	0	0	0	60

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Rev. 10/7/09

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

Form TIII - A (1)(a)

Grade Level(s)

K, 1, 2

Number of Students to be Served:

LEP In total, we have 60 English Language Learners, with 33 in Kindergarten, 20 in 1st grade, and 7 in Second Grade

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) 0

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.

All parents of incoming students fill out a Home Language Survey upon registration at the school. If a language other than English is specified, the student is LAB-R tested within the first 10 days of enrollment at Learners and Leaders. A raw score is noted by the ESL Coordinator, and eligible students begin immediately receiving ESL services. For the First Graders in 2009, NYSESLAT scores were reviewed and only one student had been receiving ESL services before. This student did not pass the NYSESLAT and continue to receive services this year.

For the 2009-2010 school year, parents will be given a Home Language Survey upon registration at P.S. 305. We have decided to put all the ELLs into 2 Kindergarten classes, which will allow the ESL teacher to co-teach at least 2 days a week in each class, ensuring that all students receive the mandated amount of minutes. It also allows for the ESL teacher to have common planning periods with the classroom teacher, which will ensure that strong ESL strategies and methodology are infused into each class lesson.

Within the first 10 days of school, a Parent Orientation is held where the parents are given Parental Choice letters after the Entitlement/Non-Entitlement letters have been sent out. Parents are introduced via DVD to the three different models of ESL programs: Freestanding, Bi-lingual, and Dual Language, and given the option to choose the program they wanted for their child. The parent survey letters from the Parent Orientation show a preference for a Freestanding ESL Program (9) over a Bi-lingual or Dual Language Program. Learners and Leaders will address a growing request for TBE by instituting a Bilingual Program should the 15 parent requirement for such a program be met.

ESL students have the same goals as their English speaking peers, as Learners and Leaders has high expectation of all of our students. We expect them to meet their grade level standards while acquiring the English language. As such, the ESL teacher helped prepare and administer the Kindergarten Fountas and Pinnell and Math assessments, and integrates the ESL standards into push in and pull out group work. This is made possible by weekly grade meetings with the ESL teacher and support of in-class work as often as possible. During Push In, the ESL teacher is able to model specific strategies for working with the ELLs so the classroom teacher can incorporate them during other times. We also have a parent program afterschool on Monday through Thursday for parents of our ELLs to come in for help with their child's homework or other issues they may be having in the classroom. This encourages parents to take an active role in their child's education, even if they are not English speakers. It also gives parents the opportunity to conference with the ESL teacher about their child's progress, and the ESL teacher can give them specific strategies and resources that will most benefit their child.

We also have a Parent Room that is open for the parents to come into each day, where they can speak with the Guidance Counselor and other support personnel about issues they or their child may have. Our two school aides and secretary speak fluent Spanish and are available to help with translation needs. Families that need other language translation support are encouraged to schedule meetings in advance with the teachers or parent coordinators so that we are able to contact the DOE translation services to have someone on hand to translate by phone or in person. We also offer Extended Day for a group of our 1st graders and Kindergarteners which includes our ELL students who need extra support for their in-class work.

For the 2009-2010 school year the calendar of workshop includes ongoing professional development. First year teachers attend a minimum of 7.5 hours of training on ESL methods and techniques. Our Network ESL instructional specialist has conducted onsite PD's (lunch and learn, teacher observations, and after school meetings for new teachers) as well as monthly meetings for new teachers of ELLs. Furthermore, teachers are invited to attend ESL related workshops through the Office of English Language Learners. Our ESL teacher turnkeys information to colleagues as part of this ongoing Professional Development. The principal offers after school workshops for all teachers on Intervention Strategies, which can be used to benefit the ELLs. In school year 2009-2010, these PD's will continue to be offered through the Office of English Language Learners for teachers to attend, as well as ongoing in school PD offered by the ESL teachers for classroom teachers.

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.

For the 2009-2010 school year the calendar of workshops includes ongoing professional development. First year teachers attend a minimum of 7.5 hours of training on ESL methods and techniques. Our Network ESL instructional specialist has conducted onsite PD's (lunch and learn, teacher observations, and after school meetings for new teachers) as well as monthly meetings for new teachers of ELLs. Teachers are invited to attend ESL related workshops through the Office of English Language Learners. Our ESL teacher turn keys information to colleagues as part of this ongoing Professional Development. The principal offers after school workshops for all teachers on Intervention Strategies, which can be used to benefit the ELLs. In school year 2009-2010, these PD's will continue to be offered through the Office of English Language Learners for teachers to attend, as well as ongoing in school PD offered by the ESL teachers for classroom teachers.

