



**P.S. 076 THE BENNINGTON SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 076 THE BENNINGTON SCHOOL**  
**ADDRESS: 900 ADEE AVENUE, BRONX, NY, 10469**  
**TELEPHONE: 718-882-8865**  
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## TABLE OF CONTENTS

**SECTION I: SCHOOL INFORMATION PAGE**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

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

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

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

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

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

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 11X076      **SCHOOL NAME:** P.S. 076 The Bennington School

**SCHOOL ADDRESS:** 900 ADEE AVENUE, BRONX, NY, 10469

**SCHOOL TELEPHONE:** 718-882-8865      **FAX:** 718-882-8870

**SCHOOL CONTACT PERSON:** Louise Sedotto      **EMAIL ADDRESS** lsedott@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Louise Sedotto

**PRINCIPAL:** Louise Sedotto

**UFT CHAPTER LEADER:** Thomas Whitman

**PARENTS' ASSOCIATION PRESIDENT:** Cassandra Pollard

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

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

**DISTRICT:** 11      **SSO NAME:** Leadership Learning Support Organization

**SSO NETWORK LEADER:** Rogan,Irene

**SUPERINTENDENT:** Elizabeth White Elizabeth White

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Louise Sedotto	Principal	Electronic Signature Approved.
Maria Cioffi	Admin/CSA	
Karen Humphrey	Admin/CSA	
Julie Rodriguez	UFT Member	
Sandra Morales	Parent	
Dwayne Scott	Parent	
Bukurije Shehi	Parent	Comments: yes
Cassandra Pollard	PA/PTA President or Designated Co-President	
Thomas Whitman	UFT Chapter Leader	
Nicole Perkins	UFT Chapter Leader	
Elaine Bryan	Parent	
Elaine Edwards	Parent	

**\* Core (mandatory) SLT members.**

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

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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P.S. 76, also known as The Bennington School, is located in the Williamsbridge section of the Bronx. Our K - 5 school is organized heterogeneously and serves an ethnically diverse population. Our current enrollment includes 1098 general education and special education students who are primarily housed in the main school building. We also have a mini-school consisting of ten classrooms.

Utilizing standards based instruction, we strive to achieve a high level of academic achievement for all of our students. Professional Development is a very important component of our school's initiatives. Throughout the school year professional development is provided during faculty conferences, grade conferences, common preparation periods, and articulations. These sessions are tailored to meet the on-going needs of our staff. In addition, this year we were able to schedule two common plannings a week per grade in order to promote collaboration and provide our teachers with an opportunity to meet and plan as a team.

All classes on grades K-5 will be incorporating Teacher's College Reading and Writing Units of Study into their Literacy Curriculum. Our staff created curriculum calendars that embed school wide skills and strategies. In Grades K through 5, support staff will work with A.I.S. students using a Balanced Literacy approach with a focus on Guided Reading. These support teachers and paraprofessionals reduce student teacher ratio and also provide additional A.I.S. intervention to targeted at-risk students. Our ELL students use the Imagine Learning English software, as well as select AIS students to support literacy instruction at their pre assessment entry level. On Grades K-5, each classroom teacher will use the Teacher's College Writer's Workshop model for writing instruction. In addition to shared reading, read alouds, and independent reading, we will also be using Words Their Way as a word study component.

Grades K - 5 are using Everyday Mathematics as the primary vehicle for math instruction in the school. It was selected as the uniform citywide program for mathematics. It will be implemented during a 100 minute math block for grades K - 5. The first block of Math is used to teach whole class lessons. The second block is used for targeted re-teaching for students who have not mastered previously taught goals based on monthly assessments. Additional AIS Math support teachers work with students identified as needing AIS services.

This year we will continue our partnerships with Education Through Music, Studio in a School, and The American Dance Company. These organizations support us in bringing arts education into our building.

Parent involvement is critical to student achievement. In order to increase parental involvement at P.S.76, in addition to hosting monthly PA Meetings, we also host monthly Coffee Friday Morning

Meetings. This gives parents an opportunity to meet with administration and address any questions and concerns that they may have, as well as any suggestions. Currently we have over 45 parent volunteers throughout our building who assist in classrooms, in the art and music rooms and in the cafeteria at lunchtime. These volunteers help to foster a sense of community and service in our school.

**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							
<b>School Name:</b>	P.S. 076 The Bennington School						
<b>District:</b>	11	<b>DBN:</b>	11X076	<b>School BEDS Code:</b>	321100010076		
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:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		92.5	92.1	93.1
Kindergarten	157	149	148	<b>Student Stability - % of Enrollment:</b>			
Grade 1	165	172	193	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	184	158	190		89.3	91.8	91.2
Grade 3	169	171	220	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	169	171	220	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	183	177	185		75.5	83.3	83.5
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		5	16	38
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		10	11	12
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	0	4	0	(As of October 31)	2006-07	2007-08	2008-09
Total	1027	1026	1102				
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	53	44	48	Principal Suspensions	5	14	13
# in Collaborative Team Teaching (CTT) Classes	21	29	29	Superintendent Suspensions	7	9	3
Number all others	44	51	44	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0		74	80	80
# receiving ESL services only	114	127	139	Number of Teachers			

**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	4	3	2	Number of Administrators and Other Professionals	6	11	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	9	9
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.8	100.0
				% more than 2 years teaching in this school	74.3	78.8	81.3
				% more than 5 years teaching anywhere	52.7	50.0	57.5
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		88.0	84.0	88.0
American Indian or Alaska Native	0.1	0.3	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	53.2	52.8	50.9				
Hispanic or Latino	40.7	41.5	42.5				
Asian or Native Hawaiian/Other Pacific Isl.	3.1	2.7	3.5				
White	2.9	2.6	2.7				
<b>Male</b>	52.8	53.2	50.8				
<b>Female</b>	47.2	46.8	49.2				
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							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	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**

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

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-				
<b>Other Groups</b>							
Students with Disabilities		√	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		6	6	4	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	97.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	24.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	53.8						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	8.3						

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

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

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

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

After reviewing our schools educational programs and the data sources mentioned above, we have determined that our students are consistently making progress in Math and showed an increase in performance in ELA from 2008 to 2009. However our Special Education Students did not make a year's worth of proficiency gains in English Language Arts or Math, therefore our focus this year is to improve the percentage of students in special education making at least one year's worth of progress in those areas.

Our Data Inquiry team focused on improving literacy skills with a target population of students that had similar needs. This resulted in the implementation and creation of school wide strategy lessons within our literacy program.

