



**P.S. 212**  
**THE LADY DEBORAH MOODY SCHOOL**

**2009-10**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL:** **21K212**  
**ADDRESS:** **87 BAY 49<sup>TH</sup> STREET, BROOKLYN, NY 11214**  
**TELEPHONE:** **(718) 266-4841**  
**FAX:** **(718) 266-7080**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 212 SCHOOL NAME: The Lady Deborah Moody School

DISTRICT: 21 SSO NAME/NETWORK #: Integrated Curriculum & Instruction Learning Support Organization/ Network #1

SCHOOL ADDRESS: 87 Bay 49<sup>th</sup> Street, Brooklyn, NY 11214

SCHOOL TELEPHONE: (718) 266-4841 FAX: (718) 266-7080

SCHOOL CONTACT PERSON: Josephine Marsella EMAIL ADDRESS: jmarsel@schools.nyc.gov

POSITION/TITLE PRINCIPAL PRINT/TYPE NAME JOSEPHINE MARSELLA

SCHOOL LEADERSHIP TEAM CHAIRPERSON Rhonda Greenberg (Staff)

PRINCIPAL JOSEPHINE MARSELLA

UFT CHAPTER LEADER MARIA HATIMY

PARENTS' ASSOCIATION PRESIDENT RANDI GARAY

STUDENT REPRESENTATIVE (Required for high schools)

COMMUNITY SCHOOL DISTRICT SUPERINTENDENT Isabel DiMola

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

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; 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 an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
<b>JOSEPHINE MARSELLA</b>	Principal	
<b>RANDI GARAY</b>	PTA President	
<b>LILLIE ELIAS</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
<b>RHONDA GREENBERG</b>	SLT Chairperson (teacher)/UFT Designee	
<b>BETH ANN ENDERS</b>	Teacher	
<b>MICHELLE MINNELLI</b>	Teacher	
<b>PATRICIA ROMEO</b>	Teacher	
<b>AZIZA BAKRUN</b>	Parent	
<b>ELAINE LAM</b>	Parent	
<b>SHANTELL LLOYD</b>	Parent	

- Core (mandatory) SLT members.

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

## **SECTION III: SCHOOL PROFILE**

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

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

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### **Vision Statement**

We see our school as a community that communicates shared values and encompasses the beliefs of those within.

Our school community will be a place where all members, students, staff and parents, support each other. The members of our school community will accept and meet the needs of all. We envision a vibrant atmosphere where learning, creativity and participation take place.

We see the members of our school community grow to be lifelong learners who will be responsible, accountable and adaptable to change. The members will develop strong decision-making skills, critical-thinking skills, and the ability to communicate effectively. They will become active participants in our school community with long term goals, high self-esteem, and respect for themselves and all others

### **Mission Statement**

We, at P.S. 212, believe that every child has the right to achieve his/her greatest potential. We are committed to provide all students with the opportunities and support to attain the highest standards and expectations for learning within a safe and nurturing environment. To this end, our school community will support our students' efforts to become productive, literate and responsible citizens.

## **Contextual Information About the School's Community and its Unique/Important Characteristics**

Public School 212 is located in the Gravesend Community of southern Brooklyn among small two-family houses and near two middle-income cooperatives. However, many of our students reside in low-income housing, (Marlboro Projects), which is four or five blocks from the school. This Pre-K to fifth grade school serves a population of approximately 596 students from culturally diverse backgrounds. The school building is 84 years old, contains five floors and is extremely well kept. Pride in the students' accomplishments is evident in the prominently displayed student work throughout the building.

According to the latest available ethnic data, 23.8% of the students are white; 21.3% of the students are black; 25.5% of the students are Hispanic, 27.2% are Asian, 1.2% are American Indian and 1% are Multi-Racial. The majority of the students are from low-income families and all of our students are entitled to eat free breakfast and lunch. P.S. 212 is designated as a Title I Schoolwide Program School.

During the 2009-2010 school year, the school will house 2 Pre-kindergarten programs (1 full day & 2 half days), 4 kindergarten classes, 3 first grade classes, 6 second grade classes, 5 third grade classes, 5 fourth grade classes and 4 fifth grade classes.

There is a reduced register class on grades K and 2. There are 5 CTT classes, one of each of the grades K – 4 and a self-contained (12:1:1) class on grades 2/3, 4, and 4/5. There is also an ESL program for grades K-5 which serves English Language Learners.

