Department of Education

COMMUNITY SCHOOL 134

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: REGION 2/ BRONX/12X134)
ADDRESS: 1330 BRISTOW STREET
TELEPHONE: (718) 328 - 3351
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: C.S. 134 **SCHOOL NAME:** George Bristow Elementary School

SCHOOL ADDRESS: 1330 Bristow Street, Bronx, New York 10459

SCHOOL TELEPHONE: (718) 328 – 3351 **FAX:** (718) 589 – 7581

SCHOOL CONTACT PERSON: Kenneth Thomas **EMAIL ADDRESS:** kthomas@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Deslyn Clark
PRINCIPAL:	Kenneth Thomas
UFT CHAPTER LEADER:	Miriam Delmoor
PARENTS' ASSOCIATION PRESIDENT:	Maria Martinez
STUDENT REPRESENTATIVE: *(Required for high schools)*	N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 12 **SSO NAME:** Learning Leadership Support Organization

SSO NETWORK LEADER: Joy E. Daley

SUPERINTENDENT: Myrna Rodriguez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Kenneth Thomas	*Principal or Designee	
Miriam Delmoor	*UFT Chapter Chairperson or Designee	
Maria Martinez	*PA/PTA President or Designated Co-President	
Ivonne M. Toro	Title I Parent Representative *(suggested, for Title I schools)*	
Aurora Felicier	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Carmen Placeres	Member/Teacher	
Karen Westney	Member/Teacher	
Elizabeth Montalvo	Member/Teacher	
Eddie Taveras	Member/Parent	
Luz Ramos	Member/Parent	
Erica Walton	Member/Parent	
Deslyn Clarke	SLT Chairperson	

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.

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

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.

School Vision:

We commit to educating a community of learners so that they are prepared to make positive contributions in a democratic multicultural society.

Mission:

Empower a community of learners that share the accountability to foster academic excellence through teaching and learning.

School Community

For the school year 2009-2010, C.S. 134 served 667 students. C.S. 134 is located in the Morrisania community in the Bronx. The school population comprises of 44% Black, 55% Hispanic and 1% other students. The student body includes 15% English language learners and 16% Special Education students. The community consists of a multicultural background which includes Puerto Rican, Dominican, Honduran, Mexican, African and Afro-American. English is the leading language, but Spanish has a very strong presence in this community. We also have children from Africa who speak various dialects such as Twi, Fulani and French to name a few. The student population is 94.3 % eligible for the Free Lunch Program according to lunch forms collected. Our school presently serves 78 Special Education students and 592 General Education students.

C.S. 134 maintains a strong school-community relationship through community based programs such as: ***Virtual Y***, ***Project Arts***, ***144 Music & Arts***, ***Bronx Neighborhood Music***, ***Sports & Arts in Schools Foundation*** and the ***Bronx Ballet and Dance Studio***. Supplemental programs such as ***Wilson Reading*** and ***Reading Reform Foundation*** are funded to support our school literacy program. Our school currently uses the C.S. 134 Community Garden and the Green Thumb Project to support science applications. We enjoy the support of the ***NYPD***, ***Community Planning Board #3***, ***Learning Leader volunteers***, and ***New York Cares*** program that volunteer a significant amount of time and dedication to our children.

The students in our school enjoy extracurricular activities such as organized sports (Basketball), Lego Robotics and Chess in Schools.

We continue the tradition of providing a quality education to all children through the efforts of a dedicated staff. Our philosophy embraces high expectations, academic progress and socially acceptable behavior. We are no longer a school in need of improvement. *According to the* ***2008-09 School Accountability Status***, we are a school in good standing. 98% of our third grade students are promoted to the next grade level based on the promotional criteria set by the DOE standards.

SECTION III – Cont'd

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	P.S. 134 George F. Bristow							
District:	12	**DBN:**	12X134	**School BEDS Code:**	321200010134			
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	60	62	54		90.9	89.8	91.1	
Kindergarten	103	88	117					
Grade 1	96	110	98	**Student Stability** - *% of Enrollment*:				
Grade 2	85	103	103	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 3	100	103	103		88.3	90.9	87.1	
Grade 4	78	103	103					
Grade 5	80	92	91	**Poverty Rate** - *% of Enrollment*:				
Grade 6	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
Grade 7	0	0	0		94.1	94.3	96.8	
Grade 8	0	0	0					
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:				
Grade 10	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 11	0	0	0		18	11	57	
Grade 12	0	0	0					
Ungraded	0	3	0	**Recent Immigrants** - *Total Number*:				
Total	602	659	666	*(As of October 31)*	2006-07	2007-08	2008-09	
					5	8	1	
Special Education Enrollment:				**Suspensions** *(OSYD Reporting) - Total Number:*				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08	2008-09	
# in Self-Contained Classes	41	44	34	Principal Suspensions	0	0	10	
# in Collaborative Team Teaching (CTT) Classes	9	17	23	Superintendent Suspensions	2	2	2	
Number all others	32	31	46					
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09					
# in Transitional Bilingual Classes	5	9	0	**Number of Staff** - *Includes all full-time staff:*				
# in Dual Lang. Programs	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
# receiving ESL services only	78	71	89	Number of Teachers	47	50	54	

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	1	3	7	Number of Administrators and Other Professionals	10	19	19
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	3
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(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	100.0	100.0
				% more than 2 years teaching in this school	51.1	56.0	64.8
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	51.1	52.0	50.0
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	96.0	88.0	85.0
American Indian or Alaska Native	0.2	0.2	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.2	94.9	100.0
Black or African American	48.8	46.1	44.4				
Hispanic or Latino	50.5	53.4	54.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.2	0.2				
White	0.3	0.2	0.2				
Male	51.2	51.8	50.9				
Female	48.8	48.2	49.1				

2009-10 TITLE I STATUS					
√	Title I Schoolwide Program (SWP)				
	Title I Targeted Assistance				
	Non-Title I				
Years the School Received Title I Part A Funding:		2006-07	2007-08	2008-09	2009-10
		√	√	√	√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
SURR School (Yes/No)		If yes, area(s) of SURR identification:			
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:					
√	In Good Standing (IGS)				
	School in Need of Improvement (SINI) – Year 1				
	School in Need of Improvement (SINI) – Year 2				
	NCLB Corrective Action (CA) – Year 1				
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)				
	NCLB Restructuring – Year ___				
	School Requiring Academic Progress (SRAP) – Year ___				

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level			**Secondary Level**				
ELA:	IGS		ELA:				
Math:	IGS		Math:				
Science:	IGS		Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			**Secondary Level**		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander							
White			–				
Other Groups							
Students with Disabilities		√SH	√	–			
Limited English Proficient		X	√	–			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	6	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	√
Overall Score:	72.6	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	7.6	Quality Statement 2: Plan and Set Goals	√
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	18.4	Quality Statement 4: Align Capacity Building to Goals	√
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	√
Student Progress:	39.1		
(Comprises 55% of the Overall Score)			
Additional Credit:	7.5		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

After a comprehensive analysis of student data including qualitative and quantitative student performance data, such as the Quality Review results (2008), Progress Report, Inquiry Team recommendations and surveys, we found the following strengths, accomplishments, and challenges:

Performance Trends

The current trend indicates that level 3 and 4 students are making academic gains. However, level 1 and 2 students are not showing any significant improvement. These four categories of students are performing at a steady rate in comparison to the city horizon. Our lower 1/3 students are not making significant gains. Grade 5 continues to perform below 40% in ELA and 50% in mathematics. We have developed specific goals to address the needs of each group of students (ELL's, special needs, and lowest performing general education students in both ELA and Math).

