



**P.S. 56
THE NORWOOD HEIGHTS SCHOOL
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 10X056

ADDRESS: 341 EAST 207TH STREET BRONX, NEW YORK 10467

TELEPHONE: 718-405-6330

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 56 **SCHOOL NAME:** The Norwood Heights School

SCHOOL ADDRESS: 341 East 207th Street Bronx, New York 10467

SCHOOL TELEPHONE: 718-405-6330 **FAX:** 718-405-6341

SCHOOL CONTACT PERSON: Priscilla M. Sheeran **EMAIL ADDRESS:** psheera@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Elizabeth McGill

PRINCIPAL: Priscilla M. Sheeran

UFT CHAPTER LEADER: Janine McCarthy

PARENTS' ASSOCIATION PRESIDENT: Wanda Vargas and Carmen Lugo

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** CFN10

SSO NETWORK LEADER: Maria Quail

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
Priscilla M. Sheeran	*Principal or Designee	
Janine McCarthy	*UFT Chapter Chairperson or Designee	
Wanda Vargas/Carmen Lugo	*PA/PTA President or Designated Co-President	
Sara Alcala	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mary Ramirez	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	
Erica Henao	Member/Parent	
Clara Rosado	Member/Parent	
Carmen Garcia	Member/Parent Coordinator	
Maureen O’Neill	Member/CEP	
	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 56, is an elementary school with 575 students from kindergarten through grade 5. The school population comprises 14.17% Black, 52.11% Hispanic, 8.94% White, and 23.44% Asian students. Our student body includes 22.6% English Language Learners and 11.30% Special Education students. Boys account for 52.28% of the students enrolled and girls account for 47.72%. The culture of our school reflects both our vision and mission statements. We envision a learning community where accountability is a collective responsibility. Everyone within the school community, administrators, support staff, teachers, parents and students, is part of the process leading to the holistic success of our school community. We are all committed to accomplishing our mission *"to educate the whole child, develop his/her self-esteem, sense of community, values, mental health, citizenship, and instill a lifelong love of reading and writing"* through cooperative planning (both long and short term), family and community involvement, meaningful staff development, and respect for all members of the P.S. 56 community.

P.S. 56 provides a welcoming and happy environment where students enjoy coming to learn and parents appreciate being partners in their child's education. Excellent lines of communication keep parents well-informed of the school's programs and expectations for their child. Our principal is a very effective leader who, with a very dedicated staff, is committed to the success and well-being of each student. Our instructional leadership team is highly visible and connected to the entire student body – we are a school *where everybody knows your name!* The school community sees itself as a school family where mutual respect guides teaching practice and student learning.

Our school community collects, records and analyzes a wide range of data to monitor the performance and progress of individuals and groups of students. Teachers use a wide range of data to identify students' strengths and needs, which supports our goal to improve learning outcomes. Classroom practice consistently engages students in suitable learning activities. Our staff members continually participate in planning meetings, conversations and well-matched professional development to enhance and improve teaching practice. This in turn maximizes student academic growth and student achievement. Our students are actively involved in the learning process and set individual, interim and long-term goals in their academic studies. Guided reflections help students evaluate their learning and determine next steps in improving performance. Working collaboratively, our teachers use all data to help them meet their learning goals.

We are proud of the integrated curriculum that we have developed to connect our students' learning across the disciplines. Our reading, writing, and integrated units of study are aligned with New York State Standards in all content areas and are considered living documents that are revisited and revised throughout the year to meet the needs and strengths of each student. Our teachers are proficient in using the student performance indicators and grade level competencies in developing our curriculum calendars each year. Learning activities that develop higher order critical thinking skills are an intricate part of every unit of study.

At P.S. 56, our school culture is defined by collaboration and interdependence among all members of the school community. Our data has a face – we are committed, dedicated and passionate about educating the whole child. Despite limited physical space, the entire staff continues to provide a learning environment where the development of each child's self-esteem, social responsibility, sense of community, values, mental and physical health, citizenship and the lifelong

love of reading are educational priorities. It continues to be our goal that school is an exciting place to learn and work.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 056 Norwood Heights							
District:		10	DBN:	10X056	School BEDS Code:		321000010056		
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		92.2	92.7	93.3		
Kindergarten	79	80	78						
Grade 1	84	104	91						
Grade 2	83	84	108						
Grade 3	83	103	98						
Grade 4	90	103	98						
Grade 5	102	101	114						
Grade 6	0	0	0						
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0						
Grade 10	0	0	0						
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	0	0	0						
Total	521	561	590						
				Student Stability - % of Enrollment:					
				<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
					86.9	88.0	89.8		
				Poverty Rate - % of Enrollment:					
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
					87.8	81.3	81.3		
				Students in Temporary Housing - Total Number:					
				<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
					2	2	11		
				Recent Immigrants - Total Number:					
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
					5	8	14		
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	33	33	33	Principal Suspensions	29	32	55		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	5	5	10		
Number all others	31	18	28						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	30	37	39		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	110	114	123						

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	3	10	7	Number of Administrators and Other Professionals	3	7	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<i>(As of October 31)</i>				% fully licensed & permanently assigned to this school	100.0	100.0	97.4
	0	0	0	% more than 2 years teaching in this school	66.7	73.0	69.2
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	% Masters Degree or higher	50.0	45.9	41.0
American Indian or Alaska Native				% core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.0	86.0	90.0
	0.4	0.2	0.2		100.0	97.9	100.0
Black or African American	13.6	15.9	14.4				
Hispanic or Latino	56.8	55.6	53.1				
Asian or Native Hawaiian/Other Pacific Isl.	19.4	18.9	22.4				
White	9.8	9.4	8.5				
Male	57.0	55.8	52.9				
Female	43.0	44.2	47.1				
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		X	√	-			
Limited English Proficient		√ ^{SH}	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	7	3	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A	Overall Evaluation:		W			
Overall Score:	83.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data		W			
School Environment:	13.7	Quality Statement 2: Plan and Set Goals		W			
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals		W			
School Performance:	14.6	Quality Statement 4: Align Capacity Building to Goals		W			
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise		W			
Student Progress:	45.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9.8						
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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SECTION IV: NEEDS ASSESSMENT

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

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

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

Despite our overcrowding and limited space, in which 40% of our classes are over the CAP and our school is at 200% utilization overall, we have made great progress. Our Quality Review score 2008-2009 was well-developed and our NYC Progress Report Card grade for 2009 was an A. According to our NYC Progress Report, students' proficiency at levels 3 and 4 in ELA in 2009 was 61.6%, as compared to 51.3% in 2007. Students' proficiency at levels 3 and 4 in Math 2009 was 75.5%, as compared to 69.3% in 2007. However, no "A" or "well-developed" equals perfection, and there is always the need to do more.

The areas for improvement identified in last year's Quality Review and the outcomes of our Progress Report, New York State assessments and all student assessment data are valuable resources for meeting school goals and assessing our needs. We recognize that the peak of academic excellence is a moving target, and we remain determined in ensuring that all our students have the learning skills and strategies to meet this target.

In addressing the recommendation that our school needs to "refine action plans to show how progress towards the challenging long-term goals will be evaluated in the short and medium terms," we have

- Set short term goals and measurements in increments of 10 day cycles for all areas of instruction supported by supplemental programs.
- In Everyday Math, classroom teachers utilize RSA data as formative assessment of student learning.
- Implemented the teaching practice of recording short-term goals in both the reading and writing workshops to increase student accountability in achieving their long-term goals.
- Implemented the revision of our goal setting teacher survey form to include Tier 1, 2, and 3 student data to demonstrate differentiation of instruction and goals for students.
- Initiated the development and implementation of student surveys that require student reflection and assessment of their own learning styles and efforts.

In regards to the recommendation that we "continue to use research-based programs to identify deficiencies in students' learning, set goals for improvement and provide support to achieve them," we are continuing our use of:

- Fletcher's Place (Grades K and 1)
- Voyager Passport in Literacy (Grades K-3)
- Great Leaps (Grades 2-5)
- Wilson Program (All students receiving SETSS and students in self-contained Special Education classes, grades 4 and 5).

- Voyager Learning Math Intervention program (Grades 4 and 5)
- Ticket to Read – an interactive computer program that builds and improves reading fluency and comprehension (Grades K-3 and all ELLs)
- The SRA Comprehension program
- Interactive web-based educational programs (technology classes grades 2-5)

In addition to the above programs, we are also implementing:

- AWARD Reading (Grades K-2)
- Achieve3000 (Grades 3-5)

Increased use of technology has been our greatest financial investment and has resulted in being one of our great accomplishments in supporting differentiated instruction for student academic growth. In order to increase interactive use of technology, we have purchased SMART boards and peripheral equipment for all our classrooms in our main school building to enhance the learning of our entire school community. As a result of both outside and in house professional development, our teachers are using this technology across the curriculum, connecting all students' learning. This effective and exciting use of technology has enhanced the students understanding that learning is a lifelong process that extends beyond the four walls of their classrooms and well into their futures. The introduction of this technology has tremendously heightened and strengthened the interdependency and collaboration of our teachers in effectively using this tool in their lesson planning. The use of this tool has included grade level competitions in Mathematics, Language Arts, Social Studies and Science. We are also incorporating this technology in professional development for our school parents.

In 2009, we were designated as a school in need of improvement, year 1, in ELA, as a result of our students with disabilities not achieving adequate yearly progress in English Language Arts. According to our New York City Progress Report, our 4th and 5th grade Special Education students showed an increase in exemplary proficiency gains in ELA from 2007 to 2009. In 2007, there were gains of 20%, in 2008, 31.8%, and in 2009, 43.8%. After an analysis of the details of the New York City Progress Report and the details of our NYS report card data on students with disabilities, we recognized that all our students with disabilities need additional interventions, particularly our grade 3 students who are new to the standardized testing environment. We also noted that these 3rd grade students in self-contained classes do not have the availability of computer assisted interventions and support. We have developed an action plan to address the needs of these students who did not achieve adequate yearly progress in English Language Arts. The plan includes interventions that address areas of weakness that we identified through item analysis of ELA assessment data. In addition to Voyager Passport, the SRA Comprehension Program, the Wilson Program, Ticket to Read, and union tutorial support, we implemented the Achieve3000 program which is a web-based individualized instruction program in nonfiction reading and writing and also improves students' performance on high-stake tests. We also implemented the AWARD Reading Program for grades K through 3 reading levels. This program uses technology to close the performance gap for ELLs and RTI readers. The AWARD Reading Program provides individualized instruction using technology to improve rhyming abilities, vocabulary development, emergent reading skills and listening comprehension.