There are many special programs offered to the students. Academically, there is a Gifted & Talented Program (Students Intellectually Gifted Multi-Talented Achievers) comprised of one class on each grade, 2-5. In addition to a computer lab, there is integration of technology into classrooms to create proficiency in reading, writing, speaking and listening skills. Internet access is available to all students through the use of the computer lab, library and computers in their own classrooms. A "Books and Beyond" reading incentive program is implemented in

grades PreK-5. Our dance and drama/theater programs enhance children's creativity and theatrical abilities to create positive self-esteem. The dance program encourages children to learn about various types of movement and the history of dance. Extracurricular activities include the dance club, drama club, and intramural sports, Extended Day After-School programs, Saturday programs and the YMCA "Virtual Y" Extended Day Program. A State of the Art dance studio provides students access to dance instruction by a licensed dance teacher.

The school's objective is to bridge the gap of the performance index of the subgroups within the building. It is necessary to improve student performance in literacy with intense intervention for student subgroup-populations. There is a need to continue to improve student performance in language arts and math.

It is imperative to increase students' scores in levels 3 and 4 and decrease students' scores on level 1. Students scoring in level 1 should improve to advance to high levels 2s. Student attendance and punctuality must be monitored to assure maximum access to learning. Improving home-school relationships in support of students' educational and social emotional needs is a priority.

**SECTION III – Cont’d**

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

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

**CEP Section III: School Profile**

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

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>									
<b>School Name:</b>		P.S. 212 Lady Deborah Moody							
<b>District:</b>		21	<b>DBN:</b>		21K212	<b>School BEDS Code:</b>		332100010212	
<b>DEMOGRAPHICS</b>									
<b>Grades Served:</b>	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded		
	2	√	6		10				
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of June 30)</i>		2006-07	2007-08*	2008-09
Pre-K		34	29	36			93.1	93.3	93.7
Kindergarten		80	94	76					
Grade 1		78	83	93	<b>Student Stability - % of Enrollment :</b>				
Grade 2		85	93	85	<i>(As of June 30)</i>		2006-07	2007-08	2008-09
Grade 3		94	95	84			93.6	91.8	93.1
Grade 4		83	95	84	<b>Poverty Rate - % of Enrollment :</b>				
Grade 5		120	80	96	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
Grade 6		0	0	0			66.4	66.4	66.4
Grade 7		0	0	0	<b>Students in Temporary Housing - Total Number :</b>				
Grade 8		0	0	0	<i>(As of June 30)</i>		2006-07	2007-08	2008-09
Grade 9		0	0	0			4	4	16
Grade 10		0	0	0	<b>Recent Immigrants - Total Number :</b>				
Grade 11		0	0	0	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
Grade 12		0	0	0			2	6	4
Ungraded		0	4	0	<b>Special Education Enrollment:</b>				
<b>Total</b>		574	563	575	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
							2	6	4
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of June 30)</i>		2006-07	2007-08	2008-09
# in Self-Contained Classes		25	30	31	Principal Suspensions		19	6	11
# in Collaborative Team Teaching (CTT) Classes		34	22	38	Superintendent Suspensions		2	0	3
Number all others		40	29	24	<b>Special High School Programs - Total Number:</b>				
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>		2006-07	2007-08	2008-09
					CTE Program Participants		0	0	0
					Early College HS Program Participants		0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>					<b>Number of Staff - Includes all full-time staff:</b>				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
# in Transitional Bilingual Classes		0	0	0	Number of Teachers		43	48	52
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		70	70	83					

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	3	2	Number of Administrators and Other Professionals	8	10	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	5
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.9	96.2
				% more than 2 years teaching in this school	76.7	79.2	69.2
				% more than 5 years teaching anywhere	67.4	60.4	57.7
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	91.0	85.0	92.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	98.6
American Indian or Alaska Native	0.2	0.5	0.7				
Black or African American	22.5	20.6	19.7				
Hispanic or Latino	28.8	26.1	28.3				
Asian or Native Hawaiian/Other Pacific Isl.	26.0	28.2	25.9				
White	22.6	24.5	25.4				
<b>Male</b>	49.8	47.2	47.7				
<b>Female</b>	50.2	52.8	52.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

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

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native			-				
Black or African American		√	√	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	-			
<b>Other Groups</b>							
Students with Disabilities		√SH	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		<b>7</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	83.5			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	10.4			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	18.3			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	48.8						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	6						

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

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

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

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) 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 highlights 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?