We have met our AYP targets for 2008 except for students with disabilities in mathematics. Teachers continue to track individual student progress by maintaining data binders. The binders include monitoring and tracking forms, assessments, running records, long and short term goals.

Greatest Accomplishments

Over the past 2 years, the teacher turnover rate has been minimized. At the end of the 2008 – 2009 school year, only two staff members requested a transfer to another school.
We have a significant after school program, to address the academic needs of our lowest 1/3 student population and also a recreational program to accommodate the needs of the general student population.
We have an organized phonics program for all students in K-3. Each teacher is trained to use the program (Reading Reform). Consultant/coaches work with teachers for one year to help them plan and teach phonics lessons.
The school received a Proficient score on the Quality Review, highlighting the following:

- ✓ High levels of engagement in the classroom
- ✓ teachers collaborating to share ideas; good practices to improve student learning
- ✓ School leadership.

The staff continues to develop a deeper understanding of data and their own ability to identify students' strengths and weaknesses. These practices have enabled us to develop effective academic

intervention and extended-day services. We have also hired additional staff to meet the needs of our ELL students and students with disabilities. We also purchased professional development for our ELL technology program entitled “Imagine Learning.” This program is scientifically proven to improve reading comprehension and vocabulary among ELL students. Additionally, we have instituted a new writing program entitled “Scholastic Writing” based on school-based ELA assessments and standardized test results. This program contains standards-based units of study that provide rigor and uniformity in the area of writing.
The school continues to search for materials for ELL students, students with disabilities, and our students who perform at the lowest 1/3, that match the needs of all students in all proficiency levels, particularly in ELA. We are assessing the needs and looking to realign the curriculum block to best meet the needs of all students.

Aids and Barriers to Continuous Improvement

The testing grades did not receive credit for any of the subgroups due to the fact that there was not significant progress.

A significant aid to our quest for continuous school improvement can be attributed to the Inquiry Team. The Inquiry Team continues to target areas identified for focused instruction. Based on data results and Inquiry Team recommendations, a wider range of support in English Language Arts and mathematics is provided throughout the year to meet the needs of the targeted groups. A target population of grade 5 ELL students and learning disabled--was established. The team then identified the sub-skills, making inferences, drawing conclusions, and identifying main idea as a focus. In order to support these students, we have hired two full-time AIS teachers, three F-Status math and literacy teachers, one Reading First Response to Intervention specialist, and two ELL teachers to work with our at-risk population. These teachers are part of the Inquiry Team and work collaboratively to achieve the goals set by the team at the beginning of the year.

Attendance continues to be a barrier to continuous improvement due to the amount of foster care and highly transient population of students in temporary housing. Based on the 2008-2009 progress report, our school score, compared to our peer schools, was 87.9%.
Some other efforts being made to improve school attendance are as follows:

- Follow-up programs for absentee students
- Form 407 Tracking Systems
- Reporting of suspected educational neglect/abuse
- Programs and incentive to encourage attendance improvement
- School attendance committee
- Delineating the roles of staff in terms of their responsibilities towards school attendance improvement

SECTION V: ANNUAL SCHOOL GOALS

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

Goals	Description
Goal 1: **English Language Arts (K-5)-** **Students will make at least one year of progress in literacy as indicated on the NYSELA examinations, including all subgroups by June 2010.**	Based on the results of the 2009 NYS ELA summative assessment, students demonstrated a 54% increase (including all subgroups). Students will increase performance by 6% on NYSELA examinations by June 2010.
Goal 2: **Mathematics (K-5) -** **Students will make at least one year of progress in mathematics as indicated on the NYS Mathematics examinations, including all subgroups.**	Based on AYP for 2008, students with disabilities did not meet AYP in mathematics. By June 2010, students will demonstrate progress towards achieving standards as measured by a 5% increase in students scoring at Level 3 & 4 on the NYS Mathematics exam.
Goal 3: **Parental Involvement-** **To foster a culture of excellence through increased parent involvement.**	The number of parents who attend PTA meetings, volunteer, attend parent workshops and monthly activities will increase by 2% as measured by the attendance sheets and parent survey by March 2010.
Goal 4: **English Language Learners –** **By June 2010, 10% of ELL students' proficiency level will move from Advanced level to Proficient.**	By June 2010, the percentage of ELL students mandated to take NYS ELA will increase proficiency on the ELA from 65% to 75% in Levels 2 & 3.
Goal 5: **Writing –** **By June 2009, students in grades 3 - 5 will have completed portfolios to demonstrate skill areas in writing.**	Students demonstrate writing to be an area in need of improvement. Improve student writing skills through a school wide rubric. Based on the implementation of a rubric system, students will improve writing skills by 5% on the essay portion of the NYS ELA by June 2010.

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): **English Language Arts: Grades K-5**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**English Language Arts (K-5)-** **Students will make at least one year of progress in literacy as indicated on the NYSELA examinations, including all subgroups by June 2010.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	September 2009 – June 2010 1. The UFT Teacher Center staff will continue to train teachers in RTI (Response to Intervention). Teachers already trained will use the RTI model with their WRAP results to develop needed reading strategies and techniques. To accelerate student mastery of skills and increase students' ability to read higher level books, bi-weekly formative assessments will be administered to students. 2. Provide Wilson Reading System support and Reading Reform instruction for targeted students in phonemic awareness and phonics. Title III and Title I funds will be allocated for both programs. 3. Monthly predictor results will be used to determine small group instruction in grades 3-5. Title I and CFE funds will be used to hire F-Status staff. F-status staff, ELL teachers, SETSS, and IEP teacher will utilize the push-in model to work with small groups. 4. AIS teacher will utilize Voyager Intervention for targeted groups in Grades K-3. Voyager program purchased through NYSTL funds. 5. Build on comprehension skills through "Making Meaning Reading Reform Program". 6. Promote the development of accountable talk and thinking through "**Junior Great Books**". NYSTL & Title I funding will be used to maintain JGB Program. 7. Utilize technology through the "Imagine Learning Program" allocated by specific technology funds.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	September 2009 – June 2010 1. Teacher Center staff reviews with teachers the error analysis of running records in order to ensure their alignment with appropriate strategies and their effective use for promoting student progress. 2. The supervisory staff through regular observations and immediate feedback will support the development of teacher practice based on The Santa Cruz Professional Continuum of Teacher Development rubric to further develop teaching skills in the areas of engagement and differentiation. 3. Reading Reform course and in school support provided to teachers. This training is funded through Title I. 4. UFT Teacher Center provides Lunch and Learns and professional development to staff. 5. Assistant Principals will provide on-going support to teachers utilizing the programs throughout the year. October 2009 – December 2010 1. LSO Professional development offerings: Collaborative Team Teaching Series (5 day training). 2. UFT Teacher Center Mini Seminars
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	1. Wrap Assessment and “Making Meaning Reading Program” will be utilized to determine students' Fountas and Pinnell independent Reading levels. 2. This information will be recorded on the Student Progress Monitoring Spreadsheet in 4-6 week cycles for analysis by supervisory staff and Inquiry Team members to provide necessary on going support for students not making adequate progress.

