



PS 32 BRONX

2009-2010

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 10X032

ADDRESS: 690 EAST 183 STREET
BRONX, NEW YORK 10458

TELEPHONE: 1-718-584-3645

FAX: 1-718-584-3869

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 32 Bronx **SCHOOL NAME:** The Belmont School

SCHOOL ADDRESS: 690 East 183 Street Bronx, New York 10458

SCHOOL TELEPHONE: 1-718-584-3645 **FAX:** 1-718-584-3869

SCHOOL CONTACT PERSON: Esther Schwartz ESCHWAR3@SCH
OOLS.NYC.GOV

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Diana Sfarra

PRINCIPAL: Esther Schwartz

UFT CHAPTER LEADER: Gerard Power

PARENTS' ASSOCIATION PRESIDENT: Lillian Quinones

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: TEN **SSO NAME:** CEI-PEI CFN 19

SSO NETWORK LEADER: Ben Waxman

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Esther Schwartz	*Principal / Staff	
Gerard Power	*UFT Chapter Chairperson / Staff	
Lillian Quinones	*PA/PTA President / Parent	
Jasmine Santiago	Title I Parent Representative <i>(suggested, for Title I schools)</i> Parent	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Zaida Lopez	Member/ Parent	
Marisol Ortiz	Member/ Parent	
Brunie Feliciano	Member/ Parent	
Shashaena Chestnutt	Member/Teacher 4-5/ Staff	
Christine Mc Court	Member/Teacher K-3/ Staff	
Diana Sfarra	Member/ SLT Chair/Staff	
	Member/	

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

* Core (mandatory) SLT members.

Signatures of the member 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.

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.

PS 32 Bronx, The Belmont School, lies in the Fordham-Tremont section of the Bronx. We are a K-5 school housed in a beautiful 110 year old building with a mini-school, a playground and reading garden in our school yard.

Our Vision

We envision our school as a passionate community of commitment – a professional learning community – in which students, families, school professionals and collaborative supporters work with sustained, focused effort to nurture the habits of mind and character that yield high achievement for all students. We see a team, actively engaged in curriculum designed to generate thoughtful learning – a metacurriculum that emphasizes levels of understanding, language and tools of thinking, intellectual passions, integrative mental models, learning to learn and teaching for transfer. We strive to become a professional learning community in which the nine Principles of Learning (outlined by the Institute for Learning/University of Pittsburg) are deeply embedded in our collective consciousness and reflected in our daily instructional practice and in our learning outcomes.

Our Mission

It is our mission that all students at PS 32 will become life long learners. As a diverse school community, staff, parents and students work to create a nurturing, educational environment where all can realize their full potential. We strive for high academic achievement driven by standards based instruction. It is our aim to develop the whole child so that our students will become literate, moral, productive members of society.

We strive to be an effective learning community with a supportive, caring and nurturing culture and climate. We have high expectations. We consistently collect and use data to organize instruction and identify those at risk so as to provide the best possible differentiated program for each if our students

At PS 32, we believe that the philosophy of mini-lesson/practice/share is a valuable one and, therefore, this workshop model permeates both our early childhood and middle grades classes.

The classroom library is at the heart of our literacy program and reflects the value we place on wonderful books. Multiple copies of books encourage students to engage in buddy reading and literature circles. Our school library is the hub of our learning community. We are proud of our state-of-the-art Robin Hood library. Students are being supported by a trained librarian whose public schedule indicates time for open access for individual students and for small groups. Our students, parents and staff reap the benefits of having a rich, research based learning center and of having a fully licensed, technologically astute librarian.

Our professional development is coordinated by a professional development team which includes the Principal, her assistant principals and the staff developers including the UFT Teacher Center specialist. The team meets regularly to examine data, discuss needs and to update plans for quality and differentiated professional development. We also work with outside consultancies: Aussies, CKCS, Digital Learning, DreamYard, SEM, Chris Baker and Look At Me Productions to provide additional professional development to reinforce our work. The PDC seeks to replicate best practices for all members of the staff through meetings, demonstration lessons, intervisitations, study groups, labs.

In terms of family support and intervention services, we have a Parent Coordinator, an effective guidance counselor and two social workers (all of whom are bilingual) who work with our at risk students as well as an active attendance committee whose members monitor individual and class attendance. Our Academic Intervention Teams meet weekly to help teachers examine students and to provide intervention strategies for those at-risk. Our Extended Day Violence Prevention Program also works with at risk students after school and on Saturdays. We have collaborations with Fordham-Tremont Mental Health Clinic and Pius XII Beacon Program at MS 45X.

PS 32 enjoys a very active Parent Association with parent volunteers in the school. We have a bilingual parent coordinator who works at increasing parent involvement and facilitates communication between the school and the community. Parent workshops in literacy, math, science and technology as well as the NYC/NYS testing program bring parents into the school. Our School Leadership Team is comprised of 50% parents who take an active role in decision making. Literacy, Inc. works with us to develop programs and collaborations to increase parent involvement and to facilitate programs such as the Tiger Initiative which foster collaborations with outside groups to promote literacy and reading enjoyment.

We offer our gifted students an enriched program and opportunities to excel through our debate team, our poetry group, our student council and our choruses. We have a program of enrichment, organized in cycles and built into the schedule, which organizes the students into small group enriching activities. This initiative includes all students in grades 3 and 5.