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In looking at the school wide data we identified the following trends:

1. Our students historically score much higher on the New York State Math test than they do on the New York State English Language Arts test. In 2007/2008 73% of our students scored at or above level 3 on the ELA exam, while 87% scored at or above level 3 on the Math exam. The same is true for this past school year. In 2008/2009 75.7% of our students scored at or above level 3 on the ELA exam, while 92.3% scored at or above level 3 on the Math exam.
2. Our Asian and White population have higher percentages of students scoring at or above the standards than the Black and Hispanic population in English Language Arts. According to the 2008/2009 school report card, 85% of our Asian students and 88% of our White students scored at level 3 or higher whereas only 66% of our Black students and 62% of our Hispanic students scored at level 3 or higher on the ELA exam. The disparity between the subgroups is not as great in the area of math. According to the 2008/2009 school report card, 100% of our Asian students, 96% of our White students, and 90% of our Hispanic students scored at or above level 3 on the New York State Math test. In contrast, only 79% of our Black students scored at or above level 3 on this exam. This data shows a significant improvement in the performance of our Hispanic students over the 2007/2008 results.
3. Another trend that was evident when looking at the data was that our ELL students performed significantly higher on the New York State Math test than on the New York State ELA test. In 2007/2008 48% of our ELLs scored at level 3 or higher on the ELA exam while 85% scored at level 3 or higher on the Math exam. In 2008/2009 54% of ELLs scored level 3 or better on the ELA exam while 93% scored level 3 or better on the Math exam.
4. Our students with disabilities are also scoring significantly lower than our overall student population in both ELA and Math. According to the 2008/2009 school report card, only 35% of our students with disabilities scored level 3 or better on the ELA exam compared to 75.7% of the school as a whole. A similar disparity exists in Math. While 92.8% of all students scored level 3 or higher on the Math exam, only 69% of students with disabilities scored a level 3 or higher.

## Greatest Accomplishments

1. In the area of ELA our school has increased the number of students scoring at level 3 or better by 2.7% overall from 2007/2008 to 2008/2009.
2. Our school's performance in Math has increased by 2.8% in the number of students scoring at level 3 or higher from the 2007/2008 to 2008/2009 school year.
3. Our ELL students have shown an 8% improvement in the number of students scoring level 3 or higher on the ELA exam from 2007/2008 to 2008/2009. Additionally, our ELL students have increased the number of students scoring level 3 or better on the Math exam by 6% from the 2007/2008 to the 2008/2009 school year.
4. Our students with disabilities had an 11% increase in the number of students scoring at level 3 or higher on the ELA exam from 2007/2008 to 2008/2009.
5. Our Hispanic students have shown significant improvement in the number of students scoring at level 3 or better on the New York State Math exam. In 2007/2008 only 75% of Hispanics students scored level 3 or better whereas in 2008/2009, 90% scored level 3 or better.

## **Significant Aids/ Barriers to the school's continuous improvement:**

Upon analyzing student data, we have identified the following barriers to the school's continuous improvement:

1. One of the major obstacles is the performance of our ELL students on the New York State ELA exam. Our ELL students generally perform better on the Listening and Speaking component of the NYSESLAT than on the Reading and Writing. As a result, our ELL students have difficulty meeting or exceeding the standards on the ELA exam that emphasize writing and reading comprehension. This is evident by the disparity of the results and much better performance of the ELL students on the New York State Math test when compared to The New York State English Language Arts test. Many of these children have parents at home who are not literate in the English language and therefore communicate with their child at home only in the native language. These parents are not able to provide academic support to their children in the area of English Language Arts
2. Another barrier that we identified is the ability of our students with disabilities to make significant progress. Our special education children, especially those in our self contained classes, have shown minimal or no progress in the area of ELA. Many of these children have modified criteria that are below their present grade level. This makes it extremely difficult for these students to show progress none the less meet, the New York State Standards.
3. Parent Involvement seems to be another area that needs to be addressed. While our school has an active PTA, we have a very poor showing of parents at monthly PTA meetings and Parent Workshops. Many of our students have parents with young children at home and cannot attend meetings. Many of the parents of our ELLs do not actively participate in the school community because of the language barrier.