Form TIII – A (1)(b)

School: Learners and Leaders, PS 305Q
BEDS Code: 342400010305

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	1500, 500, 1000	Homework Club -- Per Session (\$1,500) Translation Per Session (\$500) ESL PD-- Per diem (Subs and PD) (\$1000)
Purchased services - High quality staff and curriculum development contracts	0	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials.	0	N/A

- Must be clearly listed.		
Educational Software (Object Code 199)	0	N/A
Travel	0	N/A
Other	0	N/A
TOTAL	\$3000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

PS 305 data analysis indicates that students come from diverse linguistic backgrounds. According to our most recent school demographics, our enrollment has increased to 250 students with a demographic breakdown consisting of Hispanic, Asian, White, of our students come from Spanish speaking homes and 5% are characterized as new arrivals having come to the United States within the last three years.

In order to assess the needs for written translation and oral interpretation of our parents the school staff utilizes numerous sources which includes ATS, Home Language Survey, Office Staff registering students, Teachers and School Nurse.

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.

We found that many parents (55%) do not read English and approximately do not speak English. Teachers and parents have been made aware that interpreters are available for meetings and conferences.

Part B: Strategies and Activities

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

All school communications will be sent home in English and Spanish. Written translation is provided in-house by a school staff and by the DOE Translation Unit. The school will provide timely translations and distribution of important communication in Spanish. To insure that materials are translated in a timely manner, in-house staff will translate materials and be sent home in Spanish and at the same time as the materials in English. A folder will be maintained of all translated materials and reviewed by the Principal to ensure that materials are distributed in a timely manner.

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

Oral interpretation in Spanish will be available at all PA meetings, Parent-Teacher Conferences, parent workshops, parent orientation meetings, parent phone calls, student performance and individual conferences with parents/teachers requested by either parent or teacher to insure that parents receive critical information about their child's education. This oral interpretation will be provided by in-house school staff. In the event, a staff member is not available; the DOE Translation Unit will be contacted on a timely basis to request their services.

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>.

P.S 305 will fulfill the Chancellor's Regulations A-663 will be regarding parental notification requirements for translation and interpretation services by posting signs at the Main Entrance of the school in Spanish explaining the parents' rights regarding translation and interpretation.

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:	\$70,105	\$7,172	\$77,272
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$701		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$3,505		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	\$7,010		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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

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

Parental Involvement Policy

Part I: (*School Vision for parental Involvement*)

It is our desire to create a warm and nurturing learning environment for our early childhood students. We hope to stimulate learning using age appropriate techniques to inspire success. We acknowledge that parent involvement is essential to the success of our young students and we encourage collaboration between families and staff in a wide variety of aspects of school life.

Our school is committed to having our families as partners in an ongoing meaningful dialogue with the staff involving academics and other school activities. We embrace the diversity of our community while planning for our common goals for our students.

We provide a welcoming environment with signs and notices posted in the lobby in multiple languages. Visitors and callers are greeted politely and can easily obtain information in English or their native language. Administrators, teachers and staff are easily accessible.

Programs and Activities to get parents involved

- School Leadership Team
- Learning Leaders

- Parent Workshops offered to parents on such topics as Asthma, Personal Finance, Health Care, Nutrition, PBS Workshop
- Monthly PTA meetings
- Schedule weekend trips to cultural venues with families.
- Activities such as Attendance Celebration, individual classroom performances, allow parents to celebrate their child's achievements

Building Relationships between Families and Teachers

- Pre-K and Kindergarten student and parent orientation in English and translated into Spanish.
- Homework help for ESL students and their families.
- Class newsletters and posters will announce special events and request parent's participation in class activities.
- Teachers will send home weekly newsletters outlining class assignments and performance expectations for the class
- Parent-Teacher Conferences, Progress Reports, Report Cards and Smart Goals keep communication open between parents and the school.
- Parents encouraged to accompany students on class trips
- Parents welcomed to join students for classroom activities
- Principal speaks at PTA meetings keeping parents informed as to what their children are learning and promote high standards
- Each class will develop a "Family Resource List" in which parents will identify themselves as able to translate assignments and form social networks for other families in the class and in the school.
- Signs, notices, informative parent bulletin boards translated into different languages
- Administrators, Teachers and Staff are accessible and available if needed throughout the day.