These initiatives have impacted positively in deepening our use of data analysis and our commitment to improving student outcomes – so that all students achieve better than their last best! These initiatives were determined by an analysis of recent performance trends, our greatest accomplishments, and the challenges faced by our learning community. As a result of this ongoing school wide needs assessment, we as a learning community have moved forward and beyond whole group differentiated instruction to the ability to develop individualized prescriptions for learning.

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.

GOAL 1

By June 2010, 100% of classroom teachers grades K through 5 will increase data-based analysis and data driven instruction in reading comprehension and fluency, so that 80% of students in grades K through 5 will demonstrate at least one full year progress evidenced through both formative and summative assessments (Developmental Reading Assessment and the New York State ELA Exam).

GOAL 2

Based on data on the 2009 NYS ELA assessment, 25% of students with disabilities will increase performance from a level 1 to a level 2 and from a level 2 to a level 3 as demonstrated on the NYS ELA 2010 assessment through school wide differentiated instruction that is aligned with the NYS Standards and Curriculum using research based programs.

GOAL 3

By June 2010, 50% more teachers and students will demonstrate leadership abilities through ongoing professional development and lessons in workshop presentations that will be evidenced in more teacher and student lead workshops to parents and staff.

GOAL 4

Through June 2010, the administration, staff and parents will continue to effectively budget funds and allocate human resources to support student learning and to develop the whole child as noted in our Mission Statement and our Comprehensive Education Plan.

GOAL 5

Through June 2010, 95% of parents, students, and staff will demonstrate a school culture of collaboration and interdependence as evidenced in agendas and attendance at professional development sessions for parents and staff, student learning surveys, monthly teacher surveys, and student and parent participation in extracurricular school events and program.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

GOAL 1

By June 2010, teachers will increase data-based analysis and data driven instruction, so that 80% of students in grades K through 5 will demonstrate at least one full year progress evidenced through both formative and summative assessments.

- Classroom teachers, AIS providers, coaches, assistant principal and the principal will continue to participate in professional development focused on data-based analysis, specifically the utilization of ARIS - the periodic assessments in ELA and mathematics Grades 3-5, NYS State ELA, Mathematics, Social Studies, and Science Exams. ECLAS 2 (K-3), Ticket to Read (K-5), Voyager Passport (K-3), and Achieve3000 (3-5).
- Workshops in ARIS Parent Link (APL) will be given to support understanding and utilization of this parent-friendly web-based tool to monitor student learning.
- Grade level AIS teachers will continue to record, maintain and update data demonstrating student interventions and progress, and plan next steps with teachers, students and parents.
- A data and technology specialist will be assigned to support the administration and teachers in updating, complying and extracting student data school wide.
- Data Inquiry Team will examine the data on grade 3, 4 and 5 students receiving fulltime and part-time special education services to determine effective supports and instruction to improve performance on NYS ELA exams.
- Notices including student data will continue to be sent to parents a minimum of three times a year, in addition to communication during Parent-Teacher

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Indicators of Interim Progress and/or Accomplishment

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

Conferences.

- Funds will be allocated for the purchase and implementation of researched-based programs, such as Fletcher's Place, Great Leaps, Voyager, Everyday Math, and Achieve3000. All of which are data-driven and user-friendly.
- Funds will be allocated for the purchase and maintenance of technology tools needed to utilize software and websites.
- Schedules for teachers (grades K-5) will continue to be designed to allow for common planning (including grade level planning, vertical planning, ESL and special education) to provide teachers with the opportunity to look at student work in all content areas, and to monitor and assess student progress and proficiency to drive instruction.
- Teacher developed grade wide exams aligned with NYS standards and curriculum will be given mid and end year to assess consistency of grade level instruction and student learning in reading comprehension, Language Arts, Math, Social Studies and Science. This assessment data will also drive future planning and instruction.
- Students in grades 3, 4, and 5 will analyze their own work through class generated rubrics and monitor their own assessment data on Ticket to Read and Achieve3000.
- **Fair Student Funding, EGCSR funds, and Title 1 funds support teaching staff, administrators and coaches in professional development activities and the implementation of our action plan.**
- **Children First funds support the data inquiry team work.**

Measurable Objective

- 100% of teachers will use data to better serve students in all core subjects as evidenced in goal setting meetings, classroom observations, monthly teacher surveys, student surveys, weekly grade level planning, and increased student achievement in both formative and summative assessments.
- Students in grades 3, 4 and 5 will become familiar with analyzing and using their own data in order to set their academic goals and monitor their progress, as evidenced by

student surveys, conferences, and outcomes.

Evidence

- Teachers will continue to demonstrate their analysis of data with the lens of “differentiation” as is evidenced in their weekly unit of study lesson planning, as well as Tier 1, 2 and 3 instructional interventions.
- Teachers will continue to demonstrate their ability to analyze and use data to improve student performance and learning during their goal setting meetings with administration.
- The AIS Team will continue to work collaboratively with the classroom teachers and share the data collected and analyzed on the students they service with the administration on a weekly basis.
- Parents will continue to acknowledge receipt of the updates on their children’s progress or lack thereof. In addition, they will continue to acknowledge receipt of the materials and resources provided by AIS and classroom teachers to support their children’s learning and academic progress at home.
- Student work will include self-evaluative assessments based on the class generated rubrics.
- Student Learning Surveys will include the opportunity for students to reflect on their understanding of the progress they are making on Ticket to Read and Achieve3000.
- Students in the data inquiry group who represent the subgroup that did not make the AMO 2008 and 2009 in ELA on the NYS report card will achieve at least one lexile level in reading proficiency using Achieve 3000.
- All data reports will be compiled and easily accessed by the administration, teachers, and students and their parents.

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and

Goal 2

Based on data on the 2009 NYS ELA assessment, 25% of students with disabilities will increase performance from a level 1 to a level 2 and from a level 2 to a level 3 as demonstrated

Time-bound.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

on the NYS ELA 2010 assessment through school-wide differentiated instruction that is aligned with the NYS Standards and Curriculum using research based programs.

Action Plan

- Ongoing professional development for general education teachers, self-contained special education teachers, special education service providers, and Academic Intervention Specialists that includes a focus on utilizing ARIS, Achieve3000, Voyager Learning/Ticket to Read programs will continue to emphasize the relationship between data analysis and differentiated instruction, facilitated by program representatives.
- Funds will continue to be allocated for the purchase and maintenance of resources and instructional materials for teachers and students, including the purchase 12 additional laptops to be utilized by our special education students.
- Inter-visitations will continue to be arranged for teachers to visit classrooms to see differentiated instruction in progress, particularly in our self-contained special education classes.
- Students will continue to receive academic intervention services through the use of the following research-based reading programs: Voyager Passport/Ticket to Read (Grades K-5), Great Leaps and SRA (Grades 2-5), Achieve 3000 (Grades 3-5), and Fletcher's Place (Kindergarten) 3 to 5 days per week.
- All students' progress, including those with special needs, will be recorded every 10th day of the intervention. All students will continue to be given the DRA assessment a minimum of 2 times a year. Data collected will be monitored by academic intervention specialists and reported to the administration at weekly AIS meetings.
- Voyager benchmark dibels, ECLAS2 and DRA assessments will be administered and analyzed throughout the year by teachers and academic intervention specialists. Literacy and Math coaches will meet with teachers and AIS to discuss data analyses and plan next steps in planning and instruction.
- Student progress and next steps in planning and instruction will continue to be communicated school-wide. All service providers continue to be responsible for

the ongoing communication of student progress and next steps in planning and instruction. This communication is both school-wide and to parents. Administration monitors all written and oral communication.

- All classroom teachers and service providers for students with special needs will access ARIS as one source of information to gain data on student performance on standardized and periodic assessments to inform planning and next steps in instruction. This data will be shared and discussed with the administration throughout the school year.
- **Tax levy funds are used to purchase books, hardware and software to implement instructional programs.**
- **Title 1 funds and EGCSR funds are used to support differentiated instruction school-wide.**

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Indicators of Interim Progress and/or Accomplishment

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

Measurable Objectives

- Kindergarten students' phonemic awareness will continue to increase through the use of the research based program, Fletcher's Place as evidenced by student performance on ECLAS2.
- Students' reading fluency and comprehension will improve in grades 3, 4 and 5 through their participation in the research-based Achieve3000 web-based interactive nonfiction reading program as evidenced in formative Achieve3000 assessments.
- Based on data on the 2009 NYS ELA assessment, 25% of students with disabilities will increase performance from a level 1 to a level 2 and from a level 2 to a level 3 as demonstrated on the NYS ELA 2010 assessment.
- Students will continue to improve on end of unit assessments in Everyday Math as a result of the incremental checks and balance system, RSA, through which teachers and students monitor student learning throughout each math unit of study.

Evidence:

- Student Profiles will continue to include all updated information regarding student needs and progress.
- Personal Intervention Plans will continue to document student progress through interventions and communication with administrators, classroom teachers, parents, and students, including students with special needs.
- Evidence through teacher record keeping on end of unit assessments in Everyday Math.
- Supervisors will continue to formally and informally observe teachers engaged in grade level planning and classroom instruction.
- Teachers will include NY State standards and specific student performance indicators in all planning (reading, writing and integrated units of study, process statements for publicly displayed student work, criteria charts and rubrics) and their evaluation of student work.
- Teachers will continue to demonstrate they are looking at students with the lens of “differentiation” as is evidenced in their monthly planning and unit of study reflections.
- Improved student learning will continue to be evidenced in the analysis of researched-based assessment data.
- Teaching strategies observed will continue to be aligned with students’ learning needs.
- Teachers continue to demonstrate, through formal and informal observations, that their expectations of students’ learning are both clear and rigorous.
- Post observation debriefing, goal setting meetings, and informal conversations will continue to communicate the expectations for academic rigor.
- The collection and analysis of all assessment data will continue to be shared with the students, parents, and all involved pedagogy (teachers and administration).