There were many exemplary practices that attributed to an increase in student achievement:

- A positive school climate and tone which is conducive to learning is promoted through SRO Awards (Student's Respecting Others) are given weekly to students who demonstrate acts of kindness towards others. Announcements are made each week letting the entire school know of the acts of kindness. Each student who receives an SRO Award is given a special pin to wear and has their picture displayed in the main lobby of our school. The entire staff is encouraged to give compliments to other classes when they witness good behavior.
- Criteria for Student of the Month, Honor Roll and Lunch with the Principal are all publicly posted in each classroom and discussed with the students. Parents are invited monthly to attend a ceremony for students who were recipients of Student of the Month. An Honor Roll breakfast is provided for honor roll students and parents/guardians in the Fall and Spring Semester. The Principal eats lunch with 1 selected student from each class each month based on good citizenship.
- An active Student Government involves students in school-wide projects to continue to promote a caring and nurturing learning environment. The PS 76 Sounding Board is made up of one student representative from each class.
- A Welcome Wagon was initiated in the 2005-2006 school year which invites every new admit to meet with the Principal's Cabinet which consists of the following constituencies: Principal, Assistant Principals, Parent Coordinator, Health Intern and Pupil Personnel Secretary. At this meeting the parent/guardian and student is introduced to all the constituencies and the student's prior academic and social progress are discussed. The child is given an initial ELA and Math inventory and it is then discussed by the cabinet if the child is to be mandated for

A.I.S. (Academic Intervention Services) during the day. Class placement is then discussed by the team to determine the best match for the student based on teacher, reading placement, ELL (English Language Learner) or any other related services. This process occurs for every new admit.

- Parents' Association conducts monthly meetings which are differentiated based on the needs of the grade. Therefore, parents/guardians attend workshops for each grade K-5 facilitated by a teacher for the grade.
- Faculty conferences, grade conferences, common planning and articulations (specific to a grade) focus on professional development. Administrative information is disseminated weekly via the Bennington Crier.
- Child Study Team consisting of the following constituencies: Principal, Assistant Principals, Parent Coordinator, A.I.S. Team Leader, Guidance Counselors, SETTTS Teachers, School Psychologist, Social Worker, and Data Specialists meet weekly to discuss any referrals brought to the team, struggling students and students who are excelling and need to be moved to advanced reading or math groups.
- Interclass visitations are scheduled for assistance to teachers who need specific support.
- Continuation of Academic Intervention Teachers providing supplemental support .

P.S. 76 is distinctive due to the positive and nurturing climate throughout the building. The environment is extremely conducive for learning and there is true collaboration and sharing of best practices among the staff.

The greatest accomplishments over the last couple of years are:

- We have been tracking cohorts of students from one grade to the next and noting their progress on standardized tests. (Grades 3, 4 and 5)
- We have initiated a second block in Mathematics which tracks students performance of previously taught goals and ongoing mastery of secure goals currently taught.
- Scheduled monthly learning walks with the literacy coach and math staff developer as well as staff and administration to provide opportunities to observe and reflect on best teaching practices and provide teachers with feedback.
- Leveled books are rotated every two weeks to provide students with independent reading books on each child's level.
- We have a very active Child Study Team which monitors the progress of our struggling students and provides at least six academic intervention services to our students prior to referring them to special education.
- Five literacy paraprofessionals have been trained to work with small groups to provide additional remedial instruction.
- 
- Continued implementation of Teacher's College Writing Project in Grades K to 5. Selected teachers attend monthly professional development at Teacher's College and turn-key information to colleagues on their grade.
- Teacher's College Reader's Workshop is being implemented in grades K-5.
- All grades K-5 are incorporating monthly Reading and Writing Units of Study that embed test preparation strategies and skills into the literacy curriculum.
- 
- A school wide implementation of the Words Their Way program with ungainly professional development provided by our Literacy Coaches and Teacher's College Staff Developers specific to grades K-2 and 3-5.
- For the 2009-2010 school year, are continuing our partnership with Teacher's College where our literacy coaches and administration participate in study groups. We have Teacher's

College Staff Developers assigned to our school who work with our K-5 teachers and students to provide professional development and model demonstration lessons for our staff.

- All ELL students will be assessed using the Imagine Learning English software to determine English proficiency level and receive instruction on that level for 20 minutes a day, five days a week. In addition to our ELL students, all of our special education students in self contained classrooms and our AIS students on grades 1-3 are also using the Imagine Learning English software.
- As an outgrowth of the Data Inquiry Team and Manhattan College Study Group, the TESA Program, (Teacher Expectation Student Achievement) has been implemented school wide to heighten teacher's awareness to the connection between teacher's expectations and student achievement.
- Manhattan College Study group facilitated by the school principal focusing on the topic of differentiation is offered to staff.
- This year we have scheduled two common planning per week per grade to provide our teachers with an opportunity to collaborate.
- A partnership with Education Through Music has provided our school with 2 music teaching artists, who provide weekly music instruction for all students K to 5.
- For the 2009 -2010 school year, the music teachers will continue to provide an after school chorus, keyboard and recorder groups for students in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade.
- Our 5th grade students will participate in a Band Program this year.
- Project Boost, which is an after school program for our excelling 5th grade students. These students are tracked through middle school and high school.
- The P.S. 76 physical education program is based on Physical Best, the core curriculum for fitness and physical education for the New York City public school system, and NYC FITNESSGRAM, the citywide health-related fitness assessment system. Physical Best enables students to learn why activity is important, and promotes individual choices when possible, while NYC FITNESSGRAM is a criterion-referenced assessment tool that supports personal evaluation, planning, and goal-setting.
- Every classroom has a Smart Board, digital projector, and goose neck camera to further enhance the use of technology in our building.
- Computer carts with 20 laptops for teachers to borrow on the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> floors of the main building.
- Our school has continued with our "Welcome Wagon" policy in which all new admits and thier parent/ guardian meet with the Principal's Cabinet. . The Literacy Coach and Math Staff Developer assess the students using the TC Reading assessment and informal math assessment to determine proper placement.

The most significant aids to the school's continuous improvement are as follows:

§ The professionalism and dedication of the Principal's Cabinet, as well as all members of the faculty.

§ Providing professional development for staff based on the needs of the students.

- Monthly Staff Goal Setting Sheets. All staff are asked to identify a monthly goal. Administration supports the staff in achieve their goal. All staff reflect on their efforts. Staff Goal Setting Sheets are collected at the beginning of the month and again at the end of the month.

§ Teamwork and collaboration of teachers on each grade during formal or informal meetings.

§ Articulations, faculty conferences, common planning, as well as, grade conferences provide opportunities for staff to share best practices and provide suggestions for using data to plan instruction.

§ Parental support at workshops as well as conferences.

§ Data Dialogue Meetings give teachers an opportunity to meet with administration to discuss data.