We enjoy collaborations with Morgan Stanley, the International Wildlife Conservation Society, the New York Public Library and the New York Botanical Garden for both professional development and enrichment in the arts, science and technology.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 032 Belmont							
District:		10	DBN:	10X032	School BEDS Code:		321000010032		
DEMOGRAPHICS									
Grades Served:		Pre-K		3	√	7		11	
		K	√	4	√	8		12	
		1	√	5	√	9		Ungraded	√
		2	√	6		10			
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of June 30)</i>		2006-07	2007-08*	2008-09
Pre-K		0	0	0			91.4	90.6	91.5
Kindergarten		142	134	115	Student Stability - % of Enrollment:				
Grade 1		118	123	153	<i>(As of June 30)</i>		2006-07	2007-08	2008-09
Grade 2		161	112	140			90.8	89.6	89.8
Grade 3		159	144	138	Poverty Rate - % of Enrollment:				
Grade 4		142	144	138	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
Grade 5		125	147	138			91.0	91.2	90.5
Grade 6		0	0	0	Students in Temporary Housing - Total Number:				
Grade 7		0	0	0	<i>(As of June 30)</i>		2006-07	2007-08	2008-09
Grade 8		0	0	0			20	41	37
Grade 9		0	0	0	Recent Immigrants - Total Number:				
Grade 10		0	0	0	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
Grade 11		0	0	0			5	13	6
Grade 12		0	0	0	Special Education Enrollment:				
Ungraded		1	2	2	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
Total		848	812	807			5	13	6
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of June 30)</i>		2006-07	2007-08	2008-09
# in Self-Contained Classes		83	66	55	Principal Suspensions		6	7	5
# in Collaborative Team Teaching (CTT) Classes		8	22	31	Superintendent Suspensions		7	2	8
Number all others		56	51	65	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>		2006-07	2007-08	2008-09
					CTE Program Participants		0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)					Early College HS Program Participants		0	0	0
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:				
# in Transitional Bilingual Classes		97	77	91	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
# in Dual Lang. Programs		0	0	0			66	75	73
# receiving ESL services only		79	64	58	Number of Teachers		66	75	73

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	38	3	4	Number of Administrators and Other Professionals	11	24	24
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	4
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	53.0	57.3	79.5
				% more than 5 years teaching anywhere	40.9	41.3	46.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	80.0	73.0	84.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	97.8	98.3
American Indian or Alaska Native	0.1	0.0	0.4				
Black or African American	27.6	27.1	25.8				
Hispanic or Latino	69.5	69.8	70.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.4	0.1				
White	2.5	2.7	2.7				
Male	53.1	52.8	53.4				
Female	46.9	47.2	46.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
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		6	6	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	97.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.7			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	22.9			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	54.5						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

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

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

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

As you can see in the above section, the Demographics and Accountability Snapshot indicates that PS 32 is a school in good standing in ELA, Math and Science. All six student groups that were measured for the required AYP in ELA and Math achieved the adequate yearly progress. In Science, the three groups that were measured achieved the AYP.

The formal Quality Review was not required for the 2008-2009 school year. In the QR for 2007-2008, PS 32 was found to be well developed. The 2008-2009 Progress Report for PS 32 yielded the following results:

School Environment	10.7 out of 15 (up from 10.2 in 2007-2008)
Student Performance	22.9 out of 25 (up from 18.1 in 2007-2008)
Student Progress	54.5 out of 60 (up from 25.3 in 2007-2008)
Additional Credit	9.0 (15 max) (up from 3.9 in 2007-2008)
Overall	97.1 out of 100 (up from 57.4 in 2007-2008)

According to the Learning Environment Surveys, the percentage of respondents is high and is quite positive. 90% of the parents and 95% of the teachers took the survey which is a new high. Our survey scores remain high in expectation, communication, engagement, safety and respect. Our attendance improved from 90.6% to 91.5%.

With respect to student performance on the ELA, the percentage of students at proficiency (Levels 3 or 4) rose from 61.6% in 2007-2008 to 75.3% in 2008-2009. There was also an increase in the percentage of students at proficiency (Levels 3 and 4) in mathematics. 85.4 % achieved proficiency in 2007-2008. The percentage for proficiency in mathematics grew to 93.1% in 2008-2009.

In looking at student progress, it was found that 63.8 % of the tested students made at least one year of progress on the ELA in 2008-2009 as compared with 61.6% making at least one year of progress in 2007-2008. Likewise, in mathematics, the percentage of students making one year of progress rose from 49.9% in 2007-2008 to 70.8% in 2008-2009. Some of the factors driving this upward trend in environment, student performance and student progress is as follows:

Our Principal's quality leadership drives our improvement agenda.

Our teachers work cooperatively in teams to plan instruction and to maintain a nurturing, safe environment for learning.

Our curriculum, including our arts program, provides high levels of engagement and interest for our students.

Forming a quality Inquiry Team and expanding the analysis of data to lead teachers to a more focused plan and execution of the curriculum aligned with the standards is a move toward excellence.

We have systems in place for reviewing teacher outcomes and supporting individual professional development.

Our staff provides a calm and respectful environment in which student work is celebrated in colorful displays throughout the building.

We work with an array of productive partnerships providing a wide range of enriching experiences for our students.

We provide an enrichment period for our older students who are grouped to pursue projects such as chess, scrap booking, sports, painting...

In order to continue to show student accomplishment in both performance and progress in a quality school environment we will continue do the following:

We need to continue to recruit quality staff and to work at maintaining our teachers.

We need to continue our analysis of data of all kinds and make widespread the practice of using that data as a springboard to planning and teaching.

We need to continue and to expand our efforts at excellence in attendance by publicizing our expectations and by celebrating good and perfect attendance often and in various ways.

We need to continue our professional development in topics such as differentiated instruction and academic rigor in questioning.

We need to continue be cognizant of the standards in all areas of the curriculum.

We need to continue to set short term goals with students so that they focus on next steps and see learning as a continuum.

We need to provide the teachers and the students with the finest materials (books, equipment and supplies) available so as to advance their education.

In addition to the plan of continuing the foregoing initiatives, we have analyzed the available data and have determined the following needs:

We need to increase the number of teachers participating in Inquiry Teams.

We need to develop Professional Learning Communities to analyze data including examining student work.

We need to develop the proficiency of bilingual students in Spanish and English, through an emphasis on listening, speaking, reading, and writing.

We need to have the financial backing to enable us to provide the education described herein.

SECTION V: ANNUAL SCHOOL GOALS

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

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

To increase the number of teachers participating in Inquiry Teams school-wide.

To develop Professional Learning Communities to analyze data including examining student work to align planning and instruction with the curricula standards.

To develop the proficiency of bilingual students in language, both Spanish and English, through an emphasis on listening, oral language skills, reading, and writing.

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.