Subject/Area (where relevant): **Mathematics Goals for Grades K-5**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Mathematics (K-5) -** **Students will make at least one year of progress in mathematics as indicated on the NYS Mathematics examinations, including all subgroups.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	September 2009 – June 2010 1. Four AIS teachers and F-Status staff members will provide additional support to all students, including all subgroups, in order to provide instruction at a ratio of 5:1. 2. Math intervention provided by F-Status teacher. February 2010– April 2010 3. After School and Saturday Academy services will be provided by qualified mathematics teacher to all students three days per week one hour per day.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	September 2009 – June 2010 1. Collaborative consultations occur between teachers and AIS staff during grade conferences to ensure appropriate groupings and customized supports are provided to all students. 2. Supervisory staff provided professional development on the program and materials utilized during the after school program and Saturday Academy Program. (Saturday Academy Pending Funding). 3. AIS and F-Status math teacher funded through CFE and Title I.
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	1. The Everyday Mathematics program end of unit assessments will be administered 10 minutes during the school year in 4-6 weeks cycles. 2. Class monitoring documents will be updated at the end of each assessment (4-6 week cycles) and collected by administration to determine if adequate student progress is being made, and determine “next steps”.

Subject/Area (where relevant): **Writing – Goals and School wide measurable objectives**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2010, 75% of students will achieve level 3 or 4 based on the school-based writing rubrics.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• By November, teachers will have a deep understanding of student writing performance and growth in the first part of the school year; • Teachers will record student writing behaviors on the grade specific rubrics; results will be recorded and entered into a grade spreadsheet. • Students in need of specific interventions will be identified and appropriate plans made with the classroom teachers and AIS team.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Writing teacher provides weekly, ongoing support in K-5 classrooms utilizing the Scholastic Writing program. • Teachers are trained in the Writing Workshop as needed. Training provided by Assistant Principal.
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	• Teachers will maintain student writing portfolios with on-going writing work including drafts and finished pieces; • The grade specific rubrics are designed for on-going assessment – students' behaviors and writing assessed and recorded five times through the year and highlighted in different colors to indicate growth; • Assessments will be recorded on the rubrics in September, November, January, march and May/June; • Five times a year teachers will record student results on the class recording sheet to indicate areas of need and inform grouping for instruction; • Teachers will use the rubrics and class recording sheet to target the needs of individuals and groups.

Subject/Area (where relevant): **ELL Goals for Students in Grades K - 5**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**English Language Learners –** **By June 2010, 10% of ELL students' proficiency level will move from Advanced level to Proficient.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	September 2009 – June 2010 1. Push-in model for ELLs. ELL teachers will provide individualized instruction to improve writing and comprehension skills. October 2009 – May 2010 2. Additional instruction focusing on Reading, Writing, and test preparation skills conducted after school. 3. Imagine Learning – an intervention program designed to target skills and strategies in English Language Arts. This program is used with ELL students during the morning extended day.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Title III funds will be used for the following support for ELL students: • Monolingual teachers will receive 10 hours of ELL strategies training. • Consultant to work with both ELL students and their parents. • After school support (Early Childhood classes) • NYSESLAT exam preparation
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	• Bi-weekly Writing Assessments (based on writing rubrics), students will show incremental progress throughout the year. • Weekly comprehension skills assessment in Reading. Students will achieve a minimum of 75% accuracy on weekly exams. • ELL interim assessments will be administered twice per year. Assessment results will be examined to determine targeted small group instruction in proficiency levels.

Subject/Area (where relevant): **Parent Involvement**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2010, overall parent attendance in the school will improve by 2%.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Parent notices, monthly newsletters, calendar of events, workshops and surveys. • Additional events sponsored by Parent Coordinator and Parent Association President. • Increase the amount of Learning Leaders to volunteer in the school. • Incentives for parent participation.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• PTA Fundraisers • Title I (1%)
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	• Sign-in sheets from school functions • PTA memberships • Increase in Parent Survey responses. • Involvement in School Leadership Team.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	21		N/A	N/A	6	1		2
1	27		N/A	N/A	5	1	2	20
2	40		N/A	N/A	17	2	2	12
3	23	25	N/A	N/A	26	2	1	11
4	24	15	17		19	1	5	9
5	11			20	19			8
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: • Early Intervention Program (Voyager Passport) • Wilson Reading Program	These programs provide systematic and explicit instruction to students in Grades K-2 and 3-5 during the school day. ***Voyager***, provides small group instruction in phonemic awareness, phonics and fluency. **Wilson Reading** provides small group instruction to struggling readers with decoding, fluency, and comprehension difficulties. Additional small group instruction is given by an AIS teacher in vocabulary development and comprehension skills in the morning.
Mathematics:	Small group and one to one tutoring is given to students during the school day. Students receive reinforcement using the ***Everyday Mathematics*** program and supplemental math materials (manipulatives, workbooks, flashcards) to scaffold learning. The AIS math instructor also works with specific students during the extended day morning program on math strands and strategies.
Science:	The Science instructor pushes into fourth grade classrooms to work specifically with small groups of students on the hands-on science activities. The activities are part of the supplemental materials included in the ***FOSS*** science kit.
Social Studies:	Grade 5 teachers provide after school instruction to students who struggle with the Document-Based Questions and written essay part of the Social Studies examination. Students receive practice and small group instruction in preparation for the Grade 5 exam.
At-risk Services Provided by the Guidance Counselor:	Services provided include: Conflict Resolution/Crisis Intervention (Life Space Crisis Intervention Program), family support services, referrals to Community-Based Organizations (St. Barnabas), and classroom management support to teachers.
At-risk Services Provided by the School Psychologist:	School psychologist works in consultation with administration, teachers, and Pupil Personnel Committee, helping to identify students at risk of failing in academic areas or who are having difficulty complying with behavioral expectations. Psychologist helps develop educational and behavior modification strategies which may be implemented prior to referral for special education services. Student progress is then monitored on a weekly basis through informal observation, teacher made tests, and teacher consultation.
At-risk Services Provided by the Social Worker:	**N/A**

At-risk Health-related Services:	Provide on-going care and service to asthmatic, diabetic and mental health students.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP)

LANGUAGE ALLOCATION POLICY 2009- 2010

Program Description

Community School 134 is an elementary school with approximately 669 students. There are approximately 99 English Language Learners (ELL) that constitute 14% of the school population. These students receive instruction in the Free–Standing ESL classes. Instruction is provided to English Language Learners in Kindergarten through Grade 5.