§ Providing staff with necessary resources to be effective in the classroom.

§ Additional literacy and math support staff according to student need rather than by grade based on data when targeting for remediation. This AIS support will provide services to students five days a week for twenty five to thirty minutes a day in six week cycles. Mid-way and at the end of each cycle the data is reviewed by the data specialists and administration to determine next steps.

- Science push-in model has been implemented to provide one period a week of co-teaching in Science on grades K-5.

§ Purposeful inter-visitations and demonstration lessons provide focused awareness of best practices.

§ Child study team tailors interventions for A.I.S. students, monitors progress and provides appropriate placement for high achievers as well.

§ The School Leadership Team is effective in reaching out to constituencies for input and feedback regarding school programs and issues.

The most significant barriers to the school's continuous improvement are as follows:

- We received approximately 120 new students (not including Kindergarten students) this school year including 12 NCLB (No Child Left Behind) students. Some new students come to us without a strong foundation for learning, which requires us to assist them in "catching up" with our rigorous academics while trying to maintain the pacing schedule of the daily curriculum.
- Due to budget cutbacks we had to eliminate three out of the classroom positions which provided our AIS students with additional support.
- The fact that all ELL students must now take standardized tests (except for students in country less than 1 year) is a factor that will impact on test scores. It is difficult for an ELL student who is in this country only a year and just learning the language to be expected to take such a rigorous assessment.

## SECTION V: ANNUAL SCHOOL GOALS

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

<b>Annual Goal</b>	<b>Short Description</b>
To Reduce the difference in performance in ELA between Hispanic Males and Females and, Black Males and Females.	On the 2009 ELA Assessments, for all of the testing grades there was 10% gap between the Black Males and Black Females, and a 9% gap between the Hispanic Males and Females. By June 2010 we would like to reduce the difference in performance in ELA between Hispanic Males and Females and Black Males and Females to less than 6%.
To increase student performance and show progress in ELA and Math for all self-contained Special Education Students.	On our 2009 Progress Report we lost ground in showing exemplary proficiency gains in both ELA and Math with regard to our Special Education students in Self Contained Classes, therefore our goal this year is for 75% of our self contain special education students to make progress in both ELA and Math.
To provide support to ELL students in order to show growth within each sub-category on the NYSESLAT assessment (reading, writing, listening and speaking).	By June 2010 we would like to see an increase in scores for each sub-category on the NYSESLAT (Listening/Speaking/Reading/ and writing) for all of our ELL students.

## 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) :**

**ELA**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To Reduce the difference in performance in ELA between Hispanic Males and Females and, Black Males and Females.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In June 2009, P.S. 76 staff did a vision screening on the lowest performing students in ELA in each grade. It was found that 25% of these students needed to go to an eye doctor because they failed the screening, specifically the Hyperopia assessment, which is a condition that affects Hispanics and Blacks at greater rates than other students.</p> <p>The Health Intern will follow up and make sure that these students have all seen an eye doctor and that if these students received glasses that their teachers are aware that they need to be wearing them in the classroom.</p> <p>Inquiry Teams will be created that focus specifically on Male Students.</p> <p>AIS is being restructured to work in six week cycles. Students will be assessed at the end of each cycle. Based on the assessment data, new groups will be formed. This data will be disaggregated to show the progress of the Black and Hispanic Males.</p> <p>A Professional Development Study Group in collaboration with Manhattan College’s Teacher Leader Quality Program Grant is meeting weekly to develop a differentiation instructional model that will be implemented school-wide.</p>

	<p>TESA (Teacher Expectation Student Achievement) was used in all classrooms last year and will continue to be utilized this academic year.</p> <p>Increase selection choices of independent reading books for males in every classroom.</p> <p>Gender specific book clubs will be implemented for Grades 3-5. Specific writing tasks for boys will be assigned.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>· C4E allocation was used to fund two staff developers from Teacher's College who provide onsite literacy staff development for all teachers grades K-5</li> <li>· Title 1 funding allocation was used to staff an F-Status Literacy Coach who provides professional development to teachers grades K-2</li> <li>· Title 1 funding was used to staff a full time Literacy Coach to provide on-going professional development grades 3-5 in the for the school</li> <li>· C4E funding was also used for per diem coverages in order to facilitate teachers at the school with monthly staff development at Teacher's College</li> <li>· Title 1 ARRA funding was used to staff AIS support teachers to provide daily, consistent AIS support for all students grades K-5</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Three in house ELA simulations will be administered throughout the year, October 2009, January 2010, and March 2010 and progress will be monitored.</p>

**Subject Area  
(where relevant) :**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase student performance and show progress in ELA and Math for all self-contained Special Education Students.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Daily, consistent AIS Math and Literacy support for all Special Education self-contained classes.</p> <p>Additional Professional Development for Special Education Teachers on differentiated instruction.</p> <p>LSO workshops on data analysis and instruction geared toward weaknesses shown by data.</p> <p>Creation of mini IEP's for short term goals.</p> <p>Monitoring progress of individual student goals.</p> <p>Specialized professional development will be tailored to special education teachers to enable them to better manage the wide range of performance and skill levels within their classes.</p> <p>Every student will use Imagine Learning English daily.</p> <p>One member of administration will meet with the special education teachers every three weeks to review their class and student level data.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>· Title 1 allocation was used to staff highly qualified teachers for daily, consistent AIS math and literacy support for all self contained students</li> <li>· Per Session was set aside for teachers to meet after/before school to review student data in order to make effective assessments for all self contained student population</li> <li>· Per/session activities were scheduled for teachers to attend workshops on data analysis on the creation of mini IEP's for short term goals</li> </ul>

	<ul style="list-style-type: none"> <li>FSF funding was used to purchase software that supports self contained student programs and differentiate instruction</li> <li>C4E funding was used to support Teacher's College workshop facilitators who provide in depth, tailored professional development to special education teachers</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	In- house simulations in ELA and Math for grades 3-5. Running Records, Teacher's College Reading and Writing Assessments and Every Day Math Unit Assessments for grades 2-5.