This policy was compiled by a committee of parents, teachers and administrators and will be reviewed every year, updated and revised as needed.

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

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

The needs of the students will be determined by ongoing assessments given by teachers in classrooms. These assessments will address the state academic content and student academic achievement standards. Such assessments include; teacher observations, running records, Fountas and Pinnell Benchmark Assessments, checklists, conferring notes, rubrics and portfolios. The results of these assessments will be used to drive and differentiate instruction. Teachers will be provided with professional development on how they can use these assessments to address students' individual needs.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Teachers will provide differentiated instruction for all students to meet the states proficient and advance level of student achievement based on data from analyzing ongoing assessments. Instruction will be provided whole group, small group, individual, with ESL teachers (Push-in and Pull-out) and for targeted students during extended day tutoring.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education

programs.

- o Are consistent with and are designed to implement State and local improvement, if any.

School wide programs which provide opportunities for students to meet the State's proficient and advanced levels of student academic achievement include Foundations, Fountas and Pinnell Guided Reading Intervention, differentiated instruction in Everyday Math and extended day tutoring. The extended school days. Helps increase the amount and quality of learning time. In order to meet the needs of low academic achieving students, we provide programs such as Counseling, Pupil Personnel Services and Mentoring Services for Teachers. In addition to grade Inquiry teams that address the needs of struggling students we will be creating a cross grade inquiry team focused on accelerating student's performance on and above grade level. The Ridgewood YMCA is sponsoring an After-School Program which provides homework assistance and academic tutoring and recreational activities on site for at-risk students. We partner with the New York City Ballet and Cook Shop to provide enrichment for our students. All programs help meet the needs of historically under served populations.

3. Instruction by highly qualified staff.

100% of instruction is by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Teachers receive weekly professional development on site by Network leaders and in curriculum and planning by the staff developer. Off-site professional development includes workshops from the Office of Integrated Curriculum and Instruction, as well as DOE contracted and non-contracted educational consultants such as the Office of Special Education, ESL and other professional opportunities. Staff developer and Principal attend Study Groups.

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

P.S.305Qs highly qualified staff works collaboratively to meet the needs of all our students and teachers. The teachers will be supported by ESL instructors, Staff Developer and Network Support Personnel. Our support of Balanced Literacy is evidenced in the quality training and workshop instruction taking place in the classroom. Professional development will be ongoing throughout the year and will provide support for the school standards based curriculum. Professional development will be differentiated to meet the needs of the teachers. In addition, new teachers received mentoring services given by experienced teachers as part of the NTIMS. We will offer a Collaborative Team Teaching opportunity for least restrictive environment. Our library is equipped with computers with internet access and a variety of books for teacher use and a Smart Board. P.S.305Q's modern facility is well maintained and secure. We are fortunate to have the support of an active parent association.

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

Parents are involved on the School Leadership Team. Issues involving the quality of education are discussed on this team and parents are involved in decision making. In addition, parents are encouraged to be involved through Parent Workshops, the training and use of Learning Leaders, as well as the translation of letters in different languages. Parents are welcomed into the classroom to assist teachers and observe their child's daily routines and learning environment.

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.

Each Spring we invite incoming families to join us for a kindergarten and pre-k orientations where both parents and children have the opportunity to visit the school and receive information about our instructional programs to make the transition easier. Parents and children visit each pre-k and kindergarten classrooms and meet the teachers who introduce them to the activities they will be doing in the upcoming year.

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.

Teachers collaborate with school leaders and use assessment data to make decisions about purchasing instructional materials to improve the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Our at-risk students receive targeted differentiated instruction in the classroom as well as Extended Day services. Classroom teachers use daily ongoing assessments to help drive instruction for all students including at-risk students. Based on data results, students are identified to receive Extended Day services and/or English as a Second Language by highly qualified teachers. These students are closely monitored during weekly Inquiry Team meetings in an effort to improve student achievement.

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.