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

GOAL 3

By June 2010, through ongoing professional development, staff and students will demonstrate leadership abilities that will be evidenced in improved teaching practice and student learning.

Action Plan:

- We will continue to systematically and periodically survey all staff to assess professional development needs and strengths throughout the year.
- Information gleaned from teacher surveys will be a resource for identifying teacher expertise and willingness to facilitate workshops. Some workshop topics will be generated from this resource.
- We will continue to survey parents to assess their needs.
- We will continue to give teachers the opportunity to discuss and request professional development with the literacy and math coaches during weekly grade level planning.
- To provide professional development for teachers that specifically extends their depth of data analysis to all core subjects to gain greater insight into student performance and progress to help guide instruction.
- We will continue to schedule inter-visitations to support all teachers particularly our special education teachers.
- Supervisors and coaches will continue to build and develop leadership capacity of teachers by assessing teachers' instructional strengths and encouraging them to accept leadership roles in professional development.
- Funds will continue to be allocated for the purchase of resources and instructional materials for teachers to further their professional development. Allocation for per session will continue to be set aside for staff to participate in

optional professional development and study groups before and after school.

- Lunch and Learns will continue to be offered and facilitated by teachers demonstrating strong competency in specific areas of instruction.
- We will continue to provide professional development for parents on curriculum and instruction, NYS Standards, the assessment cycle and teaching practice. These workshops will be scheduled twice every month in literacy and mathematics. In addition, this year we will begin to provide parent workshops in all core subjects (social studies, science, art, physical education, technology, and music), along with workshops on our integrated units of study.
- To continue to include members of our AIS team in facilitating parent workshops.
- Supervisors will continue to communicate with coaches about observed teacher needs and strengths at weekly cabinet meetings.
- Coaches will continue to provide professional development through mentoring, planning, and modeling. They will monitor resources that support instruction and student learning.
- The School Leadership Team will continue to proactively engage the school community around the school's learning goals as noted in the CEP.
- Topics for parent workshops will be generated in part from the information gathered from parent surveys. Presentations will be developed to include student participation, student work, and student presentations.
- **Title I funds and Tax levy funds support professional development opportunities for our staff.**
- **Professional development is scheduled throughout the year for in-house and off-site training to meet the needs of the entire school community.**

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Indicators of Interim Progress and/or Accomplishment

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

Measurable Objectives:

- 90% of teachers will participate in optional Lunch and Learns, study groups and other professional development opportunities.
- Teachers will facilitate at least 25% of the professional development opportunities offered.
- Increase the opportunity for student involvement in at least one parent workshop presentation in literacy, math and science.

Evidence:

- Attendance records of classroom teachers, AIS providers, coaches, assistant principal and the principal participating in professional development will continue to be kept throughout the year.
- Minutes from cabinet meetings will reflect the discussion and assessment of the professional development needs and strengths indicated by teachers in the monthly surveys.
- Coaches will continue to debrief with administration on a weekly basis concerning professional development completed and needed as determined by the monthly teacher surveys.
- Professional development documentation will record presenters, evidencing the number of teachers facilitating workshops this year.
- Attendance records for parent workshops will continue to be assessed and monitored.
- Teacher end of year evaluation of professional development offered.
- Feedback of teachers participating in inter-visitations.
- Agendas of the professional development workshops offered to parents for the 2009-2010 academic year.
- Agendas of the professional development sessions offered to teachers and staff for the 2009 -2010 academic year.

- School Leadership Team meeting minutes and the CEP.

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

GOAL 4

Through June 2010, the administration, staff and parents will continue to effectively budget funds and allocate human resources to support student learning and to develop the whole child as noted in our Mission Statement and our Comprehensive Education Plan.

Action Plan:

- Our instructional program will continue to be designed and funded to meet the needs of all students (including ELL and SE population), with increased allocation of funds to support the integration of technology in instruction and learning.
- Students' learning will continue to be enhanced by funded trips to museum, theatres and parks which support their integrated units of study.
- Adult education evening classes in ESL and technology will continue to support parent learning and increase their participation in the academic development of their children.
- Staff will continue to communicate regularly with parents regarding student attendance or lateness.
- Continue to regularly review Galaxy to schedule and allocate funds appropriately.
- To continue to allocate funds to provide programs for students that address their academic, physical, social, and emotional development (Urban Voices, Violins, Keyboards, Bilingual Culture Programs - Hispanic and Bengali, Intramural Sports programs, After School Help Program, Student Clubs, Family Bingo Nights, Family Movie Nights, and Saturday Academy Program, ELL Morning programs (grades 2 -5), and the Primary Breakfast Book Club morning programs (grades 1 and 2) and grade 1 ELL students.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Indicators of Interim Progress and/or Accomplishment

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

- **C4E funds, Tax levy funds, and Title 1 and Title 3 funds have been allocated to support a wide- range of intervention programs to supplement student learning through academic, physical, social, and emotional development programs.**
- **Tax levy funds, Title 1 funds and Title 3 funds have been used to purchase materials and resources for these programs and to fund per session for these programs.**

Measurable Objectives:

- 100% of pedagogical resources will be assigned to support student learning and development.
- 99.6% of allocated funding will be assigned to implement the goals of the CEP.

Evidence:

- Students' daily work will continue to be the footprints of our teaching, showing that all our planning and instruction are aligned with NYS Learning and Performance Standards and grade level curriculum.
- Student portfolios will continue to demonstrate student performance, proficiency and growth in accordance with NYS Learning and Performance Standards.
- School-wide concerts (violin, recorders, Met Opera and keyboard), School drama performances, School-wide Competitions: Spelling Bee, Math Challenge, Passage Reading, Poetry Reading and class author celebrations will continue to be scheduled throughout the school year.
- Recordkeeping and communication with home will continue to ensure that the school will achieve above 92% attendance.
- Attendance records and end of year culminating event for the Adult ESL and Technology program.
- All funds and allocations are up-to-date and scheduled.
- All attendance records and program objectives will continue to be documented and kept for all school programs that support the academic, physical, social, and emotional development of our students.

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

GOAL 5

Through June 2010, parents, students, staff and administration will continue to build a learning community where the school culture of collaboration and interdependence ensures that all students reach their full academic and social potential.

Action Plan:

- Continue to articulate and implement a clear instructional vision through ongoing communication with all school constituencies.
- To continue to assess the implementation of school goals on a regular basis.
- The culture of accountability continues to be a school-wide expectation. Administration, staff parents and students will continue to be held accountable for their responsibilities.
- Schedules for teachers will continue to provide ongoing opportunities to collaboratively plan and discuss teaching practice that meets the individual needs and strengths of all their students.
- Coaches' schedules will continue to include opportunities for planning professional development for our staff and our parents to support teaching practices.
- Classroom teachers, AIS providers, coaches, assistant principal and the principal will continue to participate in ongoing professional development to deepen and strengthen teaching practices, while reinforcing the belief that we are a community of learners.
- Programs will continue to be offered to our parents to increase their understanding of their children's academic development.
- We will continue to offer an After School Help Program to assist students with homework and provide physical and interactive academic activities to support their development.
- Weekly cabinet meetings will continue to provide the opportunity for ongoing communication between teachers and the administration.

- The AIS team will continue to meet twice a week with administration to monitor student progress and to provide the opportunity for interdependence in program design.
- School-wide trips will continue to be planned and scheduled to enhance and connect students' learning, while providing the opportunity for social growth.
- Extracurricular activities will continue to support and strengthen the family-school connection. Activities such as Family Movie Night and Family Bingo Night will continue to provide an opportunity for families to gather together socially.
- Clubs and sports programs will continue to provide opportunities for us support the development the whole child.
- We will continue to provide weekly and monthly updates to the entire school community to keep communication open, public and accessible.
- Adult education classes will continue to give parents the opportunity to enhance their own learning and in turn support their children's academic development.
- Teachers participating in any extended day programs will continue to meet regularly to discuss student progress. Teachers will continue to monitor student growth and set goals for the children participating in the program.
- Academic and social growth and successes will continue to be celebrated school wide.
- Funds will continue to be allocated to support all efforts to build collaboration and interdependence in teaching and learning among the entire school community.
- **Title 1 funds and Tax levy funds are used for class trips that supplement student learning and our integrated units of study.**
- **Tax levy funds support student council activities, sports programs, after school clubs.**
- **Title 1 funds, Tax levy funds and C4E support the After School Help Program.**
- **Title 1 funds, Tax levy fund and C4E are allocated for pedagogical per session for all the above activities.**

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Indicators of Interim Progress and/or Accomplishment

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

Measurable Objectives:

All members of the school community will continue to work towards a common vision as demonstrated by the participation and cooperation of staff and parents in the implementation of the school mission and goals as articulated in the CEP.

Evidence

- Teachers will continue to complete a monthly survey evaluating teaching practice (strengths and needs) and updating administration on grade level planning.
- Student accountability will continue to be monitored by teachers and administration through ongoing record keeping, portfolio assessment, student interviews and student learning surveys.
- Minutes, agendas and attendance at cabinet and AIS meetings will continue to be evidence that opportunities for collaboration in planning and learning are ongoing.
- Agendas and attendance at professional development sessions for teachers and parents will continue to be evidence that collaboration and interdependence in supporting our children's academic and social growth are ongoing.
- Student participation and attendance in clubs, sport activities and trips will continue to be evidence of the opportunities for our students to grow physically and socially.
- Attendance records and end of year culminating event for the Adult ESL and Technology program.
- Attendance records of students attending the After School Help Program.