LAP Team Members:

Our LAP team is composed of the following key constituents: Kenneth Thomas, principal; Marie B. Almonor, Assistant Principal; Rebecca Davis, Parent Coordinator; Leyda Cintron, AIS Teacher; Arquimedes Mota, ESL Teacher; Mary Anderson, Guidance Counselor; Maria Martinez, Parent; Ivonne Toro, Teacher of ELL students; and Elizabeth Montalvo, Teacher of ELL students.

The majority of our ELL students come from Latino and African backgrounds. C.S. 134 has a free standing ESL program. The ESL program reflects the choice the parents select on the parent survey. There are three orientations conducted throughout the year for entitled students. During the orientation, the three program choices, parental options, and the parent assurance survey are explained in detail.

The process begins upon registration. Preliminary screening and interviews are conducted by the ESL Teachers at the time of registration. Based on the HLIS survey, which is given by a trained secretary, eligible students are then administered the LAB-R by a certified ESL teacher. The HLIS determines whether or not a student uses a language other than English. Once eligibility is determined, the LAB-R is given within 10 days upon registration. The orientation informs parents of all options available to them. According to recent Parent Surveys and the influx of African students at C.S. 134, parental choice tends to favor the Free-Standing ESL program. Parents are also notified about the NYSESLAT and how their child can exit out of the program by scores a certain level of proficiency.

The results on the LAB-R will determine the following:

A) A student who speaks little or no English will be placed in a beginner category for ELLs.

B) Students who are transferring from another school will many times already have results from the LAB-R. Eligible students who are transferring from a private or school outside of New York will have to be administered the LAB-R.

C) Student who are eligible for bilingual education or whose parent selection is for a bilingual program are often referred to a nearby bilingual school. Most parents opt for ESL, mainly because the only language available nearby is Spanish. Many of our students speak a language other than English and Spanish.

Presently, C.S. 134 does not have a bilingual program. There are currently two SIFE students receiving intervention. The preference by parents continues to be ESL instruction. Parents are encouraged to join school community events, participate in the PTA, attend Parent/Teacher conferences, and volunteer as learning leaders. Translators are available for parents both on site and over the phone interpretation services offered by the Department of Education.

Based on the spring 2009 New York State English as a Second Language Achievement Test (NYSESLAT), it is evident that rigorous instruction in Reading and Writing is a necessary improvement in order to make meaningful gains in English language proficiency. The following is a representation of the existing levels at the school:

Proficiency Levels	Total # of Students	Minutes
Beginning	43 students	360 minutes
Intermediate	32 students	180 minutes
Advanced	24 students	180 minutes

There are a total of 45 ELL students who are mandated to take the ELA test in April, 2010. ELL students have a choice to take the content area examinations in Mathematics, Social Studies and Science in their native language. We strive to provide solid and effective preparation in English Language Arts and other content areas for students.
The greatest increase occurred in the total number of students in the testing grades are in the Intermediate proficiency level. Many of our beginning students are newcomers. Newcomers receive intensive instruction in ESL. This is done to ease their transition to a new environment. During orientation meetings, the ESL teachers meet with parents to discuss future plans. Explicit, small group instruction is essential for our Beginning ELLs. These students are provided with daily and extended services in basis competency skills. Advanced students receive additional instruction during the extended day academy.

The ELL program at C.S. 134 continues to strive to move students in making one proficiency level gain by the end of the school year. This year, thirteen of our students became proficient enough to exit the program while many of the students at the beginning proficiency levels made significant gains.
Based on NYSESLAT, Interim Assessment, and ELA data, focus areas of need reflect a strong emphasis for instruction in the areas of Reading Comprehension and Writing. These assessments drive instruction and remediation. This is necessary in order to move our Intermediate and Advanced students and ultimately help them to reach the proficiency levels needed to exit the program. Lessons and assessments are aligned with performance standards. Based on the LAB-R and NYSESLAT data, students receive the mandated minutes; beginners and intermediate receive 360 minutes. Advanced level receive 180 minutes.

Instruction
Our plan for developing academic language involves instruction using the Balanced Literacy Model.
Teachers of ELL students in the monolingual classes receive additional training in ESL strategies. These teachers have also been trained in using Tier levels of Response to Intervention.
Since Writing and Reading are still the focus for this academic year, strong emphasis is on the Reading and Writing workshop. The workshop model relies heavily on intensive forms of writing.
The instructional material being utilized for writing is **Scholastic Writing**, a comprehensive writing program designed to help English language learners. Teachers are also trained on working with students on the writing process, which is another approach to writing proficiency.
Teachers at C.S. 134 continue to receive professional development, to teach metacognitive strategies as a way of scaffolding instruction for students. ELL students who are at risk receive instruction through the Wilson Reading program. ELL instructors are also trained in **Wilson Reading, Voyager,** and **Fundations**. Other reading strategies such as Reciprocal Teaching are done to help students construct their

understanding of literacy. Teachers are also encouraged to work on thematic units to help students learn holistically which research has proven to be the most effective for English language learners.
Classroom libraries are used to assist with balanced literacy. Most of the materials ***(Scholastic, Santillana, and Mondo)*** are used mostly for Shared Reading/Writing and Independent Reading/Writing.

Goals and Objectives

English Language Learners are held accountable to the same grade expectations and standards as monolingual students.
The following goals and objectives have been made to improve instruction in English Language Arts and other content areas for English Language Learners:

- To improve scores in Mathematics and English Language Arts for students mandated to take standardized tests. The majority of ELL students are school at Level 2 in ELA and Level 3 in Mathematics (Grades 4 & 5).

- To increase proficiency level performance on the NYSESLAT, English Language Arts and Mathematics. The majority of students in the testing grades are at the Intermediate level of proficiency.

- To provide AIS in literacy and language development for ELL and students at risk and long term ELL students who score at levels 1 and 2 on standardized tests.

- To improve written proficiency at all levels.