Our school works in conjunction with external organizations in order to meet our students' and parents' needs. Along with

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)

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

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

NCLB / SED Status:

N/A

SURR Phase / Group (If Applicable):

N/A

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.

N/A

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.

N/A

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.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to 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.

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

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

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

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

As a brand new school we did not implement a school based committee in 2008-2009. This year 2009-2010 we have formed a school based committee that consists of the Principal, Staff Developer, ELL Teachers, Special Education Teacher, Classroom Teachers and Parent Representative. All committee members, with the exception, of the parent representative serve on Inquiry Teams in our school. The committee is reviewing the CEP and evaluating school data to address these key findings. The results of this assessment will be addressed at faculty conferences and SLT meetings.

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?

Taught Curriculum in Listening and Speaking

It was determined that there was minimal awareness of the NYS Learning Standards for ESL and therefore there were gaps between the taught curriculum in listening and speaking and NYS Learning Standards for ESL.

Awareness of the NYS Learning Standards for ESL

A review of our ESL program showed that classroom teachers were not aware of using the NYS Learning Standards for ESL when planning for and addressing their ESL population.

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.

Last year we used topical curriculum maps provided by external resources (i.e. Teacher's College and

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.

As a brand new school we did not implement a school based committee in 2008-2009. This year 2009-2010 we have formed a school based committee that consists of the Principal, Staff Developer, ELL Teachers, Special Education Teacher, Classroom Teacher and Parent Representative. All committee members, with the exception, of the parent representative serve on Inquiry Teams in our school. The committee is reviewing the CEP and evaluating school data to address these key findings. The results of this assessment will be addressed at faculty conferences and SLT meetings. It was determined that there were no gaps in process standards for Mathematics.

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

Applicable Not Applicable

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

Our school follows the Everyday Math Program for Grades Pre-K to 2. This is an intensive program that goes into depth in each unit. Students are required to solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discussions, make connections and model and represent mathematical ideas in a variety of ways. Everyday Math is aligned to the NYS Mathematics Standard.

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

N/A

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

As a brand new school we did not implement a school based committee in 2008-2009. This year 2009-2010 we have formed a school based committee that consists of the Principal, Staff Developer, ELL Teachers, Special Education Teacher, Classroom Teacher and Parent Representative. All committee members, with the exception, of the parent representative serve on Inquiry Teams in our school. The committee is reviewing the CEP and evaluating school data to address these key findings. The results of this assessment will be addressed at faculty conferences and SLT meetings. It was determined that this did not apply since our ELA instruction follows the Balanced Literacy Workshop Model.

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?

Our school follows a Balanced Literacy Workshop Model that consists of a short mini-lesson which is teacher direct instruction followed by guided practice. The students then work independently either by themselves or with a partner or in a small group with the teacher using differentiated materials that are matched to their performance levels. Class discussions are held during the Share portion of the lesson.

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.

N/A

2B – Mathematics Instruction

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

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

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

As a brand new school we did not implement a school based committee in 2008-2009. This year 2009-2010 we have formed a school based committee that consists of the Principal, Staff Developer, ELL Teachers, Special Education Teacher, Classroom Teacher and Parent Representative. All committee members, with the exception, of the parent representative serve on Inquiry Teams in our school. The committee is reviewing the CEP and evaluating school data to address these key findings. The results of this assessment will be addressed at faculty conferences and SLT meetings. It was determined that this did not apply since we follow a workshop model in Mathematics.

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

Applicable Not Applicable

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

Our school follows the Everyday Math program and uses the workshop model to instruct students. This consists of a mini-lesson with direct instruction followed by independent seat work. Students work individually, in pairs and in small groups to explore mathematical concepts. Manipulative are used extensively as well as students are given opportunities to share with the class the different ways to solve problems and participate in Everyday Math games.

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

N/A

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

A school based committee formed consisting of the Principal, Staff Developer/UFT Representative, Classroom Teachers, ELL Teachers, Special Education Teachers and Parent Representatives. All committee members, with the exception of the parent representative serve on Inquiry Teams in our school. The committee is reviewed our CEP and evaluated school data to address these key findings. The result of these assessments was addressed at a SLT meeting and Faculty Conference.

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?

As a new school we have accommodated eight new and transferred teachers which is a relatively high percentage. These teachers were hired to address the increase in student population from approximately 144 to 250. Only one out of 11 teachers from year one did not return to the school in year two.