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

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To provide support to ELL students in order to show growth within each sub-category on the NYSESLAT assessment (reading, writing, listening and speaking).
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Developing and using materials to ensure that we are teaching to the State ELA Learning Standards. Special tracking sheets have been developed that will allow us to track the progress of our ELL students more closely than we have in past years.</p> <p>All ELL students will use Imagine Learning English computer software consistently. This software provides instruction in both the student's native language as well as English to help build literacy skills in both languages. The program also provides administration with data reports based on student progress.</p> <p>An analysis of the data from the NYSESLAT will help us to provide each student with additional support in the sub-categories.</p> <p>Continue the ELL After-school Academy to provide the students with additional academic support for the NYSESLAT exam. This past year 23 out of the 25 students who attended the academy made progress on the 2009 NYSESLAT assessment.</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>· Children First funding was used for after school per session to create an ELL Data Team in order to provide additional support on differentiation in the classroom for ELL student s</li> <li>· Title III funding was used to purchase Imagine Learning English Software in order to increase growth and support in Reading, Writing, Listening and Speaking standards on each grade</li> <li>· Title III funding was used for per session activities for three ELL teachers to provide after school ELL program once a week for ELL students who need additional support</li> <li>· FSF funding was used to purchase instructional supplies that support ELL instruction for all students grades K-5</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Data reports provided to us by Imagine Learning English will help us to monitor student progress in order to provide targeted remediation. Three in house ELA simulations will be administered throughout the year, October 2009, January 2010, and March 2010.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

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

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	5			
1	50	30	N/A	N/A	8			
2	195	69	N/A	N/A	8			
3	74	53	N/A	N/A	9			
4	43	87	10	10	12			
5	32	115	10	10	9			
6								
7								
8								
9								
10								
11								
12								

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

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>All students are assessed using the Teacher's College Reading Assessments. Students whose Fountas and Pinnell reading levels are below the grade level benchmarks are identified as at-risk. At-risk students are identified and serviced for six weeks by the Literacy Intervention Specialists. Progress is monitored throughout and at the end of the six weeks data is reviewed to determine which students have progressed, which students need to continue receiving services and new at-risk students are identified. Literacy support teachers and paraprofessionals provide services using a push-in model, five times a week. They do supplemental guided reading with students who are below level in grades 1-5. Students are serviced throughout the school day but not during Reader's Workshop. This is to insure that students are receiving supplemental services in addition to what the classroom teachers are providing.</p>
<p><b>Mathematics:</b></p>	<p>AIS Math students are determined and chosen based upon an analysis of various formative assessment math data. At-risk students are identified and serviced for six weeks by Math AIS support teachers. Progress is monitored and at the end of the six weeks, the ongoing analysis of formative assessment data determines if current students should continue service or end service and new at-risk students are identified. Math Support teachers use a push-in model to differentiate instruction and facilitate hands-on activities, cooperative learning and small group instruction. The classroom teacher and Math support teachers both review and analyze data to determine which skills need to be re-taught. Teachers work with students 2-3 times a week during Math Block 2 in grades 1-5.</p>
<p><b>Science:</b></p>	<p>Students in grades 1-5 are given a Science Pre-test at the beginning of each unit. Data is compiled and an item analysis is completed for each class. At-risk students are identified based upon the results from the item analysis. Classroom teachers and Science Cluster teachers collaborate once a week and use the item analysis data as well as informal assessment data to differentiate instruction and re-teach skills not mastered to at-risk students throughout the school day. At the end of each unit the students are given a Science Post-test in order to monitor progress and determine which skills have still not been mastered. The item analysis results from each Pre/Post test are used for differentiation throughout the year.</p>
<p><b>Social Studies:</b></p>	<p>Students in grades 1-5 are given a Social Studies Pre-test at the beginning of each unit. Data is compiled and an item analysis is completed for each class. At-risk students are identified based upon the results from the item analysis. Classroom teachers and Social Studies Cluster teachers use the item analysis data as well as informal assessment data to differentiate instruction and re-</p>

	<p>teach skills not mastered to at-risk students throughout the school day. At the end of each unit the students are given a Social Studies Post-test in order to monitor progress and determine which skills have still not been mastered. The item analysis results from each Pre/Post test are used for differentiation throughout the year.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>At-risk counseling services are provided by the Guidance Counselors. One-on-one mentoring is given for 25-30 minutes one time a week per student or students may meet in groups. Sessions are during the school day. Subjects and strategies include: conflict-resolution, peer mediation, reflection and coping skills.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>N/A</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>N/A</p>
<p><b>At-risk Health-related Services:</b></p>	<p>N/A</p>

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

*NCLB/SED requirement for all schools*

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

# LANGUAGE ALLOCATION POLICY (LAP)

## Part I: School ELL Profile

### Language Allocation Policy Team

**Leadership Learning Support Organization:**  
**Principal: Louise Sedotto**

**Coach:**  
**ESL Teacher: Penelope McKown**  
**Teacher /Subject Area: Julie Porras/AIS Team Leader**

**Teacher /Subject Area: Kay O'Connor/Data Specialist**

**Related Service Provider:**  
**Network Leader: Irene Rogan**

**School: District 11, P.S. 76**  
**Assistant Principal:**  
**Maria Cioffi**  
**Karen Humphrey**  
**Coach: Candice Cmar**  
**Guidance Counselor:**

**Parent:**  
**Parent Coordinator:**  
**Gloria Peralta**  
**SAF:**  
**Other:**

### Teacher Qualifications

<b>Number of ESL Certified Teachers</b>	<b>3</b>	<b>Number of Certified Bilingual Teachers</b>		<b>Number of Certified NLA/FL Teachers</b>	
<b>Number of Content Area Teachers with Bilingual Extensions</b>		<b>Number of Special Ed. Teachers with Bilingual Extensions</b>		<b>Number of Teachers of ELLs without ESL/Bilingual Certification</b>	

### School Demographics

<b>Total Number of Students in School</b>	<b>1097</b>	<b>Total Number of ELLS</b>	<b>131</b>	<b>ELLs as Share of Total Student Population (%)</b>	<b>12%</b>
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## Part II: ELL Identification Process

During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS). These surveys are made available to the parents in various languages, in addition to English. The procedures we follow to identify our ELLs are based on the parents' responses to the HLIS and an informal oral interview which is conducted by a certified ELL teacher. The informal oral interview is conducted with the student and parent in English, and if possible, in the native language with the help of an interpreter. Once the HLIS is completed and the parent identifies the home language as English, the student enters the general education program. If the parent indicates the home language is other than English or the student's native language is other than English, initial formal assessment procedures are implemented. All new entrants whose HLIS form indicates a language other than English on one question in (Part 1: questions 1-4) and two questions in (Part 1: questions 5-8) must take the Language Assessment Battery-Revised (LAB-R). If the parent indicates a home language of Spanish and scores are at or below LAB-R cut scores, the Spanish LAB must be administered. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered **Limited English Proficient (LEP)** or an **English Language Learner (ELL)**, according to NYS education regulations. If the student scores at or above the proficiency level on the LAB-R, a Non Entitlement letter is sent home to the parents.