All subject areas

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of teacher participating in Inquiry Teams school-wide.</p> <p>During the 2009-2010 school year, 90% of teachers will be involved in school inquiry work.</p> <p>100% of teachers will be expected to understand the purpose of inquiry and have clear expectations for the outcomes of the inquiry work.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>A Core Inquiry Team comprised of teachers and supervisors is established which communicates and plans with Lead Teachers who will also share their expertise. Each Lead Teacher represents a grade level and will in turn communicate and lead the grade level Inquiry Team. This meeting occurs once a month. The Core Team will facilitate the development of each grade level Inquiry Team and be the conduit for communication.</p> <p>The Core Team meets weekly to discuss school-wide data, analyzing strengths and next steps to plan for instructional change strategies. On-going conversations consider targeted populations, data, instructional strategies, and the communication and effectiveness of each Inquiry Team per grade.</p> <p>A schedule has been created to allow teachers on the grade to meet as an Inquiry Team to engage in conversations around data, including student work, effective strategies, and planning.</p> <p>Through implementing school-wide change strategies and sharing best practices, students involved in inquiry work will increase an average of at least one year in independent reading levels (using Fountas and Pinell).</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>The Core Inquiry Team meetings take place after school and are funded through a designated Children First tax levy source. Supervisors are partially funded with Title I ARRA so they can work on Improved Teacher Quality and Effectiveness. Some teachers are funded through the C4E dedicated to CTT classes. There is some C4E 09 funding used for classroom teachers. Much of the staff is funded by TL FSF.</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>Informal and formal observations of teachers implementing change strategies and practices that have been developed and communicated school-wide.</p> <p>The Core Team will accurately record and track student progress through the use of formative and summative assessments that teachers will administer throughout the school year including before, during, and after each cycle.</p> <p>Through the mid-year and end-year performance conversations between teachers and their supervisors they will discuss how they have implemented change strategies in their plans and execution of lessons. They will also discuss student progress.</p> <p>Agendas and minutes of all inquiry teams and their work</p> <p>Lists of inquiry students and data collected</p>

Subject/Area(where relevant):

All subject areas

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop Professional Learning Communities to analyze data including examining student work to align planning and instruction with the curricula standards.</p> <p>90% of teachers will actively participate in a Professional Learning Community</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Time will be spent having conversations and engaging in collaborative analyses of data. Teachers will reflect and share on how to improve student learning.</p> <p>Common schedules are provided for teachers in order to meet as a collaborative community to navigate their professional development.</p> <p>Learning Communities will encourage teachers to share the best of what they already know and continuously reflect on what they are learning. We will ensure a follow-up and reflect on instruction and its impact.</p> <p>Teachers will use frequent assessments, look for trends and a pattern identifying our students needs to guide future planning and instruction.</p> <p>Pedagogues will work in a risk-free and trusting environment where they will achieve a common goal by sharing their collective and complementary skills and abilities to achieve better results.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Many of the classroom teachers are funded through TL FSF.</p> <p>Four classroom teachers are funded through the Foundation Aid from the state, C4E, – two due to reduced class size and two who are working with ELL students. Also several CTT teachers are partially funded through the TL C4E CTT</p> <p>Our data specialist who works with the Core Team receives per session funding through a designation in TL.</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>Teachers will engage in clear and frequent talk about instruction focused on obtaining school, teacher, and student achievement goals.</p> <p>Best practices and results will be recognized and celebrated by the school community.</p> <p>Agendas and minutes of meetings and PD</p> <p>Coach and AP logs</p> <p>Reflection sheets will be completed by each teacher, after each meeting, to show the knowledge obtained and to reflect on learning and how they will show evidence of this learning in their planning and teaching.</p> <p>We expect to see considerable improvements at each Learning Community Meeting by analyzing their assessment results as well as student work with clear criteria and rubrics, and by teachers providing examples and having opportunities to give each other feedback in order for them to learn from one another how to teach explicitly.</p> <p>Informal and formal observations by supervisors of teachers implementing shared and best practices that have been developed and communicated during Learning Community Meetings.</p>
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	<p>Model and use academic and social language through conversations in content areas.</p> <p>Use of Readers’ Theater in the classrooms.</p> <p>Use of purposeful listening center activities.</p> <p>Science curriculum will be taught in student’s native language.</p> <p>Teachers will explore and adopt the conditions and types of scaffolding</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>Supervisors who are conducting pre observations, observations and post observations are partially funded by the Improved Teacher Quality and Effectiveness program in the Title I ARRA allocation.</p> <p>Basic materials, books and software are purchased through TL and NYSTL.</p> <p>Materials for curriculum enhancement are purchased through Title I and Title III.</p> <p>Professional development is provided through coaches (Title I, Title I ARRA and TL) and supervisors (TL, Title I ARRA).</p> <p>Intervention uses Title I funding as well as Title III.</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>Informal and formal observations of teachers implementing shared and best practices in the development of language, oral language skills, listening, reading, and writing in both languages.</p> <p>Monitoring and tracking of our intervention programs that tends to our bilingual student population.</p> <p>Evidence of conditions and types of scaffolding will be weaved into the units of study and evident in teachers lesson plans.</p> <p>Teacher lesson plans will consists of:</p> <ul style="list-style-type: none"> • Oral retells on grade level through listening comprehension. • Partner/Pair share • Accountable Talk to develop language <p>Native language Science instruction</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	10			
1	35	15	N/A	N/A	12			
2	25	20	N/A	N/A	8			
3	46	29	N/A	N/A			13	
4	47	15	47	47			7	
5	20	10	20	20			10	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy, method for delivery of service and when the service is provided.
ELA: Foundations Avenues Guided Reading Literature Circles Read 180 Test Sophistication	Foundations small group; during the day Avenues small group; during the day Guided Reading small group; during the day Literature Circles small group; during the day Read 180 small group; during the day Test Sophistication small group; Saturday Academy
Mathematics: Number work Concept study Neufeld Test Sophistication	Number work small group; during the day Concept study (integrated curriculum) small group; during the day Neufeld individual; Saturday Academy Test Sophistication small group; Saturday Academy
Science: Read 180 Integrated curriculum-reading in Science	Read 180 small group; during the day Science classroom library individual; during the day
Social Studies: Read 180 Integrated curriculum-reading in Social Studies	Read 180 small group; during the day Social studies classroom library individual; during the day
At-risk Services Provided by the Guidance Counselor: Counseling	Counseling individual; during the day Counseling small group; during the day
At-risk Services Provided by the School Psychologist: Counseling	Counseling individual, at risk
At-risk Services Provided by the Social Worker: Counseling	Counseling individual; during the day Counseling small group; during the day
At-risk Health-related Services: Asthma awareness	Asthma awareness small group; during the day

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELL'S)

NCLB/SED requirement for all schools

Part A:

Attach a copy of your school's current (2009-2010) LAP narrative to this CEP.