4. We also have a number of children in foster care. These children often have many issues going on at home that detracts from their ability to be successful. Sometimes these children are placed temporarily with relatives. Sometimes they are sent back to live with the parents or another foster care family. These children do not receive significant academic support at home and this impacts upon their performance on assessments.

5. We have a large number of students who are classified as economically disadvantaged. These children live in homes where their parents struggle to meet their needs financially. Many receive public assistance and this makes it hard for their families to purchase additional educational resources for their children. Often these children do not have books or computers at home that would allow them access to additional instructional tools.

**We have also identified the following aids in our school's continuous improvement.**

1. Our school currently has a Gifted and Talented Program in grades 2-5. These students generally get additional support at home with homework and other academic needs. This population of students usually scores well on the New York State exams. Almost all of our students scoring level 4, and a significant number of students scoring at level 3, participate in this program.

2. We believe that the plethora of Academic Intervention services our students receive is a definite aid in helping our school show continuous improvement. We provide many services throughout the school day as well as after school and on Saturdays.

3. Our PTA is very active and supportive of our school and its instructional needs. The PTA meets regularly with the administration to discuss the long term and short term goals for the school population. They often assist with purchasing educational materials and supplies that the school needs in order to reach these goals.

## **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 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

**Instructional Goal #1:** After analyzing the positive results of the target population of the Inquiry Team over the past two years, the SLT decided to expand our inquiry work, school wide, for the 2009-2010 school year. During this school year we will expand our inquiry work by engaging 94% of our teachers (32 out of 34 teachers in grades K-5) in collaborative inquiry. We hope to have the same rate of success for students in each grade K-5. Teachers will implement various instructional strategies, examine data, engage in kid watching, give assessments and determine the next steps for students to meet or exceed their learning goals.

**Instructional Goal #2:** After viewing ECLAS2 data for the 2008-2009 school year, the SLT found that students in Kindergarten were deficient in decoding skills. Since these skills are the building blocks to reading, we decided to make Kindergarten literacy a priority for the 2009-2010 school year. By June 2010 we hope to have a 30% (26 students) increase in the number of students demonstrating mastery in a variety of assessments. These assessments include, but not limited to, ECLAS2, Reading Street assessments, teacher created assessments, Foundations assessment, portfolio assessment and conferencing.

**Instructional Goal #3:** The SLT has observed that parent involvement has been on a low scale for the past two years. Since parents play an important role in the education of their child in the home, we decided to try to strengthen the parent school partnership. We believe that by increasing parent involvement, this will have a positive effect on the child's learning outcomes. By June 2010 we hope to have a 50% increase in parent involvement at various parent events.

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## **ANNUAL SCHOOL GOALS**

### **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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Instructional Goal #1**

**Subject/Area (where relevant):** COLLABORATION

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the number of classroom teachers participating in collaborative inquiry.</b> During the 2008-2009 school year, 6% of classroom teachers were actively engaged in the school's inquiry work. For 2009-2010 we want to expand the inquiry work by engaging 94% of teachers (32 out of 34 teachers in grades K-5) in collaborative inquiry.</p>				
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will meet twice a month on their professional period with the data specialist to analysis student data on Aris. Teachers will identify a select group of targeted students on each grade from the lowest third. They will engage in conversation about students' strengths and weaknesses. They will share best practices and instructional resources which match the profile of the learner.</li> <li>• Teachers program provides common preparation periods for teachers to meet on their respective grades and discuss student progress and next steps for student progress.</li> <li>• Monitor to determine if the next step promotes learning.</li> <li>• A Parent Survey will be distributed to provide the teachers with parent input on their child's learning interests, capabilities and needs.</li> <li>• Academic Intervention Teachers articulate bi-weekly with classroom teachers to discuss student needs and progress. They work together to implement strategies and create a learning environment to support student improvement.</li> <li>• Monitor to determine if child continues to progress.</li> </ul>				
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p style="text-align: center;"><u>Staffing/Funding</u></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">AIS teachers (Literacy)</td> <td style="width: 50%; text-align: right;">\$26,431 TL I SWP</td> </tr> <tr> <td>( 3 Teachers-</td> <td style="text-align: right;">\$73,649 CFE</td> </tr> </table>	AIS teachers (Literacy)	\$26,431 TL I SWP	( 3 Teachers-	\$73,649 CFE
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( 3 Teachers-	\$73,649 CFE				





## SECTION VI: ACTION PLAN

### Instructional Goal #2

### ENGLISH LANGUAGE ARTS

Subject/Area (where relevant):