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	75	75	N/A	N/A	2	1		
1	63	63	N/A	N/A	7			
2	52	52	N/A	N/A	11			
3	48	48	N/A	N/A	23			4
4	40	17	40	40	17	1		4
5	37	20	37	37	25			4
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 (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Fletcher’s Place	To improve decoding, comprehension and fluency in kindergarten – whole class during the school day.
Achieve3000 (Grades 3-5)	Research based and web-based individualized instruction program in nonfiction reading and writing and also improves students’ performance on high-stake tests.
Great Leaps (Grade 2-5)	Researched based supplemental reading program to increase phonemic awareness, vocabulary, comprehension and fluency in readers – 1:1 during the school day.
Voyager Passport Reading	Researched based intervention program designed to strengthen the basic components to successful reading (phonics, phonemic awareness, fluency, reading comprehension).
Kaplan	Small group
Ticket to Read (Grades K-5)	A web-based interactive individualized reading program designed to strengthen fundamental reading skills, reading fluency and reading comprehension.
AWARD Reading Program (Grades 1and 2)	An interactive technology and print program that is designed to accelerate literacy achievement for all students in grades K-3.
Reading A-Z	Comprehensive reading program – resource program that provides instruction and resources for guided reading, small group instruction and differentiated instructions.
Saturday Academy	Grades 2-5 – for students achieving at or below Level 2 – small group
Focus and Options	Resources for teachers that work on: main idea, cause and effect, sequencing, inference etc.
Primary Breakfast Book Club: Grades 1 and 2	2:1 – To promote a love of reading and increase sight word recognition, improve fluency, and strengthen comprehension.

Mathematics: Math Magician	Multiplication Web Site – Computer Assisted Instruction
Saturday Academy	Grades 2-5 – for students achieving at or below Level 2 – Small Group Instruction
New York State March to March Skills Review and Practice	Number Sense and Operations – Small Group Instruction
Kaplan	Small Group Instruction
Voyager Math – Grades 3, 4, and 5	Small Group Instruction
Buckle Down – Grades 3, 4, and 5	Whole Class Instruction
Science: Reading A-Z	Comprehensive nonfiction reading program that provides instruction and resources for guided reading, small group instruction and differentiated instructions – nonfiction books in content area.
Social Studies: DBQ's – Grade 5	Whole Class Instruction
Magic Treehouse	Whole Class Instruction
American Revolution	Whole Class Instruction
Reading A-Z	Comprehensive reading program – resource program that provides instruction and resources for guided reading, small group instruction and differentiated instructions – non fiction books.
Saturday Academy	Grade 5 – small group instruction
At-risk Services Provided by the Guidance Counselor:	Played games with problem solving outcomes Meeting to set goals for parents, student and teacher collaboration
At-risk Services Provided by the School Psychologist:	Meetings with teacher, student and parent to examine student needs and establish a plan.

At-risk Services Provided by the Social Worker:	
At-risk Health-related Services: Asthma Program	6 weeks provided by DOH nurse

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

NCLB/SED requirement for all schools

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

P.S. 56 LANGUAGE ALLOCATION POLICY (LAP) 2009 – 2010

LAP Team members include:

Mrs. Priscilla M. Sheeran, Principal
Ms. Maureen O'Neill, Assistant Principal
Carmen Garcia, Parent Coordinator
Wanda Vargas, PA President
Maureen Finn, Literacy Coach
Daisy Melendez, Math Coach
Mary Beth Burns, ESL Teacher
Anna Moriarty, Speech Provider
Elizabeth McGill, Conflict Resolution Teacher
Tara Cushing, Art Teacher
Sonia Menendez, SAF
Maria Quail, Network Leader

The student body at P.S. 56 consists of a diverse population of Hispanics, Asians, Albanian, African-Americans, Whites and Native Americans. Eight different languages are spoken, but the major language groups are Spanish, Bengali and Albanian. The trend in program choice as evidenced by the Parent Survey letters is English as a Second Language. Presently on staff are two fulltime and 1 part time certified ESL teachers, and one licensed bilingual teacher to support our ESL program. Copies of teachers' licenses/certifications are on file.

ESL instruction is provided in a self-contained classroom in Kindergarten with a push in ESL teacher and in a self-contained classroom in grades 1 and 2, and a pull out program for students in grades 3, 4 & 5. Each small group is formed according to instructional need based on the NYSESLAT and LAB-R scores. Total Physical Response (TPR) strategies are used with newcomers to meet their needs. Newcomers are paired with a buddy whenever possible to help with the transition into our school environment. Other groups are taught using appropriate ESL techniques. Technology is integrated into ESL instruction. The instructional units for students are implemented based on the CR Part 154 instructional unit requirements and aligned with classroom teachers' Units of Study in progress.

Structures are in place at P.S. 56 to ensure informed parent choices. In September, an orientation is held for parents to inform them of the programs available for English Language Learners. At that time, parents view a video supplied by the Department of Education in Bengali, English or Spanish. Bengali and Spanish speaking staff are available to assist with interpretation. Parents are then asked to choose the option they think will best meet the needs of their child. The trend over the past few years is that parents choose the free standing ESL program that

is available at P.S. 56. However, if the population warranted it and parents desired transitional bilingual educational programs (TBE) in their native language, the necessary steps would be taken to accommodate the parents' choice.

All ESL programs both the self-contained and pull out program at P.S. 56 are guided by the N.Y.S. and N.Y.C. learning standards and the Chancellor's Balanced Literacy and Balanced Math program. Some of the components of the school wide balanced literacy program are Read Aloud, Shared Reading, Independent Reading, Writing Workshop, grade level content area instruction and materials. Content area is integrated into the reading and writing workshop which enables ESL students to make connections to their prior experiences and language is learned in a meaningful context. We use the SIOP model – (Sheltered Instruction Observation Protocol). Lesson plans include both content objectives as well as language objectives.

English Language Learners participate in all aspects of the Literacy and Math Block and are systematically developing their academic language. Classrooms are equipped with SMART boards, and all students (Grades 2-5) use technology as an integration tool in all content areas. Academic Intervention Services (AIS) provide differentiated instruction for ELLs during the Extended Day Morning Program (Grade 2 – 5), ESL Breakfast Club for Grade 1 students, Extended Day Afternoon Program and Saturday Academies. During the school day, differentiated instruction is provided through small group pull out instruction or 1:1 Great Leaps Program with AIS teachers in which several ELLs participate based on need. Saturday Academies are offered in ELA and Math for all students in Grades 3, 4 and 5 and a NYSESLAT Saturday Academy for ELL students to strengthen their language skills and use of strategies in the context of the NYSESLAT exam. The New York State Mandated ESL/ELA allocated instruction time based on student proficiency level is part of the ELLs' daily instruction. ELLs are grouped homogeneously during ESL services. The data from the ELL Interim Assessments, ECLAS and DRA are used to evaluate student progress and to work on strategies that will support students in the areas that are deficient. This data is also used to plan Academic Intervention Services for students. Students with Interrupted Formal Education (SIFE) and long term ELLs are supported through our AIS and ESL modalities. All data available from each formal educational experience is accumulated. Students' current abilities and needs are assessed and additional supports are implemented accordingly. Each SIFE receives:

- ESL instruction according to NYSESLAT indicator
- AIS services supplement the mandated ESL instruction. This takes the form of various supplemental programs offered to each grade level i.e. Breakfast Club (Grade 1), Morning Extended Day Program Grades 2, 3, 4 and 5, Kindergarten Academy, Kindergarten and Grade 1 small group pull out AIS in reading and math, guided AIS push in reading, critical thinking and problem solving.
- ESL teacher and classroom teacher collaborate, and grade level curriculum is integrated with the ESL program. In order to meet students' needs, assessments will be ongoing throughout the school year.

ESL students in school for less than three years will receive all of the above supports. ELL students with special needs who have IEPs will receive differentiated instruction as indicated above based on student's IEP and collaborative planning meetings between ESL teacher and classroom teacher. Students who reach proficiency on the NYSESLAT will continue to be supported based on needs and ability as indicated above and will receive extended time on all New York State ELA, Mathematics, Science and Social Studies exams for two years after reaching proficiency.

The total number of students by grade level who are served in the 2009-2010 school year according the available data is as follows:

Grade	Total Number of Students
Kindergarten	11
Grade 1	34
Grade 2	17
Grade 3	29
Grade 4	10
Grade 5	11
TOTAL	112

As indicated by the above chart, the numbers of ELLs are greater in Grades K-2 with a marked decrease in Grades 3-5 which indicates the effectiveness of the school's systematic Language Allocation Policy (LAP).

The chart below indicates the number of students scoring at the Beginner and Intermediate Proficiency levels in the LAB-R (Kindergarten) September 2009 and the Spring 2009 NYSESLAT. By Grade 2, there is an increase in the number of students who move from the Beginning and Intermediate level to the Advanced Level in the NYSESLAT.

GRADE	LAB-R		NYSESLAT Spring 2009		
	B	I	Beginning	Intermediate	Advanced
Kindergarten	11				
Grade 1			17	12	5
Grade 2			3	5	9
Grade 3			8	8	13
Grade 4			6	1	3
Grade 5			5	4	2

A careful analysis of the four modalities of Reading, Writing, Listening and Speaking across proficiency levels and grades indicates that students score higher in the Listening and Speaking than in the Reading and Writing. Based on this analysis, students are offered support in these two areas and write every day.

In the content areas, the data from the 2008- 2009 nySTART report shows that of the ELL students tested in the English Language Arts in Grades 3, 4 and 5, 90% achieved at a Level 2 and above and 15% scored at a Level 3 and above. In Grade 3, 4 and 5 ELL students tested in math, 92% achieved at Level 2 and above and 30% scored at 3 and above. During AIS interventions and in the ESL program, nonfiction is used to support

students in the content areas. The instructional materials used during the ESL program include Benchmark English Explorers in Science and Social Studies, Readers' Theatre and Scholastic Content Area Reading.

Grade 5 Social Studies Fall 2008

<i>LEVEL 1</i>	<i>LEVEL 2</i>	<i>LEVEL 3</i>	<i>LEVEL 4</i>
<i>8</i>	<i>1</i>	<i>3</i>	<i>0</i>

In the Grade 5 2008 Social Studies Test, 44% of the 12 students who took the test scored at a Level 2 and above and of that 33%, 25% scored at Level 3. Of the 8 students who scored Level 1, three students were new arrivals in the country and three were new to our school.

ESL teachers participate in professional development offered by the Integrated Service Center and CFN10. They also work with our Assistant Principal, Literacy and Math Coaches to develop curriculum, lesson plans and instruction to meet the needs of our ELLs. Teachers also enroll in university and college level courses.