All of our students who are LEP/ELL entitled are administered the New York State English as Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered annually in the spring, during the months of April-May. Students are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure their progress in developing full proficiency in the English language. The NYSESLAT is the only assessment which can determine if the students are eligible to continue receiving LEP/ELL services. When students are fully proficient in all four modalities as assessed by the NYSESLAT, they are no longer eligible for ELL support services. At this point, a Non Entitlement/Transition letter is sent home to the parents.

At P.S. 76, we strive to ensure that parents fully understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education (TBE), English as Second Language (ESL) programs, and Dual Language. The school adheres to the state requirement of placing ELL children in an appropriate program within ten days of their enrollment in the school. Therefore, we make every effort to inform parents of their program choices in a timely manner.

At the beginning of the school year, the ESL Coordinator, in collaboration with the Parent Coordinator, ELL Support staff, and administrators, holds a Parent Orientation meeting, where parents are informed about program choices for their child. Letters are sent home with the children to invite the parents of newly identified ELLs to attend the meeting. Due to the importance of the information shared at this meeting, follow-up phone calls are made to insure that the parents have been made aware of the meeting and the need to complete the Parent Survey and Program Selection forms. At these sessions, parents are informed about the processes of identifying, placing, and assessing English Language Learners according to NYS education regulations. During the orientation sessions, parents view a DVD which further explains and demonstrates program choices. This DVD is shown in several different languages to insure that parents are fully informed of the program choices for their children. At the orientation meeting, parents are also informed about the curriculum, academic expectations, assessments, specifically the NYSESLAT, and ways they can support their child during the

## **ELL Identification Process - continued**

school year. The Parent Coordinator also speaks about her role as a resource and support to the parents.

After the DVD is viewed and discussed with the parents, and after a question/answer session, parents are given the Parent Survey and Program Selection Form to complete. Parents will then decide which program is suitable for their children and mark their choice on the form. If P.S. 76 does not have the program the parent requests, he/she is offered a list of city schools which do offer Transitional Bilingual Education programs and a list of schools which offer Dual Language programs.

At the orientation session, we strive to collect the Parent Survey and Program Selection Form before the parents have left the meeting. This helps us insure appropriate programming within the ten days of enrollment. If parents are unable to attend the first orientation meeting for ELL parents, they are contacted by telephone to see when they might be available to come in to view the DVD and complete the Parent Survey and Program Selection Form. This year, a second orientation meeting was also scheduled. If parents are unable to come to the school for either of the two meetings, the forms are sent home for completion and signature before being returned to the school.

The completed Parent Survey and Program Selection forms are kept on file at the school. When students are continuing to receive ELL services, their parents receive a Continuation of Services letter. These letters are sent home with the students, and a list of recipients is kept on file at the school.

At P.S. 76, we currently offer a freestanding ESL program in which instruction is delivered in English, using a push-in model. This program is aligned with the parents' requests based on the Parent Survey and Program Selection forms. After reviewing the Parent Survey and the Program Selection forms for the past few years, we observe that the trend by parents is to choose the freestanding ESL program offered by our school. Parents are aware of our success and opt to have their children placed in our program. With our parent orientation sessions and associated materials, we insure that not only is parent choice being honored, but that parents are fully informed of their rights and choices.

### Part III: ELL Demographics

#### A. ELL Programs

##### ELL Program Breakdown

ELL Program	K	1	2	3	4	5	6	7	8
TBE									
ESL Push In	7	29	26	30	20	19			
Total	7	29	26	30	20	19			

#### B. ELL Years of Service and Programs

##### Number of ELLs by Subgroups

ALL ELLs	131	Newcomers (ELLs receiving service 0-3 years)	104	Special Education	7
SIFE	3	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	1

##### ELLs by Subgroups

	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	N/A								
ESL	104		2	26		5	1		1
Total	104		2	26		5	1		1

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

#### C. Home Language Breakdown and ELL Program

<b>Freestanding English as a Second Language</b>
<b>Number of ELLs by Grade in Each Language Group</b>

	K	1	2	3	4	5			TOTAL
Spanish	6	22	21	28	14	17			108
Chinese			1						1
Russian									
Bengali					1				1
Urdu		1							1
Arabic		5	3	1	2	1			12
Haitian Creole									
French				1	1	1			3
Korean									
Punjabi			1						1
Polish									
Albanian					2				2
Other	1	1							2

## **Programming and Scheduling Information**

We have a freestanding ESL program for students in grades K-5, with three full-time licensed ELL teachers. We service a total of 131 students. ELL students at P.S. 76 speak ten different languages; they are Spanish, Chinese, Bengali, Urdu, Arabic, French, Punjabi, Albanian, Igbo, and Vietnamese. Currently there are two teachers for ELLs in grades K-2, and one teacher for ELLs in grades 3-5. We follow the push-in model, so that children do not lose time from whole class instruction by being pulled from the classroom for ELL support services. Instruction is given in English and students are in heterogeneous groups of mixed language proficiencies within each class. To provide for more effective instruction of our ELL students, we strive for sharing and collaboration between the classroom teachers and the ELL teachers. Classroom teachers share their lesson plans with the ELL teachers on a regular weekly basis, so that the ELL teachers might be thoroughly prepared to support the classroom teachers when they push into rooms for instruction.

When the ELL teacher pushes into the classroom for reading or writing, the ELL students stay with the classroom teacher for the mini-lesson portion of the instruction. The ELL teacher stays near the ELL students during the mini-lesson in order to help the children with unfamiliar vocabulary or concepts which might need to be repeated for clarity. When the children work independently after the mini-lesson, the ELL teacher might reteach key points of the mini-lesson or work closely with the ELLs on a one-to-one basis or in a small group to make content comprehensible. The ELL teacher also uses ESL methodologies, such as scaffolding or Total Physical Response in order to facilitate understanding. In addition, the ELL teacher also might use pictures, graphic organizers, maps, charts, manipulatives or other hands-on materials to reinforce the lesson and enrich language development.

Based on the students English proficiency scores from the LAB-R or NYSESLAT, students are provided with mandated units of instructional time in ESL.

At P.S. 76, instruction for ELLs is differentiated according to the needs of the students and the level of their proficiency in English. We currently have three children who have been designated as SIFE. These children will spend extra time using our ELL software program, Imagine Learning English which provides one-on-one individualized training in vocabulary development, phonemic awareness, letter recognition, listening comprehension, reading fluency, and conversational skills. This program also provides assessments which allow teachers to see the strengths, weaknesses, and areas of mastery of the students. ELLs who have been designated as SIFEs will also receive AIS services, as appropriate, if their reading scores are below level. Push-in math support may also be available to these students. Newcomers, who have been in this country for less than three years, also will spend extra time using the Imagine Learning English software. If the child has literacy skills in the native language, efforts will be made to provide age-appropriate books in the native language for independent reading during Readers Workshop. The ELL Support room has a collection of story books and children's classic books which are available in Spanish, Urdu, Arabic, Bengali, and Punjabi. Dictionaries in English and the native languages, including picture dictionaries, are also provided for newcomers. The ELL teachers and other push-in support teachers, along with the classroom teachers, provide instruction in test-taking strategies to ELLs who must take the ELA exam after having been in this country for only one year. Long-term ELLs and ELLs who have been in this country for 4-6 years will also use the Imagine Learning English software to develop their language skills. The ELL teachers will also work closely with these children to prepare

## **Programming and Scheduling Information – continued**

them for the NYSESLAT exam, using workbooks which have been especially designed for practice in the speaking, writing, listening, and reading portions of the test.