Language Allocation Policy 2009-2010

ELL Identification Process:

At PS 32 our process of identification of those students who may possibly be ELL's include a series of steps:

- First we administer the Home Language Survey during registration.
- Then we conduct a formal interview of both the student and the parent to find out the language spoken in the home.
- If a language other than English is spoken in the home, then we administer the Language Assessment Battery (LAB-R).
- We then administer the Spanish LAB to students who score less than Proficient on the LAB-R and speak Spanish in the home.

These steps are taken by the certified ESL Teacher, Ms. Fernandes.

English Language Learners are assessed annually and progress is monitored using the New York State English as a Second Language Achievement Test (NYSESLAT). Using the data gathered, students are grouped and according to needs and levels.

After the initial assessments are completed, a Parent Orientation is held for parents of new admits whose home language is other than English. An explanation of the programs available for English Language Learners and a video with more detail is shown in the parents' dominant language. Parents are provided with Program Selection Information including: Entitlement letters, Parent Survey and Program Selection forms. Parents complete this information during the Parent Orientation. If a parent cannot attend, they have a one-to-one meeting with the ESL Teacher. Once a program has been selected that best meet the needs of each child, each parent receives a placement letter stating the program (ESL or Bilingual) in which the child is enrolled.

Parents are informed of data gathered on each student. Each student is then placed in the appropriate setting according to performance on the assessments (LAB-R, Spanish LAB, and NYSESLAT) and program selection form.

After reviewing the Parent Survey and Parent Selection Forms over the past few years the trend in program choices that parents have requested differ in grades K-3 and 4-5. In K-3 the trend is Transitional Bilingual Education (TBE). In grades 4-5 the trend is Freestanding English as a Second Language (ESL). This is shown in the following chart for the last 3 years.

Year	Total Entitled	Bilingual	ESL
2008-2009	K-3 101	67	34
2007-2008	K-3 78	48	30
2006-2007	K-3 97	55	42
2008-2009	4-5 50	23	27
2007-2008	4-5 28	0	28
2006-2007	4-5 32	0	32

The program models offered at PS 32, Transitional Bilingual Education and English as a Second Language, are aligned with parent requests.

Currently there is no Dual Language Program at PS 32. If parents begin to choose the Dual Language Program, we will form a list of interested students and will advise parents when there are sufficient students for this option. If parents choose this option they are given assistance in finding a school with this program through the Office of Student Enrollment.

ELL Demographics:

We have 90 ELL students in bilingual classes. Students receive instruction in native language arts as well as ESL. In addition, there is a free standing ESL pullout program. Sixty one students participate in the pull out ESL program taught by certified ESL teachers. These students receive pullout services by proficiency level on the Spring 09 NYSESLAT to meet the requirements at per CR Part 154. Advance students receive 180 minutes a week, and Beginner and Intermediate Students receive 360 minutes a week. PS 32 is a School Wide Program School. We, therefore, allocate our Title 1 funds to provide a quality education for all of our students including our bilingual students and our students with special needs. We provide additional AIS through F status teachers. We specifically use our Title III, Part 154, and Contract for Excellence funding to support these programs. We emphasize language acquisition and will continue to bring in and build on programs such as Avenues, Read 180, Zip Zoom, Imagine Learning and Readers Theatre while using drama, visual arts, music, movement, games, phonemic awareness, phonetic instruction, vocabulary building, comprehension strategies, and storytelling to help our bilingual students with language and comprehension. The read aloud is used during the literacy block to enhance instruction and to develop oral language. It also provides a channel for synopsis. Charts are used to develop schema, language and vocabulary. 6+1 traits are used to assess students' writing fundamentals and a rubric in each assists in tracking progress.

All of our classes, including the seven bilingual (general education and self-contained special education and an Integrated Co-Teaching Bilingual Class) classes taught by certified bilingual teachers, participate in the balanced literacy program including oral language development, reading process, writing process and word study. Our bilingual classes maintain Spanish through native language arts. Our mathematics program is Everyday Math and we use Math Steps in every class as well. Imagine Learning, a computer program which focuses on vocabulary development, was added to the bilingual program during the 2008-2009 school year. Ms. Figueroa and Mr. Dapena, both of whom are certified bilingual F Status teachers, provide AIS groups with supplementary instruction three times per week from September to June. Saturday Academy and Extended Day are planned for January using Title III funding. Indications that AIS is needed result from an examination of standardized exams (LAB R, NYSESLAT, ELA, ELE) as well as teacher judgment, portfolio review, ECLAS 2, El Sol and the Teachers College Reading Assessment. The language of instruction varies according to the group being serviced, the providers being proficient in both.

An orientation for the parents of newly enrolled prospective kindergarteners takes place in August each year. The parents and children come to the school meet the teachers and have an opportunity to familiarize themselves with the building, the classrooms and the beginning curriculum. The Principal and the Parent Coordinator organize this very successful initiative.

Our new arrivals to this country are welcomed and given classroom buddies. This procedure is also true for SIFE students. They are screened in both English and Spanish. The proficiency in each is each is examined and the educational plan is developed. AIS services in literacy and mathematics are provided by Title 1 and Title III to support our new arrivals as well as our students of long standing.

Students who are Long Term ELL's receive a variety of services to support their learning. AIS groups with supplementary instruction three times per week and or Saturday Academy and Extended Day are provided by a certified bilingual or ESL teacher. Indications that AIS is needed result from an examination of standardized exams (LAB R, NYSESLAT, ELA, ELE) as well as teacher judgment, portfolio review, ECLAS 2, El Sol and the Teachers College Reading Assessment. The language of instruction varies according to the group being serviced, the providers being proficient in both. Some of our ELL's receive mandated support services as described on their IEP's. These mandated services may include class assignment to a bilingual 12:1:1 class, to a bilingual CTT class, to a monolingual class with ESL services; SETTSS; bilingual speech services; bilingual guidance services. Our Academic Intervention Team meets with specialists and classroom teachers to examine students who are having difficulties. Strategies are suggested. At risk services may be provided. If a need persists, a formal evaluation is begun. The IEP Team members evaluate the child, confer with the parent and may recommend that the student will receive one or more of the mandated services on an IEP.