Working closely with classroom teachers, the ESL teacher, our Academic Intervention Services team and our Student Support team, students are supported in a holistic way so that they make steady progress in meeting the goals and standards for each grade level. Students are recommended for an evaluation when all interventions have been exhausted and it is determined that students may have a learning disability unrelated to English being their second language.

It is anticipated that the program instructional model that will be implemented in the 2009-2010 school year is as follows:

Three classes, one in kindergarten, one in first grade and one in second grade, will have an ESL teacher push in.
Free Standing ESL Pull-Out model exists for grades 3-5.

This configuration is based on current numbers and trends, but is subject to change based on LAB-R and NYSESLAT results.

As part of our Language Allocation Policy (LAP), it should also be noted that there is an Adult ESL program offered 2 evenings weekly in Level 1 and Level 2 English. This program is conducted from October to April to instruct parents of our ELL students so they become role models and enable them to be active participants in their children's learning. Parents are instructed through classroom instruction and use of a CD program in which technology is integrated. Since P.S. 56 does not have a bilingual or Native language model of instruction, we offer, as enrichment, a Bilingual Cultural Class for the predominant language/cultures in our school one evening per week. This class enables students to experience their native language in reading, writing, listening and speaking one evening per week for two hours. Each of our Adult ESL Program and Bilingual Cultural Program culminate the year with a presentation of their learning for a public audience of family and friends.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual X ESL ___ Both Number of LEP (ELL) Students Served in 2008-09: 120
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

There are three classes, one kindergarten, one first grade and one second grade where an ESL teacher pushes in. Grades 3 through 5 participate in a pull-out program. The pull-out ESL teacher scaffolds instruction according to students' assessed needs and in concert with classroom instruction using TPR, technology and other ESL techniques. Our ESL teacher is actively involved in the development of our reading, writing, and integrated units of study. The pull-out ESL teacher (grades 3-5) works closely with the classroom teachers (both monolingual and self-contained ESL kindergarten and grades 1 and 2 teachers) determining learning goals based on the New York State Standards and grade level student performance indicators and competencies in ELA, Mathematics and all core subject areas, along with NYS ELL Standards and grade level student performance indicators and competencies. These teachers all meet once a week during a common planning time to discuss student assessments to differentiate and plan next teaching steps.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

All ESL programs, both the self-contained and pull-out program at P.S. 56 are guided by the New York State Standards and New York State learning standards and the Chancellor's Balanced Literacy and Balanced Math programs. Some of the components of the school wide balanced literacy program are Read Alouds, Shared Reading, Guided Reading, Independent Reading, Writing Workshop, grade level content area instruction and materials.

English Language Learners participate in all aspects of the Literacy and Math Blocks and are systematically developing their academic language. Academic Intervention Services (AIS) provide differentiated instruction for ELLs during our Extended Day Morning Program (grades 2-5), our P.S. 56 Primary ESL Breakfast Book Club program (grade 1), Extended Day afternoon program, and Saturday Academies (grades 1-5). During the school day, differentiated instruction is provided through Guided Reading and the New York State Mandated ESL/ELA allocated instruction time based on student proficiency level. Students with Interrupted Formal Education (SIFE) and long term ELLs are supported through our AIS and ESL modalities.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

At P.S. 56, we offer numerous extracurricular programs to meet the developmental needs (physical, emotional, social and academic) of the whole child and we encourage all our students to participate in these programs. Our extracurricular programs include: instrumental, choral, sports, drama, fine arts, performing arts, and technology. In addition, we offer a Hispanic Language and Culture Club and a Bengali

Language and Culture Club every week to give our ELLs the opportunity to celebrate and appreciate their own language in all modalities, in addition to appreciating their own cultural heritage.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Adult ESL classes 2 nights per week, 3 hours each night, from October through April serves 25 – 45 adults in levels 1 and 2 (English as a Second Language). These classes enable parents to learn English to support their children's academic growth and development.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
None.

- IV. Staff Development (2009-2010) activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

All staff will participate in professional development which supports the needs of all students, including ELLs. Teachers will learn to differentiate instruction and scaffold activities connected to the goals of each lesson.

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

- Extended Day Morning Programs: Grades 2-5, P.S. 56 Primary Grade 1 ESL Breakfast Book Club
- Saturday Academies (Social Studies, Grade 5 ELA Grades 3, 4, and 5, Math Grades 3, 4, and 5, NYSESLAT Grades 2, 3, 4 and 5)
- Research-Based Intervention Programs: Fletcher's Place (Grade K and 1), Voyager Passport (Grades K, 1, 2 and 3), Great Leaps (Grades 2 and 3), Achieve3000 (grades 3, 4, and 5), and AWARD Reading (grades 1 and 2).

- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

N/A

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10

School Building: 056 **District:** 10

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
	1					1

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: ___ Free-Standing **X** Push-in ___ Pull-out
 Indicate Proficiency Level: **X** Beginning ___ Intermediate ___ Advanced

School District: 10 School Building: 056 Grade Level: Second Grade

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30	Subject (Specify)				
	To: 9:15	ESL	ESL	ESL	ESL	ESL
2	From: 9:17	Subject (Specify)				
	To: 10:02	ESL	ESL	ESL	ESL	ESL
3	From: 10:05	Subject (Specify)				
	To: 10:50	ELA	ELA	ELA	ELA	ELA
4	From: 11:10	Subject (Specify)				
	To: 11:55	Lunch	Lunch	Lunch	Lunch	Lunch
5	From: 12:02	Subject (Specify)				
	To: 12:47	MATH	MATH	MATH	MATH	MATH
6	From: 12:52	Subject (Specify)				
	To: 1:37	SocStu/Sci	SocStu/Sci	SocStu/Sci	SocStu/Sci	SocStu/Sci
7	From: 1:43	Subject (Specify)				
	To: 2:28	Art/PhyEd/Music	Art/PhyEd/Music	Art/PhyEd/Music	Art/PhyEd/Music	Art/PhyEd/Music
8	From:	Subject (Specify)				
	To:					
9	From:	Subject (Specify)				
	To:					
10	From:	Subject (Specify)				
	To:					

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: ___ Free-Standing **X** Push-in ___ Pull-out
 Indicate Proficiency Level: ___ Beginning **X** Intermediate ___ Advanced

School District: 10 School Building: 056 Grade Level: Second Grade

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30	Subject (Specify)				
	To: 9:15	ESL	ESL	ESL	ESL	ESL
2	From: 9:17	Subject (Specify)				
	To: 10:02	ESL	ESL	ESL	ESL	ESL
3	From: 10:05	Subject (Specify)				
	To: 10:50	ELA	ELA	ELA	ELA	ELA
4	From: 11:10	Subject (Specify)				
	To: 11:55	Lunch	Lunch	Lunch	Lunch	Lunch
5	From: 12:02	Subject (Specify)				
	To: 12:47	MATH	MATH	MATH	MATH	MATH
6	From: 12:52	Subject (Specify)				
	To: 1:37	SocStu/Sci	SocStu/Sci	SocStu/Sci	SocStu/Sci	SocStu/Sci
7	From: 1:43	Subject (Specify)				
	To: 2:28	Art/PhyEd/Music	Art/PhyEd/Music	Art/PhyEd/Music	Art/PhyEd/Music	Art/PhyEd/Music
8	From:	Subject (Specify)				
	To:					
9	From:	Subject (Specify)				
	To:					
10	From:	Subject (Specify)				
	To:					

SAMPLE STUDENT SCHEDULE 2009-2010 (ESL)

ESL Program Type: ___ Free-Standing **X** Push-in ___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate **X** Advanced

School District: 10 School Building: 056 Grade Level: Second Grade

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30	Subject (Specify)				
	To: 9:15	ESL	ESL	ESL	ESL	ESL
2	From: 9:17	Subject (Specify)				
	To: 10:02	ELA	ELA	ELA	ELA	ELA
3	From: 10:05	Subject (Specify)				
	To: 10:50	ELA	ELA	ELA	ELA	ELA
4	From: 11:05	Subject (Specify)				
	To: 11:55	Lunch	Lunch	Lunch	Lunch	Lunch
5	From: 12:02	Subject (Specify)				
	To: 12:47	MATH	MATH	MATH	MATH	MATH
6	From: 12:52	Subject (Specify)				
	To: 1:38	SocStu/Sci	SocStu/Sci	SocStu/Sci	SocStu/Sci	SocStu/Sci
7	From: 1:43	Subject (Specify)				
	To: 2:28	Art/PhyEd/Music	Art/PhyEd/Music	Art/PhyEd/Music	Art/PhyEd/Music	Art/PhyEd/Music
8	From:	Subject (Specify)				
	To:					
9	From:	Subject (Specify)				
	To:					
10	From:	Subject (Specify)				
	To:					

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____ School Building: _____

d	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	From:	Subject (Specify)				
	To:					
	From:	Subject (Specify)				
	To:					
	From:	Subject (Specify)				
	To:					
	From:	Subject (Specify)				
	To:					
	From:	Subject (Specify)				
	To:					
	From:	Subject (Specify)				
	To:					
	From:	Subject (Specify)				
	To:					
	From:	Subject (Specify)				
	To:					

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET**

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District CFN10/District 10	School P.S. 56
Principal Priscilla M. Sheeran	Assistant Principal Maureen O'Neill
Coach Maureen Finn/Literacy	Coach Daisy Melendez/Math
ESL Teacher Mary Beth Burns	Guidance Counselor
Teacher/Subject Area Tara Cushing/Art	Parent Wanda Vargas
Teacher/Subject Area E. McGill/Conflict Resolution	Parent Coordinator Carmen Garcia
Related Service Provider Anna Moriarty/Speech	SAF Sonia Menendez
Network Leader Maria Quail	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	575	Total Number of ELLs	115	ELLs as Share of Total Student Population (%)	20.00%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out	11	33	19	30	10	12	0	0	0	115
Total	11	33	19	30	10	12	0	0	0	115

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	65	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	50	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	65	0	0	50	0	7	0	0	0	115
Total	65	0	0	50	0	7	0	0	0	115