The ELL teachers also provide support to those students who have been identified as having special needs. They also write and monitor progress on specific ESL goals which are included as part of the students' IEP documents.

Targeted intervention programs at P.S. 76 include push-in support by literacy teachers and paraprofessionals if the child scores below a certain level in reading. Push-in support is also available in math. Certain ELLs also receive support from the SETSS teachers, as appropriate. All instruction from support personnel is delivered in English.

ELLs who have reached proficiency on the NYSESLAT will be supported by receiving testing accommodations (separate location and extended time) for two years.

For the upcoming school year, emphasis will be placed on improving communication between the ELL teachers and the classroom teachers in order to insure more effective instruction of the ELLs. An after school academy to improve the literacy skills of the ELLs in grades 3, 4, and 5 will also be offered on a twice weekly basis. Due to budgetary constraints, the after school academies for ELA and math test preparation have been discontinued.

At P.S. 76, ELLs are afforded equal access to all school programs. ELLs are able to participate in after school programs in music, drama, athletics, and a variety of activities, such as cooking, yoga, board games, and calligraphy, offered by teachers after school.

Leveled, high-interest reading materials are used to support ELLs at P.S. 76. The ELLs use technology when working with the language development software, Imagine Learning English. They also have access to laptop computers for educational games and activities in their classrooms. Teachers use a variety of hands-on activities, such as games and other manipulatives, to reinforce math concepts during Math Block 2 of the Everyday Math program. The ELLs also benefit from using the school's extensive resources in the new library.

The model for the ESL program at P.S. 76 is a push-in model with instruction given in English. When newcomers use the computer program Imagine Learning English, they receive initial instruction in certain native languages which are available as part of the software. Native language support also is available when newcomer ELLs with literacy skills in the original language are given independent reading materials in that language. Students taking certain assessments, such as the state math, science, and social studies exams, are able to take these exams in their native languages.

Our push-in model of ESL instruction insures that our program supports the students in an age-appropriate way. At all times, ELLs remain in the classroom where instruction is appropriate to the grade level and age of the students. They are not pulled out of the classroom for ESL instruction, or separated from their peers while learning English.

Currently we do not offer specific activities in our school to assist newly enrolled ELLs before the beginning of the school year.

## **Professional Development and Support for School Staff**

ELL personnel at P.S. 76 participate in various professional development activities in the school and at other locations. On professional development days and throughout the school year, ELL teachers attend training seminars in Words Their Way, Guided Reading, and the Teachers College Columbia University Reading and Writing Project. In addition, ELL teachers are kept up to date on the latest developments in the use of the Imagine Learning English software by newsletters from the company and visits from company representatives. ELL personnel regularly participate in workshops given by the Office of English Language Learners of the DOE

## **Professional Development and Support for School Staff - continued**

and by the Bronx BETAC. These workshops address topics such as the NYSESLAT, compliance issues, and the Language Allocation Policy.

The school Guidance Counselor provides assistance to staff to insure that the ELLs make a smooth transition to an intermediate school which will be appropriate to their needs.

As part of the Language Allocation Policy (LAP), the school will continue to provide monolingual teachers with professional development for ESL methodologies and strategies. Staff members are provided with copies of ESL and ELA learning standards during articulation, grade conferences, and common planning periods to support teachers of ELLs. Classroom teachers have also attended training sessions in the use of the Imagine Learning English software.

## **Parental Involvement**

Every effort is made to involve the parents through meetings presented by the Parent and ESL Coordinators and the Parents Association. Parents of children at P.S. 76 take a very active interest in the education of their children. High percentages of parents attend Open School meetings and other school gatherings. Once a month, Coffee Fridays are held to give parents the opportunity to voice their ideas and concerns to the administration of the school. It is also a time when parents can share experiences with each other. Parents volunteer in the classrooms in various capacities. They also work together with teachers to present a Cultural Fair to show pride in their native cultures.

The ESL and Parent Coordinators work in collaborative effort to bring the home and school community together. During the enrollment process, the Parent Coordinator and other members of our Welcome Wagon team speak with the parents and assess the possible needs of the family. At the beginning of each school year, the Parent Coordinator sends home a Family Survey in which parents are invited to share their ideas about workshops and activities they would like to see offered at the school. Workshops are offered on a variety of topics, including how to help with homework. Parents of ELLs are offered workshops on how to help children with reading while the parent is in the process of learning English.

The Parent Coordinator is also in charge of arranging classes in which parents are able to learn English at the school. These classes may be given by the Parent Coordinator, or if enough parents are enrolled, through the DOE.

The ESL Coordinator invites parents and guardians of newly enrolled ELLs to attend orientation sessions about ELL support services. Parents are encouraged to become active participants in their children's educations. At the orientation meetings, parents are informed of the processes by which ELLs are identified and assessed. In addition, the parents are informed of their rights and privileges for selection of the appropriate programs for their children.



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
4	2		6	1	10	1			20
8									
NYSAA Bilinigual Spe Ed									

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
5	1		2		7	1		2	13
NYSAA Bilinigual Spe Ed									

## B. Review and Analysis of Assessment Data

The data patterns across proficiency levels on the LAB-R and NYSESLAT, and grades, show that we have students scoring at all different levels of proficiency in all four modalities throughout the school. The majority of students, however, are scoring at the Advanced level of proficiency in listening/speaking.

In general, there are more Advanced level students in listening/speaking than there are Advanced level students in reading/writing. In turn, there are generally more students at the Beginning level of proficiency in reading/writing than there are in listening/speaking. These results indicate an overall comparative weakness in the skills of reading/writing among our ELL students. To help correct this imbalance, plans are underway for an after school program, for ELLs in grades 3-5, to focus on the improvement of literacy skills. Push-in support for students who score below a certain reading level will also be provided by AIS teachers and literacy paraprofessionals. It is hoped that the consistent use of the Imagine Learning English software and the leveled reading materials it provides will also help in improving reading skills and building the vocabulary and syntax needed for effective writing.