Some of our ELL's receive academic intervention services which we provide as needed. Teachers and supervisors examine the results of assessments and determine intervention programs and strategies which will ensure academic growth. AIS may be provided during the school day or in an extended day program by a certified bilingual or ESL teacher. We use both Title III and Title I funding for these services. Some also receive bilingual guidance services on a 1-1 basis or in a group from one of our non mandated guidance counselors.

Continued transitioning support for students reaching proficiency on the NYSESLAT is provided by F status and AIS Teachers during pull out programs, before and/or after school.

Our Parent Coordinator, Bilingual Coordinator, and veteran bilingual team members assist in the presentation of our yearly Bilingual Parent Orientation. The orientation focuses on our bilingual classroom programs in addition to our ESL program and allows parents to address questions and concerns. It also includes regulations pertaining to ELL students in regards to our Accountability Systems and No Child Left Behind. Parent Coordinator and outside consultants provides ongoing workshops that educate parents on ways to support their children at home. Workshop topics range from grade standards and expectations, children's literature, homework help, online resources, available community resources, test sophistication units and test support, and math and reading strategies to use with their child. An ESL Program for adults is also facilitated by our parent coordinator and ESL teacher. The bilingual Parent Coordinator is easily accessible during arrivals, dismissals, school celebrations and events. She also distributes calendars, flyers, and information weekly to parents in addition to being a liaison between parents and many community organizations. In addition, our Robin Hood Library is the heart of many of our educational programs. These programs are designed to support parents in fostering good reading habits. Parents are encouraged to read daily with their child reinforcing skills and strategies learned in the classroom and in these programs. The library has a variety of material geared towards our English Language Learners which also support these programs. Parent Link is a program whereby students can see their child's history, progress, growth and promotion criteria.

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

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be served:** 151 LEP _____ Non-LEP

Number of Teachers 8 **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.

The instruction provided by the Title III funds will include supplemental services provided by an F status teacher via a pull out program during the school day and by eight certified bilingual and/or ESL certified teachers in an extended day program. The activities will be developed based on student need as determined by the examination of appropriate data including test scores, attendance and the level of independent student work. They will be designed to help students achieve academic success in the standards set for the grade and will support language development. Instruction will be provided in both the native language and the English language. The extended day program will run 2 days per week for an hour after school.

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.

PS 32 begins the school year with a professional development plan. This plan reflects school and network goals. Professional Learning Communities are scheduled and consultants and school level coaches are assigned grade levels. Goals are publicized; expectations are communicated. Throughout the professional development plan ESL strategies are integrated thoroughly. There are English Language Learners in most of our monolingual classes. Jose P. training is provided for our monolingual teachers. Our Bilingual Team meets monthly and will continue to look at how instruction and tasks address the needs of our ELL population. The

team will examine the expectations and quality of classroom instruction, classroom environments, differentiated instruction, academic rigor and assessment. Educators will have the opportunity to look at data, share ideas and materials and discuss the need for additional resources. Opportunities for Professional Development offsite such as BETAC will be presented to the staff in addition to the onsite workshops. Professional development will be provided by our literacy and math coaches, by our consultants, through participation in workshops, in other venues and through turnkey sessions presented by bilingual/ESL staff members and consultants.

Included in the Professional Development for 2009-2010 are sessions on:

ESL Strategies;

Analyzing NYSESLAT data;

Analyzing ELL Interim Assessment data;

Examining the curriculum calendars;

Differentiating instruction for ELL's;

Demanding rigor in our Genre studies in reading and writing;

The IEP;

Accommodations and Modifications;

Behavioral Intervention Plans;

Exploring strategies and content in math;

Studying the data from assessments;

Developing instructional plans based on data;

Using the new materials (e.g. science materials for TPR);

Sharing ideas;

Following the lead of consultants and residents;

Developing oral language;

Involving parents in the work.

Form TIII – A (1)(b)

School: 10X032

BEDS Code: 32-10-00-01-0032

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

Allocation Amount:\$23,400		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem- F Status	\$11,919 \$7,179	F status teacher working 2 half days per week with a group of fifth graders, two groups of fourth graders and one group of kindergarteners each day to supplement core bilingual and ESL services provided in the regular class. Per session classes to take place after school and on Saturdays to supplement the improvement of language development as addressed during the school day.
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	\$2500	Professional development and parental involvement via SVE performance and lesson plans.
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.	\$398	Supplies for per session program

Educational Software (Object Code 199)	\$1404	Imagine Learning - additional software
Travel	0	
Other	0	
TOTAL	\$23,400	

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.

All written notices originating at PS 32 are distributed in English and Spanish. The notices coming from the DOE and/or the Region are also provided in translation. Many staff members are able to converse easily in Spanish as well as English.

Spanish is used by bilingual office staff at registration or at first entry into school. Meetings between concerned parents and concerned teachers are frequently scheduled. Bilingual guidance members are present. Informational current signage is displayed in Spanish and in English to provide information concerning meetings, events, celebrations, schedules, half days, etc.

The bilingual Parent Coordinator is always available by cell phone and makes it her business to be at arrivals and dismissal to provide assistance in interpretation or translation when needed.

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.

Both parents and staff were surveyed concerning issues of communication. Only English and Spanish arose as needed languages. All documents are translated for parents. Personnel are available for interpretation.

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.

Some documents (report cards, the discipline code and notices from the chancellor and/or the Superintendent) come to the school in both languages. Others need to be translated on site. Our secretary, parent coordinator, social workers and other bilingual staff members translate needed documents. More help is needed for this task at certain times.

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

Our guidance department (one Guidance Counselor, two Social Workers) is comprised of bilingual personnel. Our Parent Coordinator is bilingual as is a secretary, a School Safety Officer and many of our School Aides. Also, as many of our teachers are familiar with the documents in English, they are able to provide translation and interpretation. If the need should arise we would provide oral interpreting services via an outside contracted vendor.

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>.

The Home Language Survey is completed at registration. We are aware of the requirements and responsibility of the school in ensuring that the language needs of the parents are considered. The conspicuous posting of information regarding language assistance will remain in place.

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:	\$886,356.	\$218,916.	\$1,105,272.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,864.		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,189.	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$44,318		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$10,946.	
6. Enter the anticipated 10% set-aside for Professional Development:	\$93,303		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$21,892.	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
 98%

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.

Encouraged one teacher to attend the necessary classes and supported her by subsidizing tuition at the CUNY rate.