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0

Albanian	0	4	0	1	1	0	0	0	0	6
Other										0

Programming and Scheduling Information

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

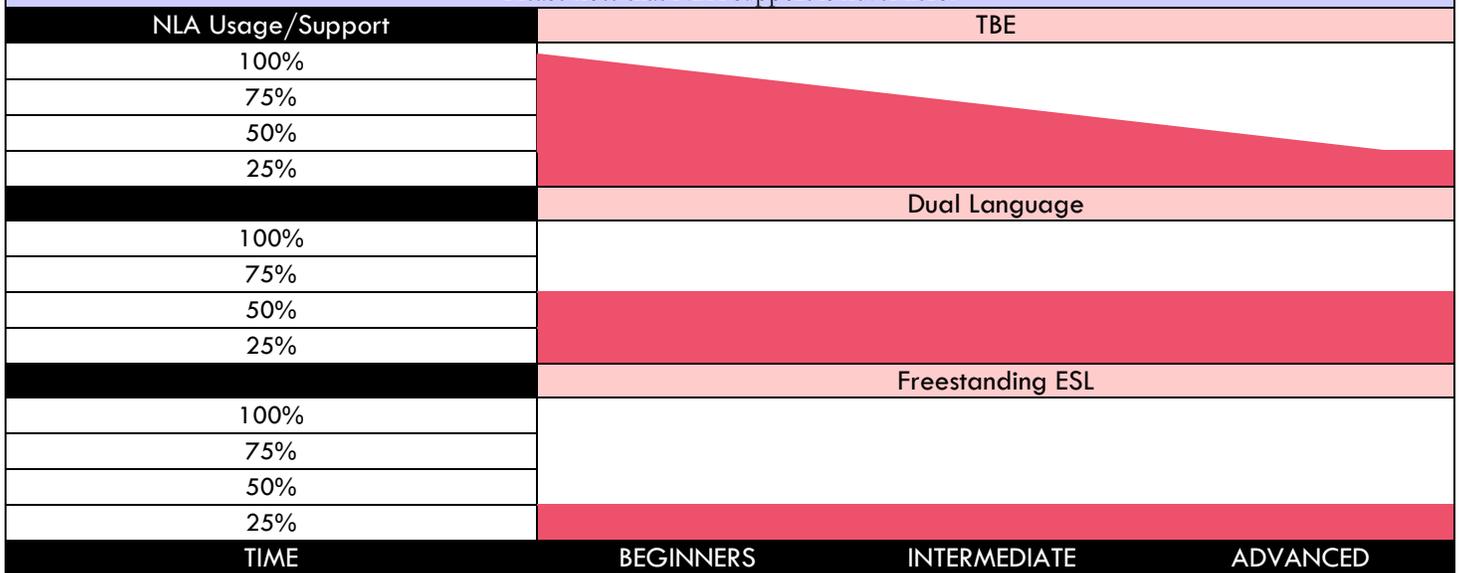
TOTAL	11	33	19	30	10	12	0	0	0	115
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS	N/A		
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



Programming and Scheduling Information—Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	6	16	3	8	6	6	0	0	0	45
Intermediate(I)	0	12	5	9	1	4	0	0	0	31
Advanced (A)	5	5	11	13	3	2	0	0	0	39
Total Tested	11	33	19	30	10	12	0	0	0	115

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B		1	1	1	2	2			
	I		6	2	2	2	2			
	A		12	8	10	2	3			
READING/ WRITING	B		15	3	7	5	3			
	I		12	4	9	1	4			
	A		5	10	13	2	1			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	6	1		8
4	2	5	2		9
5	3	5	1		9
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		4		6				11
4	4		4		3		1		12
5	7		3		4				14
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8		3		1		1		13
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	10				3				13
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K	7	15	5	2	1		
1	7	4	4	4	7		7
2					5		15
3	1		1	1	1		2

EL SOL							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K							
1							
2							
3							

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

- B. After reviewing and analyzing the assessment data, answer the following**
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 - How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
 - For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
 - For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
 - Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maureen O'Neill	Assistant Principal		
Carmen Garcia	Parent Coordinator		
Mary Beth Burns	ESL Teacher		
Wanda Vargas	Parent		
Tara Cushing/Art	Teacher/Subject Area		
Elizabeth McGill/Conflict Resolution	Teacher/Subject Area		
Maureen Finn/Literacy	Coach		
Daisy Melendez/Math	Coach		
	Guidance Counselor		
Sonia Menendez	School Achievement Facilitator		
Maria Quail	Network Leader		
Anna Moriarty/Speech Provider	Other		
	Other		

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

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

Form TIII – A (1)(a)

Grade Level(s) Grades 1-5 **Number of Students to be Served:** 30 LEP _____ Non-LEP

Number of Teachers: 2 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S. 56 will use T3 funds to pay for per session to service 30 of our ELL students. 20 students in grades 3 through 5 will be serviced by 2 teachers with ESL licenses at Saturday Academy for 16 Saturdays beginning November 21, 2009 and continue through May 5, 2010 from 9 a.m. to 12:30 p.m. each Saturday. These students will be grouped according to their abilities and needs determined by teacher-made and standardized assessments.

10 ELL students, grades 1 through 5, will be serviced by 1 ESL licensed teacher 2 days per week on Mondays from 2:40 to 5:45 p.m. and on Tuesdays from 3:30 p.m. to 5:45 p.m. for 30 weeks beginning November 2, 2009 and continuing through June 22, 2010.

Students are grouped homogeneously according to their abilities and needs. Teacher uses computer interactive programs to individualize instruction to improve reading comprehension and increase vocabulary and TPR to increase communication skills and oral language.

Description of Parent and Community Participation Activity –

ESL teacher will give 4 parent workshops for parents of ELL students, grades K through 5. These workshops will take place January through June – 2 workshops will be scheduled during the school day and 2 workshops will be scheduled during the evening. Parents will receive books on tape or CD, flash cards and vocabulary games to use with their children. The ESL teacher will provide instruction and the opportunity for practice using various learning materials. The learning materials will include leveled books on tapes or CD in the content areas, flash cards with illustrations, and vocabulary games.

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.

Professional development is mandatory for all teachers participating in all extended day program, including our Saturday Academy programs, for our ELLs. The components of the professional development include initial training with planning for the teaching and the assessment of students on each level. Each Saturday, for 30 minutes, there is professional development provided by our licensed ESL teacher. Title III funds will be used to fund a total of 8 hours of professional development for our teachers working with ELLs will be provided by our licensed ESL to maximize planning, instruction and student learning.

Form TIII – A (1)(b)

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

Allocation: \$20,600

Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem: P.S. 56 After School Help Program for ELLs (10)	\$7857.00	1 teacher @ 3 hours every Monday for 30 weeks at \$49.88 per hour and 1 teacher @ 2.25 hours every Tuesday for 30 weeks at \$49.88 per hour.
Saturday Academy for ELLS (20 students)	\$7183.00	2 teachers @ 4.5 hours for 16 weeks at \$49.88 per hour.
Per session for licensed ESL teacher to provide workshops to parents.	\$599.00	1 teacher @ 12 hours at \$49.88 per hour.
(Note: schools must account for fringe benefits)		
Supplies and materials: Books on tape and CD	\$4961.00	materials Benchmark Education “Early Explorers Program” 86 titles with 86 audio CDs @ \$3837.00
Vocabulary Flash Cards		Trend Enterprises: 300 packs of vocabulary flash cards @ \$2.99 each. ((\$897.00)
Publishing Books for students		260 <i>Blank Books</i> at @ \$.87 per book. (\$227.00)
Travel		
Other		
TOTAL	\$20,600.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Home Language Surveys are the first source of information about each parent's predominant language. That information is entered into ATS. In addition, our Emergency Cards (Blue Cards) completed at time of student registration indicate parents' preferred languages which are entered into ATS. We access ATS periodically to attain print-outs of languages spoken at home. This supports our efforts to accommodate our parents in their preferred home language. The predominant language in our school is Spanish, followed by Bengali. In order to accommodate translations in Spanish and Bengali, a staff member will translate letters for parents as well as acting as translator during meetings with principal or teachers. Spanish and Bengali speaking staff are always on hand as interpreters during Parent Teacher Conferences, Parent Association meetings and workshops. Written communications are translated by teachers proficient in each language. We also utilize the DOE language translation resources.

Written translations into Bengali and Spanish have been provided by teachers of our adult education program and our elementary school program.

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.

As notifications are sent to parents regarding student performances, AIS offerings and expectations for parent participation, other parents have supported non-English speaking parents. Using translated versions of letters provided by Central, those parents are notified about Summer School etc.

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.

Translators will be solicited for parent-teacher conferences from staff first, parents second, and if not available a translating service. Staff members of our Adult Education and Bilingual Culture Club will provide written translation as necessary.

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

Oral translation services are provided by staff first, parent volunteers and outside services only when necessary.

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

P.S. 56 will utilize the translation services offered through the Central Office when time provides. On other occasions, staff and parents will be utilized in order to fulfill Section VII of Chancellor's Regulations A-663.

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:	\$522,501	\$232,319	\$754,820
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,225		\$5,225
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2323	\$2323
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$26,125		\$26,125
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$11,615	\$11,615
6. Enter the anticipated 10% set-aside for Professional Development:	\$52,250		\$52,250
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$23,231	\$23,231
8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: <u>100%</u>			
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.			

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

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

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

I. General Expectations

P.S. 56 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.
- 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. P.S. 56 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

The PA Executive Board meets with the Principal once a month. The needs of parents are assessed by way of a survey each year. Parent letters are sent regularly to update parents on student achievement and to offer supports.

2. P.S. 56 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

PA Executive Board is a part of the School Leadership Team. Parents are notified by letter of school academic standing according to New York Stat Education Department and New York City Department of Education. In addition, parent meetings were scheduled with the principal to better understand the school progress report. Presently, P.S. 56 is a school in need of improvement, year 1, with the New York State Department of Education.