In order to provide maximum learning conditions for ELLs, modifications are in place during simulated and actual testing. In order to meet compliance with the NYC Department of Education, students are provided with necessary assistance (dictionaries and alternate language copies with translations). Students also receive extended time and are assigned proctors during testing.
Training is provided to all teachers to learn about approaches used in assessing ELLs. ELLs who are in Special Education classes or have specific Individualized Educational Plan (IEP) receive accommodations stated in the IEP. X-Coded students do not receive services but receive preparations and modifications for all examinations.
The instructional model used for all English Language learners is a Free-Standing ESL program. Language instruction is based on compliance with the Commissioner's Regulations Part 154.
Our instructional program is aligned with ELA/ESL content learning standards and core curriculum. Academic Rigor is incorporated in all lessons to improve Reading and Writing skills. Accountable talk is the primary focus for our Beginning level students who are still at the Basic Interpersonal Communicative Skills level of oral proficiency. The Workshop Model of instruction and the components of Balanced Literacy are implemented to enhance comprehension and language development. Students are grouped homogenously for targeted areas of instruction and are also placed in small differentiated groups for more systematic, explicit instruction.

Professional Development

Professional development is designed to engage faculty in professional discourse and provide support for our ELL population. Ongoing professional development includes training for teachers in ESL Strategies, methodologies, language acquisition and the mandated 10 hour training in ESL. Training in ESL is provided to teachers by specialized personnel. Study groups in second language acquisition have been

developed to keep monolingual and special education teachers informed on issues related to English language learners. Presently, study groups are focused on strategies that assist in scaffolding language and learning.
Workshops are available for parents. Monthly parent workshops are conducted by ESL faculty. The parent coordinator along with the ESL teacher provides workshops geared for parents of ELLs.

Extended Day Programs

After school tutoring is available to all ESL students. This program is instructed by a license ESL teacher. In addition, Academic Intervention Service is provided to our ELL population. These students receive explicit instruction by a licensed ESL teacher. Advanced students are also given the opportunity to be involved in our academic enrichment extended day program.
Long-term ELLs, Holdovers and students are risk will also receive special instruction by the ESL teacher. This program is specially designed in collaboration with the ESL Coordinator and the Administrator for ELLs. These students are serviced during the day and after school. The program provides basic instruction in English and Spanish which includes phonemic awareness and basic mathematical skills in an effort to help students make progress into their academic studies.
We have also included newcomer students in our after school academy program as well as providing additional AIS to these students.

Free-Standing ESL Program

The ESL program at C.S. 134 strives to provide quality teaching for ELLs. The program is geared to small group instruction using the Push-in/Pull-out model. ESL teachers push-into classes during the morning literacy block. The pull-out model is done during the rest of the day. In order to provide maximum support to ELL students, the ESL and Classroom teachers meet periodically for planning and collaboration. The mandated time allotted for instruction is based on proficiency levels (Beginning, Intermediate, and Advanced). There are two certified ESL teachers who provide instruction to ELLs. Students are given support materials to encourage learning.
ESL teachers use programs such as ***Into English, Amazing English***, and ***Rigby*** classroom libraries with students.
English Language Learners at C.S. 134 take from 180 – 360 units of ESL weekly depending on proficiency levels. Although the goal is to develop overall communicative competence in English, there is sufficient focus on the development of oral and written English. This focus reflects the need to work on students' ability to write a variety of texts in English.

Total Number of Students in the Pull-out /Push-in model:

Kindergarten:	13 students
Grade 1:	20 students
Grade 2:	18 students
Grade 3:	11 students
Grade 4:	17 students
Grade 5:	20 students

Sample Program Schedule I

Time	**8:00**	**8.37.5**	**9:25**	**10:10**	**10:55**	**11:45**	**12:35**	**1:25**	**2:10**

Mon.	Gr. 5 502 B/I	Gr.2 202 B/I/A	**Prep**	Gr. 2 202 B/I/A	Gr. 2 202 B/I/A	**Lunch**	Kinder. Pull-out B/I	Gr. 1 102 B/I	Gr.1 102 B/I
Tues.	Gr. 5 502 B/I	**Com. Prep**	Gr.2 202 B/I/A	Kinder. Pull-out B/I	**ESL Gr.2 202**	**Lunch**	**ESL Gr.1 102 + Sp.Ed.**	Kinder Pull- out B/I	Gr.1 102 B/I
Wed.	502 B/I	Gr.1 B/I Sp.Ed. Pull- out	Gr.1 B/I Sp.Ed Pull- out	Gr.2 202 B/I/A	Gr.2 202 B/I/A	**Lunch**	**Prep**	Kinder Pull- out B/I	Kinder Pull- out B/I
Thurs.	Gr.5 502 B/I	**Prep**	Gr.1 B/I Sp.Ed Pull- out	Gr.1 102 B/I	**Lunch**	**ESL K-112 + 6 students**	**ESL Gr.1 102 + Sp.Ed.**	Kinder Pull- out B/I	**Prof. Period**
Fri.		Gr.1 B/I Sp.Ed Pull- out	Gr.1 B/I Sp.Ed Pull- out	Gr.1 102 B/I	Gr.2 202 B/I/A	**ESL Gr.1 102 + Sp.Ed.**	**Lunch**	Kinder Pull- out B/I	**Prep**

Sample Program Schedule II

Time	**8:00**	**8.37.5**	**9:25**	**10:10**	**10:55**	**11:45**	**12:35**	**1:25**	**2:10**
Mon.	Gr.3 302 B/I	Gr.5 502 B/I	Gr.5 502 B/I	Gr. 4/5 Pull-out Adv.	Gr.4/5 Pull-out Adv.	Gr.3/4 Pull-out B/I	**Lunch**	**Gr.5 502 B/I coverag e**	**Prep**
Tues.	Gr.3 302 B/I	**Com. Prep**	Gr.4/5 Pull-out Adv.	Gr.4/5 Pull-out Adv.	Gr.4 402 Adv.	Gr. 3/4 Pull-out B/I	**Lunch**	Gr.3 302 B/I	Gr.3 302 B/I
Wed.	Gr.3 302 B/I	Gr.5 502 B/I	Gr.5 502 B/I	Gr.3/4 Pull-out B/I	Gr. 3/4 Pull-out B/I	**Lunch**	Gr.3 302 B/I	Gr.3 302 B/I	**Prep**
Thurs.	Gr.3 302 B/I	Gr.5 502 B/I	Gr. 5 502 B/I	Gr.3/4 Pull-out B/I	Gr. 3/4 Pull-out B/I	**Lunch**	**Prep**	Gr.4 402 Adv.	**Prof. Period**
Fri.		Gr. 4 402 Adv.	Gr. 4 402 Adv.	Gr.3/4 Pull-out B/I	Gr. 3/4 Pull-out B/I	**Lunch**	Gr.3 302 B/I	Gr.3 302 B/I	**Prep**

NYSESLAT & LAB-R

According to the spring 2009 NYSESLAT and LAB-R scores, students at the Beginning, Intermediate and Advanced levels demonstrated a need for improvement in the areas of Reading and Writing. After reviewing the data, strong emphasis for instruction is needed in the area of writing. Students who made no progress within the last year are targeted for additional instruction during the extended day program.