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

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

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

PS 32 Bronx, The Belmont School agrees to implement the following statutory requirements:

- **The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.**
- **The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.**
- **The school will incorporate this parental involvement policy into its school improvement plan.**
- **In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.**
- **The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.**
- **The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child’s learning;**

That parents are encouraged to be actively involved in their child’s education at school;
That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118 of the ESEA.
The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **PS 32 Bronx, The Belmont School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA.**
 - PTA meetings at various times: morning and evening**
 - Bilingual notices of meetings**
 - Advertised performances and invitations to celebrations**
 - Volunteer enlistment**

2. **PS 32 Bronx, The Belmont School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**
 - SLT consideration**
 - Full discussion**
 - Sharing the results of assessments**

3. **PS 32 Bronx, The Belmont School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**
 - Workshops by parent coordinator and coaches (as well as other personnel) in literacy, numeracy, reading to, with and by your child, science, social studies, games, technology, library, guidance issues**

4. **PS 32 Bronx, The Belmont School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Saturday Academy, Extended Day Violence Prevention, by:**
 - Workshops by parent coordinator, supervisor of program, guidance personnel**

5. **PS 32 Bronx, The Belmont School** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policies.

The School Leadership Team will devise a parent survey (partly a checklist and partly a comment sheet) and will distribute, collect and assemble the data presented by the survey.
Findings will be used to improve involvement.

6. **PS 32 Bronx, The Belmont School** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

1. the State's academic content standards
2. the State's student academic achievement standards
3. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

Workshops on Assessments

Parent Conferences concerning student progress

IEP conferences

AIT discussions

Portfolio Perusal

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Opening the library to families

Providing computer use during open access

Varied chosen workshops

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

**Role playing workshop
Feedback**

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start and public preschool and other programs, and conduct activities that encourage and support parents in more fully participating in the education of their children, by:

**Visiting local Head Start
Inviting Head Start to tour our Kindergartens**

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

**Translation as described above will be used
Telephone calls will be made**

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SLT minutes. . This policy was adopted by the SLT of PS 32 Bronx in May of 2008 and will be in effect for the period of 2 years. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2008.

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

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

PS 32 Bronx, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

PS 32 Bronx, The Belmont School will:

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

Deliver curriculum according to the reading/writing calendar for balanced literacy

Follow the curriculum calendar in Everyday Math

Promote an effective environment for learning

Include Science, Social Studies, Technology and the Arts

2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

**November
March
January if needed**

3. **Provide parents with frequent reports on their children's progress. Specifically, the school will provide data and reports as follows:**

**Report Cards
Standardized Test results
Informal assessment reports
Homework conferences**

4. **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

**At school
By appointment
By request
By telephone message requesting call back**

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

**Celebrations
Performances
Readalongs**

6. **Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**
7. **Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.**

- 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.**
- 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
- 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**
- 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.**
- 12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.**
- 13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.**

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.**
- Making sure that homework is completed.**
- Monitoring amount of television their children watch.**
- Volunteering in my child's classroom.**
- Participating, as appropriate, in decisions relating to my children's education.**
- Promoting positive use of my child's extracurricular time.**

- **Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**
- **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.**

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- **Do my homework every day and ask for help when I need to.**
- **Come to school everyday.**
- **Read at least 30 minutes every day outside of school time.**
- **Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.**

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

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.
 A comprehensive look at data continues with the work of our Inquiry Teams. Needs as described in our Needs Assessment are considered with the Data and parent and staff surveys as we develop goals.

2. Schoolwide reform strategies that:
 a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
We provide enrichment opportunities as well as academic intervention services for our students at PS 32. In order to meet the NYS standards we provide the following AIS:

Name of (AIS)	Description:
ELA:	Foundations – small group, during day, pull out; Read 180 – small group, before school; small group pull out, during day & Saturdays; Literacy AIS- small group pull out during day, extended day; Saturday. Guided Reading small group pull out
Mathematics:	Math AIS- Small group, during day, pull out; Extended Day- small group, after school, Saturday.
Science:	Science– small group, extended day.
Social Studies:	Social Studies – small group extended day.
Guidance Counselor & Social Workers:	Counseling, small, group, one to one, pull out, during day.
At-risk Health-related Services:	Asthma instruction - small group, pull out, during day.

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.

We further present opportunities to excel in the Early Childhood Chorus, the PS 32 Chorus, poetry slam, the Enrichment Period (EP), Junior Great Books, debate, dance, swimming, basketball, flag football, tennis, performance, student council and gardening as well as assigning cluster teachers to concentrate on enrichment of the mathematics, science and social studies curriculum. We intend to explore opportunities to address multiple intelligences as we work toward the standards.

Our physical education program includes lessons in health practices designed to promote proper eating and sleeping habits which will improve attendance, promptness and learning.

- Meet the educational needs of historically underserved populations.

Because our bilingual special education students have historically shown a need for more services, we continue to address their needs through after school and Saturday programs designed to improve their reading/writing skills in English.

- 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.

PS 32 has identified and incorporated student needs into extended time programs such as the summer program, the Saturday Academy, early morning sessions and after school programs. Data is continually examined. The use of laptops in our wireless classrooms under the supervision of web site knowledgeable teachers will continue to enrich our programs.

We have continued to support our social worker staff so as to provide such services as will enable our needy students to function and focus within the learning class and/or group.

3. Instruction by highly qualified staff.

We believe that our students need to be taught by highly qualified, intelligent and resourceful teachers. Our District makes every effort to train new teachers by providing an orientation week during the summer as well as a host of summer workshops to support literacy and math initiatives. Throughout the year our teachers receive regular professional development in the school and also through sessions and courses given after school and on weekends, and by consultants who foster best practices in literacy, math and technology. We will further implement this component of NCLB by:

Hiring only certified competent teaching prospects.

Providing quality professional development for new teachers and for veteran teachers.

Demanding excellence in teaching and providing assistance through coaching, mentoring and supervising.

Organizing planning sessions for the teachers in the delivery of the core curriculum.

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.

As part of our professional development, our administrators, coaches and teachers will participate regularly in sessions on the Principles of Learning as well as sessions on instructional strategies for ELL's and parent involvement. Many staff members will attend courses in test sophistication, writing strategies, Everyday Math, and early childhood education. The Tier II model for turn key training will continue.