3. P.S. 56 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: (List activities.)

The Parent Association works with the administration and the Parent Coordinator to offer support and assistance in planning and implementing effective parental involvement activities. Parent Coordinator maintains a regular dialogue with parents whose students are struggling. Guidance Counselor, School Psychologist, teachers, Parent Coordinator and administrators work with parents and students to plan for student improvement through IST and Parent-Teacher Conferences. In addition, the following activities take place: 2 monthly parent workshops in literacy and mathematics facilitated by our literacy and math coaches, daily phone calls regarding homework and class work assignments, daily phone calls regarding tardiness, absences, and behavior concerns, parent workshops that address students' emotional and social growth provided by our Parent Coordinator and Parent Association.

4. P.S. 56 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

Great Leaps, Voyager, Math Steps, Adult ESL Programs, Home School Connection Activities calendar, Parent Workshops, After-school Parent Student Library Access, Literacy and Mathematics parent workshops, the Ticket to Read Reading Intervention Program, AWARD Reading Program, and Achieve3000, an interactive web-based individualized program for nonfiction reading and writing.

5. P.S. 56 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 (with particular attention to parents who are economically disadvantaged, are disabled, have

limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). 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 (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

The Parent Coordinator will conduct a parent survey each year. The results are used to revise and plan parent involvement activities for the coming year. The results will be communicated to parents during their monthly parent meetings. In addition, we will review the Learning Environment Survey results to determine any needs and concerns which were not already identified.

6. P.S. 56 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 –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. 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: (List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)

The Literacy and Mathematics workshops offered every month are inclusive of the academic content standards in each subject area presented. Grade level performance indicators are discussed and distributed. Twice a year, parents are advised of their children's academic achievement and how it compares to the New York State grade level standard and expectations. Parents are provided with materials and resources to support their children in meeting grade level standards.

- 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: (List activities.)

Workshops in the ELA and math curriculum are offered to parents. Parent participants in the ESL Adult Education Program work on laptops to improve their knowledge of the English language so that they can help their children at home. The school library and media center has a designated parent section. Access to the library and media center is available to parents once per week. Parents are kept informed of school trips, school and Region wide activities via a monthly calendar.

- 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: (List activities.)

New York City Learning Surveys, our school created parent surveys, School Leadership Team meetings, parent workshops are resources for professional development workshops to educate our staff to be cognizant of parents' needs, expectations, and talents to strengthen the home-school connection and maximize student achievement.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

Since P.S. 56 is a K-5 school, we welcome visits and tours by preschool programs in the community of our kindergarten classrooms. During pre-registration, all parents of prospective kindergarteners are provided with learning packets to support their children's transition into kindergarten. Since the Beacon program no longer exists, P.S. 56 provides an After School Help Program (ASHP) Monday through Friday until 5:45 p.m. to address the students' needs stated by parents in their ASHP application.

- 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: (List actions.)

Parent notices are sent with students at the end of the school day. Receipts of notices are returned and recorded. Follow-up phone schools by school staff ensure parent awareness of notices. Translations of information in other languages are made by school staff and teachers in our Adults Education program and Bilingual Culture Clubs. Parents are contacted by telephone as the need arises. Measures have been taken to ensure translations in a timely fashion when possible.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

As stated above, P.S. 56 takes all necessary measures to ensure that the relationship and communication between the home and the school maximizes the academic growth of every student. Meeting the emotional, social, physical, and academic needs of all our students is a paramount goal, and we recognize that heightened parent involvement is necessary to achieve this. We believe that mutual respect is a means to this end, so consequently all our activities that promote parent involvement honor and address the needs and concerns of our parents. We have deliberately developed programs and workshops that build our parents' capacity for involvement in the school, ever mindful that parents are the first and most important educators of their children. When necessary, we provide transportation or cover transportation expenses for our parents to participate in school-related meetings (i.e. EPC meetings, Annuals). We also provide child care services for our parents attending our ESL Adult programs on Tuesday and Wednesday evenings. We arrange school meetings at a variety of times to accommodate our parents' schedules. Teachers are open to meeting with parents at a variety of times whenever possible. We arrange phone conferences for parents who are housebound. We provide parents with information on community-based organizations that offer counseling services and parent outreach programs. We also arrange for parents to meet with our school psychologist to discuss concerns they have with their child's academic and/or social growth.

IV. 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 parents' signatures. This policy was adopted by P.S. 56 June 2009 and will be in effect for the period of 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15th, 2009.

P.S. 56, 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) (participating children), 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 2008-2009.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the

means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 56 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:
 - 100% of the school staff is certified.
 - Teachers plan and implement a rigorous curriculum based on New York State Standards.
 - Academic Intervention services are provided for student who need help to reach grade level goals.
 - Enrichment activities are schedule to develop the whole child and to capitalize on their varied interests and talents.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Afternoon and evening Parent Conferences are held in November and March.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Parents are given three Report Cards per year: November, March and June.
 - In September, parents are given written notification of their students' academic standing with a list of the Academic Intervention Services that are available to support student who need support.
 - In January, parents are sent Promotion In Doubt notification and Promotion In Doubt meetings are held to inform them whether their child is in danger of not meeting grade level standards by the end of the year. Again, parents are informed of the Academic Interventions that are provided for their child during and after the school day.
 - Teachers communicate with parents regularly throughout the school year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Teachers are available to meet with parents within the school building at a mutually scheduled time to discuss student progress towards grade level standards and the Academic Intervention Services available to them.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents are invited to Author Celebrations.
 - Parents are invited to Holiday and Spring Concerts.
 - Parents are invited to participate in class trips and to support classroom activities.
 - Parents are invited to the annual "get acquainted" meetings grades kindergarten - grade 5.
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - The Parent Association Executive Board meets with the Principal once a month to plan, review and improve the school's parental involvement policy.
 - Parents Association meetings are held monthly at which time parental involvement policy is discussed and input is encouraged.
 - Parents also serve on the School Leadership Team.
 7. Involve parents in the joint development of any School-Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - School Leadership Team meetings are an opportunity to involve parents in the development of school-wide programs.
 - School developed surveys and the NYC DOE Learning survey are additional resources in program development.
 - Feedback from parent teacher conferences, Parent Association meetings and parent literacy and mathematics workshops contribute to the development of school wide programs.
 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 (participating students), and will encourage them to attend.
 - Meetings are held at various times to inform parents of the school's participation in Title I programs beginning at our annual get Acquainted meetings in September.
 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.
 - We provide both written and oral information to parents of participating students that accommodate all parents' needs.
 - Written translations and translators are available as needed.

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.
 - The Literacy and Mathematics workshops offered every month are inclusive of the academic content standards in each subject area presented.
 - Grade level performance indicators are discussed and distributed.
 - Twice a year, parents are advised of their children's academic achievement and how it compares to the New York State grade level standard and expectations.
 - Parents are provided with materials and resources to support their children in meeting grade level standards.

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.
 - Parents are given the opportunity to give feedback on their children's education through school developed surveys, the NYC DOE Learning Surveys.
 - Parents are informed of their children's academic programs through annual Get Acquainted meetings.
 - Parents are invited to share their ideas at School Leadership Team meetings.
 - Parents have the opportunity to share and discuss their ideas of their children's education at the Literacy and Mathematics Parents Workshops on a monthly basis.

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.
 - The copy of the New York State individual student report on the New York State ELA and Math assessments are sent home with the third trimester report card in June.
 - In addition, parents receive a status report of their children's progress towards achieving New York State grade level standards.
 - Student achievement on NYS Math and ELA assessments from the previous years are indicated on each student's report card.

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.
 - Parents will be notified through written communication.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure students are on time for school.
- Making sure students are wearing uniforms.
- Making sure that homework is completed.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Collect, record and analyze data school-wide, by grade, by class, by needs category and by AIS group participation four times during the school year. After each cycle reassess needs and regroup as needed. Students with disabilities are monitored closely, specifically in ELA as the school is SINI year 1 because this subgroup did not meet AYP. Professional Development, common planning and goal setting take place regularly to insure effective delivery and learning are taking place.

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - Students are provided a safe and risk-free environment which to learn and be successful.
 - Students are offered supplemental supports in order to improve academic achievement before school, during the school day, after school, and on Saturdays.
 - Students are provided with out-of-classroom learning experiences through trips to museums, historical landmarks, and cultural destinations to supplement the curriculum.
 - Students are provided with an integrated curriculum that connects all learning and promotes higher order critical thinking skills.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.
- Voyager Passport in Grades K-3 to increase phonemic awareness, reading comprehension and fluency.
- Fletcher's Place in kindergarten and grade 1 to increase phonemic awareness, decoding and fluency.
- Great leaps in grades 2-5 to increase phonemic awareness, vocabulary, and fluency.
- SRA to build comprehension in grades 3-5.
- Junior Great Books Shared Inquiry based program to increase students' higher order critical thinking skills in grades 1-5.

3. Instruction by highly qualified staff.

As per school report card, 100% of our teachers are fully licensed and assigned to this school. New teachers are supported by certified mentors and members of our staff.

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

*All planned professional development reflects NYS Standards.

* There's a focus on academic performance.

* There is evidence of a strong match between identified academic needs and the professional development.

* There is focused professional development that is intense and sustained.

* Professional Development that provides opportunities for reflection, practice, formal feedback, re-teaching and turn-key teaching.

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

- Observe summer interns maintaining an open conversation regarding future placement.
- Walk-in interviews.
- Referrals from past and present staff members and colleagues.
- Resumes received through faxes, emails, and the US Postal Service.

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

- Adult ESL and Computer Classes held 2 nights per week from October to April to instruct parents in the English language and computer literacy.

- Workshops given by literacy and math coaches, librarian, and out-of-classroom teachers and classroom teachers to strengthen the home-school connection and provide parents with the tools and resources they need to support their children's academic development.
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.
 - Teachers from Monsignor Boyle Universal pre-Kindergarten visit P.S. 56 annually to tour our kindergarten classroom and meet the teachers.
 - Parents are invited to all authors' celebrations, school-wide competitions, school fairs, and class trips.
 - All parents of pre-registered students who are expected to enter kindergarten in September 2009 will receive a summer learning packet to help their child to prepare for the transition into kindergarten.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Teachers on each grade level meet and plan end of unit assessments in all core subjects.
 - All student data and progress is reviewed regularly by classroom teachers, AIS teachers, coaches and administrative staff to determine the needs of students not meeting standards to make a personal intervention plan.
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - By June 2008, all student data has been analyzed to determine next steps for students not mastering proficiency and those not reaching advanced levels of academic achievement. In addition to receiving report cards, parents also received letters delineating students' progress, needs and next steps recommended.
 - During the first week of school in September, parents are notified of intervention services that their child will be participating in during the school day, such as Great Leaps, SRA, Reading A-Z, Fletcher's Place, KAPLAN Mathematics and VoyagerLearning Mathematics and Literacy.
 - In addition, students are invited to attend extended day programs, Saturday academies other than the mandated contractual extended day program.
 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.
 - Surveys are conducted two times a year to assess parent needs and concerns.
 - Based on these findings, our parent coordinator has arranged the following workshops and programs for parents: Cornell Culinary Institute for Healthy Cooking, CPR classes, Gang awareness classes, Internet Safety Measures, Domestic Violence workshops, Career and Health Fairs.