As we examine student results in the various assessments, we see that Advanced level students receive higher scores on these exams, due to their increased comprehension and facility with the English language. We have a very small number of ELL students who take these exams in their native languages. Nevertheless, when we analyze the level 4 scores in the Math and Social Studies assessments, we see that many of the students who received these top scores took the assessments in their native languages.

P.S. 76 does not administer the ELL Periodic Assessments.

We evaluate the success of our programs for ELLs by considering many different factors. Through informal classroom observations and daily interaction, we are consistently assessing how well they are performing and adjusting to our school system. Through continued analysis of data, we are able to determine which students are making adequate progress and those who are in need of additional services. Some of the data we analyze throughout the school year include independent reading levels, Everyday Math unit assessments, Words Their Way spelling inventories, progress and

**usage reports from the Imagine Learning English software program, and ELA and Math simulation results. This data is also used to better differentiate instruction to insure the success of the ELL students. The NYSESLAT test results also help us to determine which students are making adequate progress in each of the four modalities and which students are in need of additional support.**

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

**Form TIII - A (1)(a)**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 131**

**Non-LEP 0**

**Number of Teachers 3**

**Other Staff (Specify) N/A**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program**

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

The Balanced Literacy core program will continue to utilize a 100 minute block of Literacy daily in grades K-5. Literacy teachers and paraprofessionals will provide additional guided reading lessons to targeted at-risk ELL students. These services are in addition to those provided by classroom teachers and ELL teachers. For math instruction Everyday Mathematics which is our core curriculum will be implemented during the 100 minute blocks daily. We will be servicing 131 students in K-5. Support personnel will push in for small group instruction to reteach to our at-risk ELL students. Title III supplemental funds will be used to provide more individualized instruction tailored to the needs of the ELL students. Instruction will be given in English. ELL teachers will be utilizing a push-in model following the appropriate guidelines for time and duration. Imagine Learning English software will also be used in classrooms daily by ELL students to help improve literacy skills and English proficiency levels.

Title III supplemental funds will also be used for an after school program, ELL Academy, for ELLs in third, fourth, and fifth grades. There will be two groups with 15 students in each group. ELL students at the Intermediate and Advanced levels of English proficiency will be invited to attend. Instruction will be in English and will be provided by two licensed ESL teachers. Instruction will focus on improving the literacy skills of the students by using the strategies and practices of the Teachers College Columbia University Readers Workshop. The after school program will be held for two hours per week beginning January 28th, 2010 until April 22nd, 2010 totaling 20 sessions. The focus of the instruction will be on language development, literacy skills, and NYSESLAT preparation. The teachers will follow the Reader's Workshop Model and use NYSESLAT Preparation Books.

### **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.

As part of the Language Allocation Policy (LAP), the school will continue to provide classroom teachers with professional development for ESL methodologies and strategies. Staff members are provided with copies of ESL and ELA learning standards during articulation and grade conferences to support teachers of ELLs. Classroom teachers have also attended training sessions in the use of the Imagine Learning English software which is used five times per week to promote English language development in the ELL population.

On professional development days and throughout the school year, ELL teachers attend training seminars in Words Their Way, Guided Reading, and the Teachers College Columbia University Reading and Writing Project.

ELL support personnel regularly participate in workshops given by the Office of English Language Learners of the DOE and by the Bronx BETAC. These workshops address topics such as administration and scoring of the NYSESLAT, compliance issues, and the Language Allocation Policy.

### **Form TIII – A (1)(b)**

-

**School: P.S. 76, The Bennington School**

**BEDS Code: 321100010076**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$15,988.00	<ul style="list-style-type: none"> <li>After School ELL Program - 2 Teachers x 2 Hours a week x 10 weeks @ \$49.89 = \$1,996.00</li> <li>1 Principal x 2 hours a week x 10 weeks @ \$52.21 = \$1,044.00 = \$3,040.00</li> <li>ELL Substitute Teacher - 1 ELL Teacher x 5 days a week x 15.4 weeks @ \$167.60 a day = \$12,948.00</li> </ul>
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,852.00	ELL NYSESLAT Materials  48 students x \$19.99 per book x 2 workbooks x 2 Text Books = \$3,838.08  1 Teacher's Guide = \$13.92
<b>Educational Software (Object Code 199)</b>	\$3,000.00	Imagine Learning English Software was purchased. 20 @ 150.00 each = \$3,000.00

Travel	N/A	N/A
Other	N/A	N/A
<b>TOTAL</b>	<b>\$22,840</b>	

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

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

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

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

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

The Home Language Surveys completed by the parents of new students are reviewed upon admission to the school. A language log is maintained and referred to when any communication is necessary between school and parents. Before Open School nights, arrangements are made for appropriate interpreters, so that parents may have full understanding of the information provided by their child's classroom teacher.

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.

The majority of English Language Learners are Spanish speaking. We are finding an increase in admissions of speakers of the Arabic language. Letters and examinations are translated into a native language when applicable. Oral interpreters are also available, in person and by telephone, from the DOE and other sources.

### **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.

Through the Department of Education's Translation and Interpretation Unit, the school has letters translated into home languages. As needed, in-house staff and parent volunteers provide translation services as well.

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.

For parent-teacher conferences translators are present and available to work with teachers when conferencing with non-English speaking parents. School staff and parent volunteers may provide these services, as well as interpreters provided by the Department of Education. Parents may also choose to rely on an adult friend or relative to help with interpretation.

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

Parents are made aware of the Translation and Interpretation Unit's services through publicly posted notices within and around the school building. Dependent upon the needs of the parents, letters are translated into a variety of home languages and interpreters are hired when necessary. Parents may also indicate that they need interpreters through written communication with the school.

**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:	\$681,848.00	\$643,344.00	\$1,325,192
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,818.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$6,433.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$34,092.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$32,168.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$68,184.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$64,334.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
96.3%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The three teachers who have been identified as not highly qualified completed the HOUUSE exam to obtain their qualifications in the core subject areas. These teachers were also provided on-going professional development geared to the specific core areas that they teach.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

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

*Louise Sedotto*

*Principal*

*Karen Humphrey*  
*Assistant Principal*

*Maria Cioffi*  
*Assistant Principal*

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

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

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

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

See Section IV Needs Assessment

2. Schoolwide reform strategies that:

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

Curriculum is designed to meet the state's standards in terms of academic achievement. Students who are not performing at grade level standards are given academic intervention services.

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

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

After school programs are developed according to student need based on academic assessments.

o Help provide an enriched and accelerated curriculum.

Small group instruction in Literacy and Math provide opportunities for differentiated instruction based on ability level

o Meet the educational needs of historically underserved populations.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.