We will have one literacy coach and one math coach provided as a result of the citywide initiative. We have also acquired the services of a full time Teacher Center staff developer. We have available the expertise of an Aussie consultant who works with classroom teachers in mathematics. In addition, we have a school based option which allows for professional development during the professional period once a week. This is arranged as a common prep given over to literacy and/or math professional development for each grade each week. Teachers have filled out a needs assessment and a menu of opportunities is offered. This is reviewed regularly by the professional development team which makes every effort to respond to the needs of the teachers. We conduct professional development in the core curriculum; in assessing student progress; in using assessment to drive instruction; in differentiating instruction according to the needs and progress of the child; in the state and city performance and content standards. We regularly examine the data to determine the next steps.

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

The administration of PS 32 attends job fairs and recruitment fairs to hire certified teachers in all areas. Teaching Fellows are also hired. We approach our Bilingual Pupil Services Interns at various points during their service to ensure that they will continue to work here as full fledged teachers. We send flyers to the local colleges and universities inviting prospective graduates to come to see our school. PS 32 also has established a personnel committee which interviews teachers for positions in our school.

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

Our parent coordinator works with the executive board of our PTA to publicized opportunities available to parents. Sessions are planned to provide information and to demonstrate strategies for improving student achievement in literacy and numeracy. The coaches work with the administration in providing sessions for parents. Translation is always provided. There is always time allotted for Q and A and current practices and available resources are highlighted and explained. Our F Status bilingual teacher provides instruction in ESL for parents.

Our library is open for parent/child visits before and after school .Our highly qualified librarian welcomes and provides assistance and arranges literary experiences for families. She and the Parent Coordinator arrange for publicity.

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.

At PS 32 we will continue the practice of providing a summer session for those students who have registered to begin Kindergarten in our school in September. They will be introduced by highly qualified teachers to the routines and experiences they will encounter in school and will make the transition to the elementary school setting during a less bustling time. We invite the parents and the children to participate in a session in a Kindergarten classroom.

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.

During grade meetings our coaches and teachers examine the many assessment instruments we use. Teachers and administrators review the resulting data twice yearly. Portfolios are maintained and provide an authentic assessment record of student progress. The Academic Intervention Team considers students who are in need of help and suggests strategies for success.

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 Academic Intervention Team meets weekly to review student difficulties, to suggest strategies for improved learning and to examine data compiled for students who are having difficulty.

For students who have not met the state performance standards and for those at risk, we plan to identify and target students with poor academic skills and work to meet their needs through various instructional strategies and activities. We have developed the following Academic Intervention Services:

Our first grade is supported by an Academic Intervention Service provider. We have reduced class size teachers with classes of twenty students, thus reducing first grade registers across the grade. We have a similar reduced class size model and an Academic Intervention Service provider in grades two and three. In grades 4 and 5, we have two AIS teachers who work with targeted students in reading and mathematics.

We have highly trained, pull out/push in AIS teachers who serve students in K – 5 in classes in which more intervention is needed (e.g. our neediest level 1 and 2 students in general, bilingual and special education self-contained classes). We provide the Avenues or Guided Reading program for our most at-risk students in grades K-3, Foundations for our younger early childhood students. An Extended Day Program funded for AIS (2 days per week) and an Extended Day Violence Prevention Program (2 days plus Saturdays) serve more than 300 students after school and on Saturdays. Both programs are inclusive of ELL's and special needs students.

Our CTT classes provide intervention services for both our special needs students and our at-risk general education students who receive the benefit of two teachers in a classroom where the students with special needs account for 40% of the population. Lastly, our extended year program serves students in grades 2 through 5 who have not met the city's promotional standards.

Lastly, our extended year program serves students in grades 2 through 5 who have not met the city's promotional standards.

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.

11.

Tax Levy, Title 1, Title III, State AIS, grants - all will be combined to provide personnel, services and resources for all the students at PS 32, inclusive of special education and English Language Learners. Title 111 will be used to provide resources for ELL's. We are a Schoolwide Program school. As such, we service all of our students in a comprehensive way. As seen in this document, funds have been allocated to provide at least 2 AIS to our Level 1 students and at least 1 AIS to our Level 2 students. We will continue to provide these services and more. We will apply for a violence prevention program and will continue to ensure the quality of our guidance department through a guidance counselor and two social workers (one mandated), all of whom are bilingual. We support committees to oversee attendance, nutrition, safety, academic intervention. We continue to examine data to ensure that our instruction meets our needs. We join in supporting the health and nutrition initiatives of the Region and provide pertinent information for parents, staff and students.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

(NOT REQUIRED FOR 10X032)

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

(NOT REQUIRED FOR PS 32)

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

(NOT REQUIRED FOR PS 32)

**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 (SWD’s) and English language learners (ELL’s). 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 ELL's. 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)¹ 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.

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

- **English Language Learners**

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

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

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

An examination of data both formal standardized test results and student work portfolios in literacy assessed the relevance of the finding.

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

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?

Progress Report Score A

Logs and plans of teachers and coaches.

We received an A on the School Progress Report. Coaches and supervisors worked with teachers during professional development sessions and on calendar days to plan ELA standard aligned lessons within the ELA curriculum calendars. Jose P. training was provided on site for our monolingual teachers to facilitate their work including the seven different areas of reading and the five different areas of writing with ELL's in their classes. Supervisors conducted formal and informal observations on the ELA work being done in the classrooms and provided appropriate feedback and plans for next steps.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

An examination of data both formal standardized test results and student work portfolios in mathematics assessed the relevance of the finding. Formal and informal teaching observations by supervisors were considered in forming the judgment.

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

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?

Extensive professional development in the Everyday Math program and in the curriculum calendars constructed for mathematics investigations. We supplement the Everyday Math program with topically appropriate material. We have a consultant from the AUSSIE who helps us to look at our mathematics program with a new eye.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Learning Walks through classrooms where literacy lessons were taking place to observe students learning, practicing and producing helped in considering the issue. Debriefing notes following the Walks were also considered. Reading and Writing portfolios were examined.

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

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?

Observable planned time for independent work was noted. Quality written pieces on a wide range of topics were found in the writing portfolios. Written feedback to teachers was considered.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM²)* 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

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

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.

Learning Walks were conducted to assess the mathematics learning in the classrooms. Teachers, coaches and supervisors visited classes and observe the math activities taking place. They also examined the classroom organization including contents of the math student folders, the availability of materials such as manipulatives and the displayed work. Following this collection of observations, the members of the Walk debriefed, each sharing their findings with the group. The findings, then, formed the basis for the next steps in the professional development process.