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To implement a program for Kindergarten students to enhance their literacy skills. By June 2010 there will be a 30% (26 students) increase in the number of students demonstrating mastery in a variety of assessments including ECLAS 2, Reading Street assessments, teacher created assessments, Foundations assessments, portfolio assessment and conferencing.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"><li>• Continue the Wilson Foundations Program to provide on going development of decoding skills and phonemic awareness.</li><li>• Implementation of the voyager program to those students who have been identified as needing this intervention program.</li><li>• Implement the Orton-Gillingham program to those students who are identified as being deficient in decoding skills.</li><li>• Provide Academic Intervention Services in Phonemic Awareness during period (AIS Period) each day.</li><li>• Continue to utilize a double period block of literacy to further develop, teach, reinforce and enhance decoding skills.</li><li>• Integrate technology into classrooms to reinforce phonemic programs.</li><li>• Utilize ECLAS 2 results to differentiate instruction.</li><li>• Provide common preparation periods for teachers to discuss goal setting techniques and share best practices.</li><li>• ESL teachers will utilize the push in / pull out model to assist classroom teachers with students in the ESL program.</li><li>• On going Professional Development will be provided by the network specialist to enhance instruction methods in decoding.</li></ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Staffing/Funding</b></p> <table data-bbox="787 430 1606 665"> <tr> <td>5 Teachers</td> <td>\$100,080</td> <td>TL I SWP</td> </tr> <tr> <td>(\$ 477,661)</td> <td>\$72,416</td> <td>TL I DRA Stab</td> </tr> <tr> <td></td> <td>\$56,075</td> <td>TL I SWP</td> </tr> <tr> <td></td> <td>\$31,842</td> <td>TL I DRA Stab</td> </tr> <tr> <td></td> <td>\$72,416</td> <td>TL I FSF</td> </tr> <tr> <td></td> <td>\$72,416</td> <td>TL I FSF</td> </tr> <tr> <td></td> <td>\$72,416</td> <td>DRA Stab</td> </tr> </table>	5 Teachers	\$100,080	TL I SWP	(\$ 477,661)	\$72,416	TL I DRA Stab		\$56,075	TL I SWP		\$31,842	TL I DRA Stab		\$72,416	TL I FSF		\$72,416	TL I FSF		\$72,416	DRA Stab
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<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul data-bbox="777 836 1459 1323" style="list-style-type: none"> <li>• ECLAS 2 results (Winter 2010 and Spring 2010)</li> <li>• Reading Street Assessments and Benchmarks</li> <li>• Portfolio Assessment</li> <li>• Teacher Created Assessments</li> <li>• Informal and Formal Observations</li> <li>• Snapshots (School walkthroughs)</li> <li>• NYSESLAT Results</li> <li>• Conferencing</li> </ul>																					

**Instructional Goal #3****Subject/Area (where relevant):** PARENT INVOLVEMENT

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase parent involvement in the school. By June 2010 there will be a 50% increase in parent involvement at parent events. This is an increase from 20 to 30 parents.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"><li>• Plan an activity once a month to encourage parental involvement. i.e.<ul style="list-style-type: none"><li>○ Family night at the movies</li><li>○ Guest speakers at a PTA meeting</li><li>○ Parent Workshops on issues determined through a parent survey.</li></ul></li><li>• Send home a monthly newsletter apprising parents of “Happenings at P.S. 212”</li><li>• Recruit Parent Volunteers to serve on committees for boutiques, ice cream parties, Halloween party etc.</li><li>• Continue to Incorporate Learning Leaders into the school day by tutoring students in reading and math.</li><li>• Encourage and remind parents to visit the school during open school week and Parent Teacher Conferences.</li><li>• Involve the parents in the process of goal setting strategies. Implement parent workshops on how they can help their child meet or exceed state standards.</li><li>• Update the PS 212 website to provide parents with the most up to date information from the school.</li><li>• Provide parents workshops for the navigation of the ARIS parent link website.</li><li>• Utilize our School Messenger system to notify parents about school events.</li><li>• Incorporate the expertise of the School Assessment Team to provide “Outreach” to Parents.</li><li>• Utilize the Pre-Kindergarten Social Worker to encourage parents to participate in school</li></ul>