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.

We will continue to have Professional Development, teacher support and high levels of collaboration to retain our current teachers while planning for integrating new staff as we continue to grow in year three and year four.

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.

As a brand new school we did not implement a school based committee in 2008-2009. This year 2009-2010 we have formed a school based committee that consists of the Principal, Staff Developer, ELL Teachers, Special Education Teacher, Classroom Teacher and Parent Representative. All committee members, with the exception, of the parent representative serve on Inquiry Teams in our school. The committee is reviewing the CEP and evaluating school data to address these key findings. The results of this assessment will be addressed at faculty conferences and SLT meetings.

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?

Review of classroom teacher responses indicated that they are not aware of the resources available to them for professional development opportunities regarding curriculum instruction and monitoring progress for ELLs.

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.

ELL Teachers will be providing Professional Development to classroom teachers in ELL strategies throughout the year which will include using the NYS Learning Standards for ESL to help teachers plan and align their lessons to these standards. Teachers will share ideas and lessons during common planning time. ELL teachers will receive additional support from the DOE to help guide and implement the use of these NYS Standards.

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.

As a brand new school we did not implement a school based committee in 2008-2009. This year we have formed a school based committee that consists of the Principal, Staff Developer, ELL Teachers, Special Education Teacher, Classroom Teacher and Parent Representative. All committee members, with the exception, of the parent representative serve on Inquiry Teams in our school. The committee is reviewing the CEP and evaluating school data to address these key findings. The results of this assessment will be addressed at faculty conferences and SLT meetings.

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?

In 2008-09 there was very little specific monitoring of ELLs academic progress or English language development. Testing data, such as NYSESLAT scores were not reported to all teachers involved in instructing ELLs and were not used for informing instruction. Teachers did not consider students' ELL proficiency levels when planning or delivering instruction.

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.

This year we are using a push-in model for supporting ELL learners in the classroom. During push-in teachers co-teach to enable ELLs and other students at lower proficiency levels to benefit from ESL teaching methodologies. ESL teachers support classroom teachers by using picture walls and illustrated word walls in the classrooms. During push-in the ESL teacher is able to model specific strategies for working with ELLs so the classroom teacher can incorporate them during other times. Where possible, teachers have co-planning periods for the teachers to meet in order to maximize English language acquisition for the ELLs.

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.

As a brand new school we did not implement a school based committee in 2008-2009. This year we have formed a school based committee that consists of the Principal, Staff Developer, ELL Teachers, Special Education Teacher, Classroom Teacher and Parent Representative. All committee members, with the exception, of the parent representative serve on Inquiry Teams in our school. The committee is reviewing the CEP and evaluating school data to address these key findings. The results of this assessment will be addressed at faculty conferences and SLT meetings.

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?

Although teachers have copies of their students' IEP and have a basic knowledge of the instructional approaches, what we found lacking was an in-depth understanding and familiarity by the general education classroom teachers, cluster teachers and ESL teachers of the accommodations and modifications that would help support the students with disabilities in their classrooms and are not fully knowledgeable regarding behavioral support plans for 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.

The Principal will offer professional development to the staff regarding the understanding of the accommodations and modifications as listed on students' IEPs. The Principal will offer teacher support on an as needed basis to help support the students with disabilities. Social Worker will offer professional development regarding behavioral support plans for these students. We will request additional support from the ICI -- IEP Specialist to aid in the teachers developing a better understanding of the IEP's.

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.

As a brand new school we did not implement a school based committee in 2008-2009. This year we have formed a school based committee that consists of the Principal, Staff Developer, ELL Teachers, Special Education Teacher, Classroom Teacher and Parent Representative. All committee members, with the exception, of the parent representative serve on Inquiry Teams in our school. The committee is reviewing the CEP and evaluating school data to address these key findings. The results of this assessment will be addressed at faculty conferences and SLT meetings

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?

N/A

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

N/A

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A: For Title I Schools

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

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

To help support STH population we will immediately identify families living in shelters. Then Insure that transportation is in place. We will monitor student's attendance and provide supportive counseling/referrals for both the student and the families.

Part B:
For Non-Title I Schools

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

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

- Identify families living in shelters.
- Monitor student's attendance
- Insure transportation is in place
- Provide supportive counseling/referrals as needed

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.

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