Content Area Instruction

Science – 8% of ELLs who took the Grade 4 Science test scored at level 2.

Mathematics -51% of ELLs demonstrated proficiency in level 2. 26% scored at levels 3 & 4.

Social Studies - 60% of Grade 5 ELLs demonstrated proficiency at Level 3.

Implications for Instruction

The implications for instruction involve continued staff development for classroom teachers in the use of ESL strategies to teach content area material, push-in and pull-out support and extended day programs for extra help.

In order to meet the needs of our ELL population, the following has been taking place:

Academic Intervention Services – provided to all ELL students identified as at-risk. This service is given in addition to regular ESL services.

After-School Extended Day for Early Childhood Grades- Kindergarten and Grade 1 receive after school ESL services in phonics, vocabulary, writing and mathematics. Teachers who are certified and trained in ELL services conduct the after school academy.

Differentiated Instruction for monolingual teachers of ELL students- Monolingual teachers are provided ongoing training on how to differentiate and modify instruction for ELL students in the classroom.

Push-in Model of instruction- The push-in model has been an effective approach to working with students who are mandated to take the NYS standardized exams. This is evident based on student performance on the NYSESLAT exams. Monolingual and ESL teachers collaborate to work with the concentration of ELL students in their classrooms. ELL students receive guidance while involved in regular classroom activities. The model also allows for co-teaching and small group instruction across the curriculum. The effects of this approach have been successful by providing continuity of instruction.

Pull-out Model – this technique allows for a non-threatening environment in which to both practice skills and become familiar with expectations.

The type of model used is determined by the needs of the students. C.S. 134 has two full time ESL teachers. New immigrants receive intensive instruction using various ESL strategies. Students continue to receive support in oral language development while simultaneously receiving instruction in reading and writing.

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:** 99 **LEP** 570 **Non-LEP**

Number of Teachers 2 Certified ELL Teachers **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

George Bristow Elementary School is a Pre-Kindergarten through Grade Five educational institution located in the South Bronx. Our total is enrollment is 669 students, of which 99 English Language Learners (ELL) students who are entitled to ESL services. The cultural and linguistic background of these ELL students consists of Spanish, French and African Dialects. Presently, there are two ESL teachers who utilize the push-in/pull-out model for instruction. The push-in model is implemented in kindergarten, and grades 2-5. During the push-in classes, ESL teachers modify the instruction for our ESL students. The pull-out model is implemented in grade 1. These teachers also incorporate various strategies and methodologies indicative of second language acquisition. Students who are eligible for instruction receive instruction in proficiency levels that range from Beginning to Advanced. The program also supports growth in phonemic awareness, phonics, vocabulary, fluency and comprehension. Our ESL teachers are also trained in ***Reading Reform*** and ***Wilson Fundations Program***, which are phonics-based programs that focus on reading fluency.
This program also prepares students for the NYSESLAT exam by focusing on the listening, speaking, reading and writing skills.
Students receiving ESL service is based upon the results of the Home Language Survey, interview, and LAB-R assessment. Parents are given the opportunity to select from three program models during a parent orientation.
Additional intervention is offered to ELL students during the school day as part of daily instruction. The intervention program used is Passport Voyager. On-going assessment is conducted throughout the year. Some of these formative assessments include: ELL Interim Assessments, ECLAS-2, E-PAL, WRAP, and Fountas & Pinnell.

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.

Staff development at C.S. 134 provides opportunities to increase student performance and create learning models that support achievement for our ELL population. Staff development often includes an ESL component where the ESL teachers support the workshops presented by our literacy and

math coaches. This support includes discussions about scaffolding of instruction, use of collaborative activities and manipulatives. Teachers continue to receive site-based professional development throughout the year during common preparation periods and on designated PD days. Workshops are provided by key staff members as well as outside contracted presenters. We will continue to address the following topics in support of our attempt to improve teaching and learning among ELL students.

- ***September, 2009*** ***ELL Program Overview***
- ***October, 2009*** ***Formal and Informal assessments for ELL Students***
- ***November, 2009*** ***Differentiated Instruction in the ESL Classroom***
- ***December, 2009*** ***10 Hour ESL Training for Monolingual Teachers***
- ***January, 2009*** ***ESL/ESL Standards***
- ***February, 2010*** ***Writer's Workshop***
- ***March, 2010*** ***NYSESLAT Overview (Workshop also offered to Parents)***

Form TIII – A (1)(b)

School: C.S. 134 **BEDS Code: 321200010134**

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per Session - Per diem	$6,300.00	**(Example: 143 hours of per session for 1 ESL and 1 General Ed teacher to support ELL Students: 143 hours x $44.00 (current teacher per session rate with fringe) = $6,292.00)**
Purchased services - High quality staff and curriculum development contracts.	$2,952.00	**Consultant, working with teachers and administrators 2 days a week on development of curriculum enhancements.**
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$1500.00	**NYSESLAT preparation materials (Continental Press)**
Educational Software (Object Code 199)	$1000.00	**Continental Press Software – ESL, NYSESLAT**
Travel	$2,748.00	**Trips**
Other: Parent Involvement	$500.00	**Workshops for parents**
TOTAL	$15,420	

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.

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.

   During meetings with the Parent Coordinator, PTA and other forums, we have a need for information to be translated so that all participants understand and receive the same information. During parent/teacher conferences, we identified parents who were unable to understand information shared by the teachers regarding their child's academic performance due to language barriers.
   Since 2007, there has been a tremendous increase in both Hispanic and African speaking parents. The need for translation among different dialects is paramount. Latinos and Africans continue to be among the dominant language groups.

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.

   Two school staff members will be hired as Spanish and French translators to perform translation duties as per session work. Information will always be provided to the staff translators two weeks prior to publication.

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

Our PTA member provides oral translation during Parent Teacher conferences and events. Our school staff translators also provide translation during our parent orientation and school ceremonies.
We would like to use part of our funds to hire the assistance of a Fulani speaker for our African students.

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.

Notices are posted in the entrance of the school for parents who cannot receive direct school access to a translator. All postings are on the bulletin board at the school's entrance. The Parent Coordinator and PTA president play major roles in the circulation of information of our parents.