	<p>functions.</p> <ul style="list-style-type: none"> <li>• Meet with Parent Coordinator and PTA President to schedule and plan school events.</li> <li>• Meet monthly with the School Leadership Team to discuss school issues and encourage parent involvement.</li> <li>• Continue to provide ESL classes to adults every Friday morning to enhance their language skills.</li> <li>• Utilize outdoor message board to post upcoming school events.</li> <li>• Utilize Systran Language System to translate the written word into several languages for parent notifications.</li> </ul>																					
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p style="text-align: center;"><u>Staff/Funding</u></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Parent Coordinator</td> <td>\$32,237</td> <td>TLPC</td> </tr> <tr> <td>Teacher</td> <td>\$72,416</td> <td>TLFSF</td> </tr> <tr> <td>School Assessment Team</td> <td>\$82,974</td> <td>TLSBST</td> </tr> <tr> <td></td> <td>\$94,691</td> <td>TLSBST</td> </tr> <tr> <td>Pre-K Social Worker</td> <td>\$16,595</td> <td>TL Pre-K Program</td> </tr> <tr> <td>Teacher</td> <td>\$31,139</td> <td>Title I ARRA SWP</td> </tr> <tr> <td></td> <td>\$53,164</td> <td>Title I SWP &amp; FSF</td> </tr> </table>	Parent Coordinator	\$32,237	TLPC	Teacher	\$72,416	TLFSF	School Assessment Team	\$82,974	TLSBST		\$94,691	TLSBST	Pre-K Social Worker	\$16,595	TL Pre-K Program	Teacher	\$31,139	Title I ARRA SWP		\$53,164	Title I SWP & FSF
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**Indicators of Interim Progress and/or Accomplishment**

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

- Increase attendance at :
  - Parent/Teacher Conferences
  - Parent Workshops
  - PTA Meetings
  - Author's Day
  - School Performances
  - Special Events
- Sign In Sheets and artifacts from Parent Events
- Safety Agents Visitors Sign In Book
- Increase of parents participating in school trips

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

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review

*(SURR) must complete Appendix 6. Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.*

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	18	0			1	NA	1	2
1	24	0			3	NA	3	3
2	41	16			5	NA	0	2
3	31	41			3	NA	0	2
4	57	30	0	0	2	NA	3	2
5	34	33	9	5	4	NA	1	2
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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><b>Literacy Grades K-2:</b></p> <ul style="list-style-type: none"> <li>○ Reading Street</li> <li>○ Small group</li> <li>○ During school day</li> </ul> <p><b>Literacy Grades 3-5:</b></p> <ul style="list-style-type: none"> <li>○ My Sidewalk on Reading Street</li> <li>○ Small group</li> <li>○ During school day</li> </ul> <p><b>Literacy Grades 3-5 Special Education:</b></p> <ul style="list-style-type: none"> <li>○ SRA Corrective Reading</li> <li>○ Small Group</li> <li>○ During School Day</li> <li>○ Orton Gillingham</li> </ul> <p><b>Literacy Grades K-3</b></p> <ul style="list-style-type: none"> <li>○ Voyager</li> <li>○ Small Group</li> <li>○ During School Day</li> </ul> <p><b>Literacy Grades 3-5:</b></p> <ul style="list-style-type: none"> <li>○ Small Group</li> <li>○ After school</li> </ul> <p><b>Literacy Grades 3-5:</b></p> <ul style="list-style-type: none"> <li>○ Small group</li> <li>○ Saturday program</li> </ul>
<b>Mathematics:</b>	<p><b>Math Grades 1-3:</b></p> <ul style="list-style-type: none"> <li>○ Small group</li> <li>○ During school day</li> </ul> <p><b>Math Grades 3, 4 &amp; 5</b></p> <ul style="list-style-type: none"> <li>○ Small group</li> <li>○ During school day</li> <li>○ Pearson enVision Math</li> </ul>