- Our school psychologist and our instructional support team meet with parents of students in need of guidance and support.
- Continued strong relationships with CBO such as Asphalt Green, Bronx Arts Ensemble and urban Voices to build self-esteem, social skills and strong character.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: SINI Year 1 ELA **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

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

P.S. 56 was identified SINI 1 due to students with disabilities in grades 3, 4 and 5 not meeting Yearly Annual Progress in ELA for 2007-2008 and 2008-2009. A careful review of all students’ IEP goals compared to grade level standards and student performance was conducted. All data was analyzed to create an action plan to improve student performance in ELA.

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

The planned academic intervention included the purchase of 12 laptops for use in two major web-based interactive reading programs: Voyager’s Ticket to Read and Achieve3000.

The students in Special Education grades 3, 4 and 5 are supported by their classroom teacher, paraprofessional and an AIS teacher using Achieve3000, a web-based individualized reading and writing nonfiction program 3 times a week to improve their reading comprehension and writing skills.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

¹ School Under Registration Review (SURR)
MAY 2009

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2009-10 anticipated Title I allocation = \$522,501; 10% of Title I allocation = \$52,250.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

10% Title 1 funds for Professional Development for teachers to be trained in using technology to deliver instruction in literacy and disseminate the results to support differentiated instruction, specifically in the use of Voyager's Ticket to Read and Achieve3000.

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

Literacy professional development is delivered in workshops for parents, teachers, and modeled lessons in classrooms, lunch and learns, and planning sessions.

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

A letter was sent to all parents to advise them about the school's identification for school improvement in ELA in three languages. A meeting was also held whereby the principal made a presentation to parents and explained what this designation meant.

SES packets were also distributed to parents with an explanation of the steps to obtain services. The Parent Coordinator gave a presentation and was available to assist parents.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. A committee was formed to review this key finding. The committee consists of parents, teachers and administrative staff. The committee continues to compare the findings of the curriculum audit to various data and evidence of what is being taught and demonstrated by student work and achievement.

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

Applicable Not Applicable

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

P.S. 56 has a New York State standards based ELA curriculum calendar in place for the 2009-2010 academic school year. Our curriculum maps have been modified and revised collaboratively by our coaches, administrators, teachers, and grade level student end of unit reflections. Our teachers, coaches and administrators meet regularly on a weekly basis to assess student work to drive planning and next teaching steps, and to monitor and revise our curriculum calendars. Our curriculum pacing calendars were developed and aligned with New York State ELA standards. In addition, each unit of study includes grade level student performance indicators that guide our lesson planning, teachers' roles and students' learning. Our curriculum pacing calendars include the focus of each unit, the expected student outcomes, the resources that support teaching and learning, the NYS Standards addressed in the unit of study, the integrated content area, trips that support the students' learning, and the formative and summative assessments planned for each unit.

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

A committee was formed to review this key finding. The committee consists of parents, teachers and administrative staff. The committee continues to compare the findings of the curriculum audit to various data and evidence of what is being taught and demonstrated by student work and achievement.

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

Applicable Not Applicable

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

At P.S. 56, we follow the pacing calendar (grades K-5) for Everyday math curriculum, which is a research based math program. Included within the Everyday Math Program are many activities to deepen student understanding, including hands-on projects, extension activities, and integrated learning. Imbedded in each of the units of study are the 5 process strands: problem solving, communications, making connections, representations and reasoning and proof. Technology is used regularly to challenge students in all these processes and to heighten critical thinking and problem-solving skills. It continues to be our goal to challenge students to use mathematics as a lifelong tool in all areas of learning and to realize its relevance and importance across the curriculum.

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

A committee was formed to review this key finding. The committee consists of parents, teachers and administrative staff. The committee continues to compare the findings of the curriculum audit to various data and evidence of what is being taught and demonstrated by student work and achievement.

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

Applicable Not Applicable

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

P.S. 56 has implemented the comprehensive approach to balanced literacy for over 7 years. This approach embraces the teaching strategy of To-With-By. Direct instruction is minimal as prescribed by the workshop model to allow students ample time for active involvement and independent practice in daily lessons. Our teachers are highly proficient in executing the architecture of a mini lesson which increase the opportunities for students to practice skills and strategies that need to be good readers, writers, listeners and speakers. Through the use of Smart board technology, our reading, writing, and content area instruction is highly interactive and student-centered. Teachers conference with students on a daily basis to monitor student learning and provide opportunities more student involvement in their learning. Using standard-based criteria charts, students develop rubrics for each unit of study to assess their learning and work. Our Junior Great Books program includes the ongoing opportunity for all students to actively participate in shared inquiry discussion that develop and strengthen their higher order critical thinking and problem solving skills, along with increasing their ability for accountable talk.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in

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

Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. A committee was formed to review this key finding. The committee consists of parents, teachers and administrative staff. The committee continues to compare the findings of the curriculum audit to various data and evidence of what is being taught and demonstrated by student work and achievement.

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

Applicable Not Applicable

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

At P.S, 56, our use of Smart board technology has increased hands-on learning in our classrooms, along with collaborative problem solving and heightened team efforts. Through technology, the learning of math has become very interactive and engaging for all the students. This technology also has allowed for more student participation and immediate feedback for students to assess their own learning.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. A committee was formed to review this key finding. The committee consists of parents, teachers and administrative staff. The committee continues to compare the findings of the curriculum audit to various data and evidence of what is being taught and demonstrated by student work and achievement.

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

Applicable Not Applicable

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

Based on our statistics in our school profile, 100% of our teachers are highly qualified and 73% of our teachers have been at P.S. 56 more than 2 years.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. A committee was formed to review this key finding. The committee consists of parents, teachers and administrative staff. The committee continues to compare the findings of the curriculum audit to various data and evidence of what is being taught and demonstrated by student work and achievement.

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

Applicable Not Applicable

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

Presently, there are 3 certified ESL teachers on our staff who provide professional development and support for classroom teachers. In addition, 2 teachers are registered in programs for ELL certification. Each year, some teachers have also registered for QTEL training and

turn-keyed their learning. Our professional development office provides resources for teachers on meeting the needs of our ELLs. Professional development is mandated and attended by all staff members participating in all extended programs for ELLs. One of our school aides is presently enrolled in a bilingual pupil service program through the NYC DOE human resources to become a bilingual paraprofessional. She will support ELL students at our school.

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

Please respond to the following questions for Key Finding 5:

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

A committee was formed to review this key finding. The committee consists of parents, teachers and administrative staff. The committee continues to compare the findings of the curriculum audit to various data and evidence of what is being taught and demonstrated by student work and achievement.

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

Applicable Not Applicable

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

ELLs academic progress is measured monthly by classroom teachers and pull-out ESL teachers. These assessments inform and drive planning and instruction. All teachers are provided with variety of data on students, including ELLs. ELL students NYSESLAT scores are provided to all classroom teachers in a manner which reflects their proficiency levels in reading, writing, listening and speaking. This data, in conjunction with other relevant assessments, is used in planning for professional development and program implementation.

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 has or will engage in to assess whether this finding is relevant to your school's educational program. A committee was formed to review this key finding. The committee consists of parents, teachers and administrative staff. The committee continues to compare the findings of the curriculum audit to various data and evidence of what is being taught and demonstrated by student work and achievement.

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

Applicable Not Applicable

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

The following evidence dispels the relevance of this finding at P.S. 56:

- All teachers at P.S. 56 receive professional development and planning in order to differentiate instruction according to student needs.
- Surveys are completed on a monthly basis by all classroom teachers to inform P.D. and the need for resources and instructional materials in classrooms for effective delivery of instruction and to maximize student learning and achievement.
- All teachers in special education and general education classes follow the same curriculum pacing calendars and participate in the same educational curriculum planning to align all instruction and learning with NYS standards and to differentiate instruction to support students' academic strengths and needs.
- Teachers have participated in professional study of functional behavioral assessment and in the development of behavior intervention plans.
- Our Instructional Support team provides ongoing support and resources to teachers in developing FBAs and BIPs.

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 has or will engage in to assess whether this finding is relevant to your school’s educational program. A committee was formed to review this key finding. The committee consists of parents, teachers and administrative staff. The committee continues to compare the findings of the curriculum audit to various data and evidence of what is being taught and demonstrated by student work and achievement.

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

Applicable Not Applicable

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

At P.S. 56, we have already recognized the need to align students’ goals, objectives and modified promotional criteria with the content on which these students are assessed on grade-level state tests and in-house assessments. We have addressed this relevant issue with the following supports:

- Our teachers of special education have weekly common planning time to discuss students’ needs and best teaching practices.
- During the Chancellor’s professional Day all teachers working with students with I.E.P.s will meet together to review and discuss each student’s short and long-term goals.
- Our mandated related-service providers meet regularly with classroom teachers to discuss, monitor and assess each student’s progress and needs.
- Our IST meets weekly to discuss teacher concerns and challenges for meeting students’ I.E.P. goals and objectives.

- *Our assistant principal supervising special education attends monthly meetings at our Integrated Service Center to keep informed of the most current issues that affect our special needs students.

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, seven students are noted in ATS as being in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
 - All the parents are contacted by our parent coordinator to offer assistance.
 - Students' address is checked and issued metro card as needed.
 - Teachers monitor students' work and behavior, and recommend additional services (academic and/or counseling) as needed.
 - Students' attendance is closely monitored.

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.