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:	$768,045	$80,418	$848,463
2. Enter the anticipated 1% set-aside for Parent Involvement:	$7,680		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		$804	$804
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$38,402		$38,402
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		$4,089	$4,089
6. Enter the anticipated 10% set-aside for Professional Development:	N/A		N/A
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		$7,973	$7,973

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ____100%_____

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

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

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

***Explanation**:* In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

PARENT INVOLVEMENT POLICY
2009– 2010

Parents and families of students in C.S. 134 will be provided with opportunities to participate in school-based planning committees, and in the School Leadership Team. Parent education activities that relate to building strong home/school partnerships, family literacy, child development and accessing the services of community resources will also be available. To increase parent involvement, C.S. 134 will:

a. Offer monthly parent training workshops/meetings related to:

    1. Eligibility criteria for entrance into various programs (e.g. ESL programs);
    2. Educational structure and terminology;
    3. Rules and regulations regarding budget expenditures;
    4. Parenting skills;
    5. Monolingual and bilingual workshops in math, science and literacy.

b. Encourage parents to network with each other and to communicate with district/school staff.

c. Send representatives to district level committees and and/or regional level committees, which will include parent leaders who are school-based committees, and the School Leadership Team.

d. Encourage parental involvement in our school by:

    1. Establishing a school level parent advisory committee;
    2. Conducting outreach activities and training parents, especially new parents and non-English speaking parents;

3. Training teachers and other staff in strategies that enhance meaningful parent involvement;
4. Holding orientation meetings to present the overall goals of our school, as well as specific grade/class goals; & student goals.
5. Encouraging and training parents as learning leaders to volunteer and assist in classrooms, in libraries and on trips;
6. Distributing notices in languages spoken by the parents.

- Provide a parent room in which parents will feel welcome and can coordinate activities for parent involvement.

- Provide resources for family outreach to assist and inform parents, and involve them in the school community.

1. Monthly parent workshops will be provided for all parents to develop knowledge of instructional program, assessments for city and state standards, Chancellor's Promotional Policy, E-CLAS 2, and student Code of Behavior.
2. Parents will be notified through a monthly calendar, letters, flyers as to the date and time of meetings and workshops to address the implementation of instructional programs.
3. Parents and C.S. 134 will share responsibility for student performance through Parent/Teacher conferences, school leadership meetings. PPC Family support and intervention conferences.
4. Parental involvement will occur through attendance at annual fall Back-To-School Night to present and discuss curriculum expectations, assembly programs, and use of parent volunteers for the classroom and lunch programs. Pilot program for Parents as Reading Partners will be established.
5. PA fundraising events to support student achievement.
6. Meetings are scheduled at various times during and after the school day to accommodate parents.
7. Responses to parent written comments will be done through phone contact or written communication to contact or written communication to contact or written communication to contact appropriate supervisor.
8. Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student as assessments and summer programs.
9. School is equipped with ramp for parents with disabilities. Meetings will be held on first floor. Bilingual Family Associate will provide translation for non-English speaking parents.

Tuesday, September 29, 2009: Annual review read and introduced to the C.S. 134 parent population.
Thursday, October 15, 2009: officially distribute to parents in written form.

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

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

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

SCHOOL-PARENT COMPACT

School Name: George F. Bristow Community School 134

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees	***The Parent/Guardian Agrees***
To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved. To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting. To actively involve parents in planning, reviewing and improving the Title I programs and parental involvement policy. To provide parents with timely information about all programs. To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information. To provide high quality curriculum and instruction. To deal with communication issues between teachers and parents through: - parent-teacher conferences at least annually - frequent reports to parents on their children's progress - reasonable access to staff	To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy. To participate in or request technical assistance that the local education authority or school offers on child rearing practices and teaching and learning strategies. To work with his/her child/children on schoolwork; read for 20 to 30 minutes per day to kindergarten through 1st grade students; listen to grade 2 and 5 students read for 20-30 minutes per day. To monitor his/her child/children's - attendance at school - homework - television watching To share the responsibility for improved student achievement. To communicate with his/her child/children's teachers about their educational needs. To participate in parent/Teacher Conferences To ask parents and parent groups to provide information to the

- opportunities to become a learning leader volunteer - observation of classroom activities. To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, and workshops on reading strategies.	school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

_____ _____

Signature of School Principal/Teacher ***Signature of Parent/Guardian***

_____ _____

Type/print name ***Type/print name***

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.

Results of the 08-09 standardized test scores indicate a substantial amount of Title I funds should be targeted for programs which will improve students' performance in both mathematics and reading. Title I funds will be used specifically to address the needs of the lowest performing students.

2. Schoolwide reform strategies that:
   a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
   A portion of the funds will be used to retain F-Status teachers who will work with both selected classroom teachers and low performing students in mathematics and reading. In addition, appropriate instructional materials will be purchased for remedial classes.

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

Differentiated instruction is provided for low performing students in each content area before and after the routine instructional day. Students for these programs are selected based on their academic needs. Similarly, there is a program in place for students who are motivated and performing above grade level. These students are identified based on results of interim assessments, standardized test scores and teachers' recommendations. Teachers who are working with their students also use special instructional materials to challenge motivated students. All students who are being served either in an accelerated program or a remedial program are considered to be economically disadvantaged based on our free lunch application (98% school wide). A portion of the Title I funds is used to receive counseling services for non mandated general education students.

3. Instruction by highly qualified staff.

With the exception of one Special Education teacher who is in the process of becoming certified, all other staff members are considered highly qualified.

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.

Both administration and staff participate in ongoing professional development services which are designed to enhance students' performance. These year long professional developments are offered to administration and staff in each content area. The goal of the professional development is to get teachers to be more proficient in the delivery of appropriate instruction to students. Some teachers have made a two year commitment with Globe Enterprise Science Education.

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

Administration has a rigorous process in place to select highly qualified teachers. This includes but is not limited to interviews. Prospective teachers are required to conduct a series of demonstration lessons in a variety of content areas.

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

The parent involvement portion of the Title I funds (1%) is used to improve parent involvement and provide a variety of venues to improve parent literacy. The PTA integrated family literacy with Art in order to improve the number of participants.

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.

The school currently has three full day pre-school classes and a full time family worker who works very closely with the parents and other community organizations to help students in this program achieve a smooth transition to the regular school schedule. The family worker and early childhood social worker also provides support to first time parents.

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.

Each teacher participates in periodic assessments to measure the growth of students and design appropriate instructions to address student deficiencies. These assessments also provide teachers with valuable feedback about individual students' performance.

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.

Students who are still experiencing academic difficulties are assigned to academic intervention. Teachers are trained to work with small groups of students during the instructional day. Teachers used programs such as Wilson Reading, Reading Reform, and Voyager, to assist struggling students.

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.

Title I funds are also used to supplement after school academic program, performing arts program, violence prevention program and music program for pre-school students.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

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

[1] School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

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

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

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

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

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
The literacy curriculum at C.S. 134 in grades K – 5 are aligned with ELA state standards. Our instructional team is comprised of administrators, Teacher Center staff, AIS personnel, and AUSSIE consultant. Staff and student surveys are distributed at the beginning of the school year. Based on survey results, pacing calendars are developed. The AUSSIE consultant and Teacher Center staff provide professional development sessions for teachers and work in conjunction with teachers to create lessons that align with state standards.
Classroom observations are conducted daily by administrators to ensure lessons are executed and student outcomes reflect such lessons. Within the reading and writing curriculum, students are also meeting listening and speaking requirements. The literacy block allotted for 120 minutes of daily instruction provides opportunities for teachers to incorporate the balanced literacy model into their lessons.
Weekly grade meetings are held to ensure teachers have an opportunity to discuss best practices.
Curriculum meetings are held monthly to discuss teaching and learning.
An Inquiry Team has been established to target struggling students, assess their learning, and provide intervention.