	<p><b>Math Grades 3, 4 &amp; 5</b></p> <ul style="list-style-type: none"> <li>○ Small group</li> <li>○ After school</li> </ul> <p><b>Math Grades 3, 4 &amp; 5</b></p> <ul style="list-style-type: none"> <li>○ Small group</li> <li>○ Saturday program</li> </ul>
<b>Science:</b>	<p><b>Science Grade 5</b></p> <ul style="list-style-type: none"> <li>○ Small group</li> <li>○ During school day</li> </ul> <p><b>Science Grade 4:</b></p> <ul style="list-style-type: none"> <li>○ Small group</li> <li>○ Saturday program</li> </ul> <p><b>AIS Science Grade 4</b></p>
<b>Social Studies:</b>	<p><b>Social Studies Grade 5</b></p> <ul style="list-style-type: none"> <li>○ Small Group – AIS</li> <li>○ During school day</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><b>Guidance Counselor (During school day)</b></p> <ul style="list-style-type: none"> <li>○ One to one</li> <li>○ Small group sessions</li> <li>○ Mondays and Thursdays</li> <li>○ Participates in guidance conferences with parents</li> <li>○ Member of PPT (Pupil Personnel Team)</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<p><b>School Psychologist (During school day):</b></p> <ul style="list-style-type: none"> <li>○ Implement evaluations to students to determine appropriate academic programs</li> <li>○ Intervenes with students on an “As needed” basis</li> <li>○ Assist Administration and teachers in parent outreach</li> <li>○ Assists with guidance conferences with parents</li> <li>○ Member of PPT (Pupil Personnel Team)</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<p><b>Social Worker (During school day)</b></p> <ul style="list-style-type: none"> <li>○ Interview parents to obtain social history of students to be evaluated</li> <li>○ Intervenes with students on an “As needed” basis</li> <li>○ Assists Administration and teachers in parent outreach</li> <li>○ Provides conflict resolution, peer mediation</li> <li>○ Assist in guidance conferences with parents</li> <li>○ Individual and group counseling</li> <li>○ Refers parents to community based organizations</li> <li>○ ACS Liaison</li> <li>○ Member of PPT (Pupil Personnel Team)</li> </ul>

**At-risk Health-related Services:**

**Nurse (During school day)**

- Provides asthma classes to students (Open Airways)
- Ensures all immunizations of students are updated
- Maintains update on all 504 forms
- Provides medical care on as “As needed” basis
- Assists with vision screening
- Provides parents with information on nutrition
- Assists Administration and teachers with parent outreach
- Consultant on ACS cases

**Physical Therapist works in school setting in order to meet IEP mandates for the related services of Physical needs:**

- Evaluating students referred for Physical Therapy
- Developing and presenting therapeutic activities to benefit students in the least restrictive environment
- Reviewing clinical records of students receiving Physical Therapy
- Developing and implementing individual and group treatment programs for the provision of Physical Therapy
- Maintaining attendance and anecdotal records for students receiving Physical Therapy
- Participating in multidisciplinary and parent conferences to discuss student progress
- Consulting with teaching staff on matters relating to Physical Therapy
- Development of IEP goals and objectives for students being served
- Consulting with parents/guardians regarding treatment, specialized therapeutic equipment, and other recommendations to enhance the student’s functionality within the classroom and home setting

**Occupational Therapist:**

- Evaluating special education students referred for occupation therapy
- Developing and implementing individual and group treatment programs for the provision of Occupational Therapy
- Developing and presenting therapeutic activities to benefit special education students in the least restrictive environment
- Maintaining attendance records for students receiving Occupational Therapy
- Participating in multidisciplinary and parent conferences to discuss student progress and recommendations for Occupational Therapy
- Reviewing clinical records of student receiving Occupational Therapy

- **Consulting with school supervisory staff on matters relating to Occupation Therapy, i.e., instructions on therapeutic intervention, use of therapeutic equipment, methods, etc.**
- **Participating in the development of IEP goals and objectives for student being served**
- **Ordering supplies and equipment as needed to carry out Occupational Therapy**

**Hearing teacher:**

- **Serve as a liaison between staff and parents to assist in meeting student's unique needs**
- **Hold a group orientation for all staff members with whom the student will be interfacing during the year**
- **Clarify and modifications outlined in the student's IEP**
- **Provide support to staff members throughout the year**
- **Meet regularly with student' support team (classroom teacher, speech pathologist, assistant teacher) to discuss student's needs and upcoming curriculum**
- **Foster communication among members of the student's support team**
- **Maintain regular contact with parents**
- **Ensure that student's amplification is working and/or make referral to an audiologist**
- **Provide guidance to staff in the optimal use of FM amplification equipment**
- **Set-up and/or monitor personal hearing aids, cochlear implants, FM systems and/or personal soundfield systems to ensure daily equipment checks**
- **Identify the person most appropriate to conduct a daily check of the hearing aid, cochlear implant and FM system, including charging the equipment at the end of the day and developing procedures for coping with equipment malfunctions**
- **Provide the necessary tools for ensuring the equipment is in working order (e.g., signal check, extra batteries, troubleshooting guide, cords)**
- **Seek knowledgeable outside assistance when a problem cannot be solved internally**
- **Send equipment in for annual maintenance**
- **Assess noise levels in the classroom and suggest acoustical modifications for managing the auditory environment.**
- **Generally, seek the best possible listening environment.**
- **Provide direct service to the student including: (1) Pull-out sessions in which the teacher of the deaf provides support for the classroom curriculum with pre- and post teaching. (Pre-teaching means the child is introduced to key concepts and vocabulary before it is introduced in the class.) (2) Push-in sessions in which the teacher of the deaf comes into classroom and works with the student in a variety of ways to assist curriculum learning.**
- **Model successful instructional techniques.**
- **Provide basic support in fostering social integration between students with hearing**