Our schools percentage of highly qualified teachers in core subject areas is 96.3% We will reach 100% highly qualified through assigning all teachers appropriately.

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.

We have created common plannings twice a week in order to provide all classroom teachers an opportunity to work cooperatively. We provide consistent, high-quality professional development around using student work and data analysis to drive instruction.

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

We have obtained highly qualified teachers through a collaboration with

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

We have developed many programs to increase Parent Involvement including differentiated monthly PA meetings, Parent Volunteer Program and Coffee Fridays.

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.

We have a Parent Coordinator who works closely with parents on how to assist their children with the transitions into our early childhood grades. Workshops are designed and provide hand-outs and activities to help inform parents about the expectations of these grades.

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.

Our School Inquiry Team targets a group of students with common needs and applies specific strategies and skills to help them. The team monitors these students and analyzes their data in order to determine if these skills and strategies would be effective school-wide. The School Leadership Team also meets on a monthly basis to discuss the instituted curricular programs and determine if the needs of our students are being addressed.

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

Our Level 1 and 2 performing students are targeted to receive small group Academic Intervention Services in reading and math throughout the school day. All students benefit from individual conferences, small group instruction and re-teaching as needed.

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.

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

**-ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

### **-English Language Learners.**

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

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

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

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

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

We created a committee to evaluate our current Literacy and Math curriculum programs Teacher's College Reader's and Writer's Workshop and Everyday Math to determine if they are in alignment with New York State Standards. We shared the state standards with our teachers at grade conferences and the expectations of what every child should learn in each grade.

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?

All classroom teachers in grades K-5 meet weekly to plan instruction using their Teacher's College Curriculum maps and Everyday Math curriculum calendars. Our Literacy Coach and Math Staff developer have analyzed these maps and provided teachers with the necessary supplemental materials to align our curriculum with the New York State teaching standards on each grade level.

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

## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these

process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

Our Math Staff developer participated in network Math Coaches Workshops that be focused on analyzing the deficits of aligning the Everyday Math program to the state standards. She then provided classroom teachers with the supplemental materials needed to align the curriculum with the New York state standards.

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

- Applicable  Not Applicable

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

Our school uses Everyday Math in grades K-5. We also have a second bath block three days a week for reteaching and supplemental instruction that is aligned to the New York State standards.

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

## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

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

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

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

Monthly Walk Throughs provide an opportunity for staff members and administration to tour the building and observe best practices. Formal and Informal observations of classroom instruction are conducted routinely to monitor that students are actively engaged.

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?

Classroom teachers have been trained to use the workshop model for Reading and Writing which focuses on a mini-lesson of explicit instruction, followed by an opportunity to work with partners and individually. Small group instruction allows teachers to differentiate based on ability level.

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* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Formal and informal observations were used to determine if the above was applicable to our school.

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?

Each classroom teacher has been trained to use the SMART Board and has been given math software that is used for instruction. In addition, our teacher follows a block one model, which focuses on whole class and individual instruction, as well as, a block two model designed for

small group instruction. The activity of each group is differentiated based on ability level and can include hands-on activities, practice work, and games to reinforce concepts previously taught.

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.

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

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

We have worked with our Human Resource Representative at the ISC to review tenure status and years of service of our current staff, as well as assess the number of new hires we have had in the past five years.

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

Applicable  Not Applicable

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

We have 125 teachers on staff. Over the past 5 years, we have hired approximately 10 new teachers. All of our teachers are highly qualified.

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

We have meet with our ELL department to discuss professional development opportunities available to the entire staff. We have also attended meetings offered through the Department of Education with our ELL teachers. We have also reached out to our learning Support Organization for professional development.

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?

Our ELL teachers receive email notifications of upcoming professional development that is being offered. They have participated in professional development opportunities through our Learning Support Organization and through the Department of Education.

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

We have met with the ELL department and our testing coordinator and data specialist to determine if in fact ELL testing information is available and given to the appropriate constitutes in a timely fashion.

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?

Our ELL teachers, testing coordinator, and data specialists work together to ensure that all ELL data is shared with the appropriate constituates.

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

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

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

Please respond to the following questions for Key Finding 6:

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

We met with the School Based Support Team, our IEP teacher, District Representative, and our special education teachers to determine if further professional development in working with students with disabilities is needed.

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?

We determined that our special education teacher needed additional support in creating IEP's, as well as implementation of modified curriculum and goal setting for students in special education.

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.

We have reached out to our learning Support Organization to assist us with providing professional development in goal setting, creating IEP's and using the information from IEP's to plan strategic, targeted instruction. We will continue to offer professional development to our teachers who work with special education students. We have also created a system for ensuring that all teachers who work with our special education students receive a copy of each students IEP.

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

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

Please respond to the following questions for Key Finding 7:

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

We reviewed our current IEP's to determine if there are any areas of concern that need to be clarified or redone.

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?

Our findings indicated that special education teachers needed professional development in writing IEP's as well as creating goals.

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.

We have reached out to our Learning Support Organization to assist us in providing professional development for our teachers in creating IEP's. In addition all teachers are required to use IEP pro. Our district representative works closely with our classroom teachers to review IEP's

and ensure that they are properly written and reflect the ability of each individual student. Goal setting is the focus of our work this year and we will continue to provide professional development for all teachers in working with students on creating individual goals in all major subject areas.

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

### **Part A: For Title I Schools**

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

23

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

During the registration process students and parents are interviewed as part of the PS 76 "Welcome Wagon". Parents and students have the opportunity to receive school uniforms, book bag, supplies.

Data specialist at the school uses data to identify the SETH student population in order to effectively analyze and track individual progress of these students.

STH population is provided the option to receive AT Risk Services from our Guidance Dept. These services are provided in 6 week cycles. Parental consent is required to receive this additional support.

Workshops are held for parents of STH students who will be taking state exams (ELA, SS, MATH, AND SCIENCE). Parents are encouraged to attend the workshops via phone calls, flyers and letters. Workshops provide important information to parents as to how to help their children meet their educational goals.

**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).

23

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

During the registration process students and parents are interviewed as part of the PS 76 "Welcome Wagon". Parents and students have the opportunity to receive school uniforms, book bag, and supplies.

The Data Specialist uses data to identify the STH student population in order to effectively analyze and track individual progress of these students.

The STH population is provided the option to receive AT Risk Services from our Guidance Dept. These services are provided in 6 week cycles. Parental consent is required to receive this additional support. In addition, workshops are held for parents of STH students who will be taking state exams (ELA, SS, MATH, AND SCIENCE). Parents are encouraged to attend the workshops via phone calls, flyers and letters. Workshops provide important information to parents as to how to help their children meet their educational goals.

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.