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?
The Teacher Center staff and Assistant Principal work with teachers to develop curriculum maps. Professional development is provided by Teacher Center, Leadership LSO, and staff members on strategies and skills.
The school continues to look for materials for ELL students and ELL students with IEP that match the needs of students in all proficiency levels. ESL teachers meet weekly to discuss goals and plans for instruction; specific curriculum is determined by

proficiency levels, classroom expectations and test data. ESL teachers push into classrooms during the literacy block. Each ESL teacher articulates findings to classroom teachers on a daily basis.
Teachers have sufficient amounts of curriculum materials. Materials are used according to the needs of many different levels of learners. Selection of materials are discussed during curriculum meetings to ensure it is culturally relevant and assists in differentiating the curriculum.

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

1B. Mathematics

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

Specific Math Alignment Issues:

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
The math program at C.S. 134 has demonstrated consistent progress. The school uses baseline and interim assessments to measure skills. Teachers use an item analysis and plan accordingly during curriculum and inquiry team meetings. Appropriate interventions and materials are assessed to see if they align with state standards and then selected for use. Professional development is offered on an ongoing basis as well as follow-up observations.

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?
The teachers, math coach, and administrators refer to and review the New York State standards on a regular basis when planning for math instruction. The Everyday Math program is designed to have students learn through investigation and exploration in Pre-K through
Grade 5. The activities and explorations align with the key concepts and meet the process strand indicators necessary for student development.

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.
The focus for our school is to improve differentiation of instruction and student engagement. The administrative team conducts formal and informal classroom observations and focused learning walks which target how the teacher engages students and differentiates instruction. Administrators will meet with teachers to discuss lessons and review assessment binders. Teachers must be able to articulate and reflect on their own teaching and learning. The teachers also review with administrators their scores on teacher performance based on the Santa Cruz rubric.
The Inquiry Team also meets to discuss instruction for their target groups and make recommendations.

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?

- ***Formal and informal observations***
- ***Teacher surveys***
- ***Santa Cruz Rubric***
- ***Inquiry Team suggestions by data specialist***
- ***Professional Development by Teacher Center***
- ***Assessment binders***
- ***Student portfolios***

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[3]) 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.
The math block is for 90 minutes. The math consultant and math coach have structured the EDM to allow for small group instruction and activities. The activities meet the various learning styles of students and allow for accountable talk and learning among students. The use of technology is used for individual assessment of students. Additional math activities on the computer are also incorporated during the math block. These activities are usually supported by the math coach and math consultant.

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?
Math games are incorporated weekly for students both on-line and in small groups. Teachers continue to receive professional development by our math consultant on an as needed basis. The math consultant also meets with teachers in each grade on a monthly basis to discuss student progress.

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

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

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.
The school reviews the status of each teacher every year. Teachers who have retired or plan to retire indicate the need to hire new teachers. The school also reviews teachers who have left the school and some of the reasons they may have left. This helps us in planning and looking at ways to retain new teachers.

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?
C.S. 134 does not have a high turnover rate. Teachers usually leave either for retirement or relocation.

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.
The school uses the results of NYSESLAT examination, focused observation of teachers of ELL students and ELA assessments as part of the process to determine the success of the school's educational program.

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?
Some teachers have not yet received training for professional development because they are new to the school. Evidence is based on teacher concerns and requests for professional development.

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.
The ESL teachers and administrator analyze testing data (NYSESLAT, ELL Interim Assessment, ELA) and collaborate with classroom teachers of ELL students to inform instruction. Each ESL teacher and teacher of ELL students is aware of students' proficiency levels, time in the U.S., cultural/home issues and native language academic background. Teacher of ELL students have also received the required 10 hours of ESL instruction.

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?

- ***One ESL teacher is on the Inquiry Team.***
- ***ELL students participate in all classroom assessment and activities.***

- ***Teachers monitor progress of ELL students.***
- ***Teachers are trained to analyze ACUITY and Predictive assessments to drive further instruction.***

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

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.
Reviewed standardized data, conducted 1 to 1 teacher conferences and small group meetings-established list of needs, provided in house and out of building staff development (annual review/quality IEP, differentiated instruction, behavior management), interclass visitations, learning walks-ISC and school administrators – focus: Organizing for Effort, Clear Expectations. Turnkey Bronx ISC Special Education Liaison meetings, ISC workshop presentation-MDR/FBA/BIP, implementing school wide discipline program-Life Space Crisis Intervention.

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?
Special education students performed far below expectations on standardized tests for the school year 2007-2008.
Student data, classroom observation demonstrates that classroom teachers are not fully addressing individual goals and needs of students.

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

***Professional development on how to read and understand student annual goals on IEP and how to meet instructional needs. Professional development in differentiated instruction. Academic rigor in the classroom, strategies on behavioral support plans. BETAC PD for ESL teacher who attends on an ongoing basis*.**

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.
The annual review IEP is developed by all personnel that are involved with the students' instructional process as per the guidelines:

- ***The Assistant Principal reviews all aspects of the IEP in terms of quality.***
- ***Alignment of goals and objectives relative to the students' present level of performance, the content on which the students are assessed on grade level state tests and curriculum.***
- ***Where relevant, behavioral intervention.***
- ***Related and support services.***
- ***Test modifications***
- ***Modified promotional criteria***

General education teacher will be provided with a copy of the IEP and participate in grade meetings geared for special education.

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?
Implementation of 1 to 1 and small group teacher conferences that focused on a page by page development with emphasis on best practices and smart goals. Out of building staff development for creating quality IEPs. Small group discussion on behavior management and ISC workshop presentation on the development of FBA/BIP.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

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

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

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Part A: FOR TITLE I SCHOOLS

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

There are currently 20 students residing in temporary housing. Temporary housing students are monitored through Pupil Accounting on the level. Communications via phone, email and fax is maintained with different temporary housing facilities. The temporary housing on-site liaison personally communicates with the Pupil Accounting secretary to monitor attendance and academic progress. Metro cards are given to students in temporary housing once documentation is presented.

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

The school attendance office closely monitors lateness and absences in an effort to give academic support to students in temporary housing. The school guidance counselor meets with parents of the students in temporary housing and offers all support that may be needed. The school counselor also monitors and evaluates any behavioral or academic changes that may affect students' academic progress.

Part B: FOR NON-TITLE I SCHOOLS

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

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

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.