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

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?

Mathematics planning is taking place at each grade level. The instruction is focused because of the collaborative. The data is examined and analyzed. The materials are available and are being used appropriately.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Presently the turnover is not high.

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

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?

AT PS 32, we seek to hire well qualified, well rounded, certified teachers who demonstrate knowledge and ability. We want to find people who genuinely like students and will guide their learning. We provide support for the teachers and for their students. Supervisors, Coaches and guidance personnel work with them, assessing needs and providing a framework for growth and positive change.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELL's 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.

Professional Learning Community Meetings are scheduled and consultants and school level coaches are assigned grade levels to work and plan with. Goals are publicized with expectations and are communicated to all students. Grade-wide goals, teacher goals, and student goals are all aligned and reflect school data and goals. Student goals are discussed in class and are revisited on a regular basis. All grade goals are kept in work folders and portfolios. Professional development will be provided by our literacy and math coaches, by our consultants, through participation in workshops, in other venues and through turnkey sessions presented by bilingual/ESL staff members and consultants.

There are English Language Learners in most of the monolingual classes at PS 32. Professional development in using ESL strategies is provided for Monolingual Teachers in regard to the Jose P mandates by the Certified ESL Teacher. Our Bilingual Team meets monthly and will continue to look at how instruction and tasks address the needs of our ELL population. The team will examine the expectations and quality of classroom instruction, classroom environments, differentiated instruction, academic rigor and assessment. All Bilingual Classroom Teachers analyze NYSESLAT data. They are involved in the grade level planning for units of study and planning daily lessons with Coaches. Time to reflect on best practices is scheduled as well. All Bilingual Educators will have the opportunity to share ideas, materials, and discuss the need for additional resources. Professional development opportunities were also presented when teachers attended professional development at BETAC and shared information learned with the rest of the team.

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

Not Applicable

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

Included in the Professional Development Workshops for 2009-2010 topics will be:

- **Analyzing NYSESLAT data as well as ELL Interim Assessment Data**
- **Using ARIS;**
- **Studying the data from assessments;**
- **Developing instructional plans based on data;**
- **Looking at standards in ESL, ELA and NLA;**
- **Developing oral language;**
- **Examining the curriculum calendars looking at how to differentiate instruction for ELL's;**
- **Planning lessons that incorporate focusing on language content/skills and integrating ESL Strategies into all content areas;**
- **Demanding rigor in our Genre studies in reading and writing;**
- **Looking at student work (writing) in ESL and ELA;**
- **Using the new science kits which are hands on using TPR (Total Physical Response)**
- **Following the lead of consultants through Learning Walks;**
- **Involving parents in the work**

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELL's 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 ELL's 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.

The PS 32 Inquiry Team made the study of ELL's a priority in their work during the 2008-2009 school year. Teachers and supervisors examine a variety of data and determine intervention programs and strategies which will provide academic growth. Students receive a variety of services to support their learning. AIS provide supplementary instruction three times per week and/or Extended Day/Week Programs are provided by a certified bilingual or ESL teacher. Selection of students for these AIS groups is based on a variety of data sources. Some of the data sources include: standardized exams (LAB R, NYSESLAT, ELA, ELE), portfolio review, ECLAS 2, El Sol, the Teachers College Reading Quick Assessment, Predictive and ITA Assessments, and teacher conference notes/input. The language of instruction varies according to the group being serviced, and the providers are proficient in both languages.

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

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?

Trends show more students are scoring higher in the speaking and listening sections of the NYSESLAT. Students are beginning to soar in grade 3 with 18 scoring advanced on the reading and writing section of the NYSESLAT. Next steps to assist students with the reading and writing sections of the NYSESLAT are:

- **To understand the question and connect to the picture**
- **Develop a voice in writing**
- **Re-read for meaning**
- **Make inferences**
- **Put items in sequence**
- **Use correct sentence structure/sentence verb agreement**
- **Analyze a picture**
- **Use a graphic organizer**
- **Use appropriate grammar and punctuation**

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.

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.

The AP in charge of Special Education holds monthly meetings with the staff. Topics covered include the IEP, accommodations, modifications, curriculum design and differentiated instruction. Our professional development is coordinated by a professional development team which includes the Principal, her assistant principals and the staff developers including the UFT Teacher Center specialist. The team meets regularly to examine data, discuss needs and to update plans for quality and differentiated professional

development. Because we are a SWP school our professional development is provided for all departments. All curriculum areas for all students including the particular needs of the Special Needs child and the ELL child are part of the comprehensive professional development plan. Consultants provide additional professional development to reinforce our work. We seek to replicate best practices for all members of the staff through meetings, demonstration lessons, intervisitations, study groups, labs.

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

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?

The monthly meetings will continue. The emphasis on data driven planning will continue. Needs (student and teacher) will be considered in creating and revising professional development agendas.

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.

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.

We have a highly organized AP who, as the Special Education Supervisor, and a very competent teacher who, as the IEP Teacher, make sure that all IEP's for our students are current, complete, distributed and available. All teachers who work with students who have IEP's have been given the IEP for those students. Those students whose IEP's have a required Behavioral Intervention Plan attached to the IEP have that plan included. Behavioral goals and objectives are publicized via this document.

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

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?

The IEP files are kept current and available. Teachers have the copies for their students. Meetings with the staff are held by the supervisor to implement the distribution and to make teachers aware of the contents.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

At this time, we have 21 students at PS 32 who are living in temporary housing.

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

The Attendance Committee at PS 32 monitors the number of students in temporary housing via data in ATS and the current information on file. The Pupil Accounting Secretary distributes a Residency Questionnaire to students who are new admits or who have given a new address. The Attendance Committee and the Parent Coordinator work with parents of STH to address issues as they arise. They facilitate free transportation to and from school, free lunch and are able to recommend students for screening and counseling sessions if needed. Many of our STH students are residents of Thorpe, a local shelter. Our school staff works with the DOE liaison at Thorpe to facilitate services to these families. Educational supports are provided to any students who have not been successful due to challenging housing conditions and/or attendance problems. We work with the liaison at the shelter and with the CFN liaison to identify needs, find resources and plan solutions.

Part B: FOR NON-TITLE I SCHOOLS

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