**loss and hearing peers.**

- **Conduct orientation to acquaint hearing students with the nature of hearing loss (upon request by the teacher and with the approval of the student and parents).**
- **Provide support to the student on social/emotional issues.**
- **Establish a system and policy requiring teachers to make every effort to use only captioned videos**
- **Work with student, parents, teachers and other personnel in developing an IEP.**
- **Assess student progress and modify current goals and objectives based upon evaluation of formal test measures, informal inventories and oral and written language samples.**
- **Assess areas of instruction including auditory training, communication skills generally, speech development and remediation, written and oral language, speech, reading (where appropriate), vocabulary development, reading and study skills, academic support, and self-advocacy.**
- **Provide and inform parents of resources, agencies and organizations that might help them as a family.**
- **Disseminate useful handouts to staff and provide information of upcoming Conferences.**

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

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**LANGUAGE  
ALLOCATION  
POLICY**

**2009 - 2010**

## **Language Allocation Policy Team Composition**

The Language Allocation Policy Team at P.S. 212 has a committee with the following members:

<u>NAME</u>	<u>TITLE/POSITION</u>
Josephine Marsella	Principal
Deborah Delluomo	Assistant Principal
Bonnie Merone	ESL Teacher/Related Service Provider
Hannah Whang	ESL Teacher/Related Service Provider
Ilia Liff	Parent Coordinator
Maria Hatimy	Data Specialist
Lynette Vasquez	Bilingual School Psychologist

## **Language Allocation Policy**

### **Mission**

We at P.S. 212 believe that every child has the right to achieve his/her greatest potential. We are committed to provide all students with the opportunities and support to attain the highest standards and expectations for learning within a safe and nurturing environment. To this end the school community will foster our students to become productive, literate and responsible citizens.

### **Description of the School**

Public School 212 is located in the Gravesend Community of Southern Brooklyn among small two-family houses and near two middle-income cooperatives. However, many of our students reside in low-income housing (i.e., the Marlboro Projects), which is about five blocks from the school. This Pre-K to fifth grade school serves a population of approximately 596 students from culturally diverse backgrounds. The school building is eighty-four years old, contains five floors, and is extremely well kept. Pride in the students' accomplishments is evident in the prominently displayed student work throughout the building. P.S. 212 is designated as a Title I School-Wide Program School.

According to the latest available ethnic data, 26% of the students are white, 20% of the students are black, 28% of the students are Hispanic, and 26% are Asian and others. The majority of the students are from low-income families. 100% of the students receive free lunch for the 2009-2010 school year.

This year, our school has two full-time pre-kindergarten programs (one A.M. and P.M. and one all-day) and four kindergarten classes (three General Education classes and one Collaborative Team Teaching [CTT] class). There are three first grade classes (two General Education classes, and one CTT Special Education class). There are six second grade classes (one gifted and talented class, three General Education classes, one CTT class, and one bridge second-third 12:1:1 class). There are five third grade classes (one gifted and talented class, two General Education classes, one CTT class, and one bridge third-fourth 12:1:1 class). There are five fourth grade classes (one gifted and talented class, two General Education classes, one CTT class, and one bridge fourth-fifth 12:1:1 class), and there are four fifth grade classes (one gifted and talented class and three General Education classes).

In addition to the classroom teachers, there are several teachers who work with small groups of children in pull-out and/or push-in programs. There are two highly qualified licensed ESL teachers for the ESL program, which services our English Language Learners from grades K-5 in a small group setting. Both ESL teachers are fully licensed in the area of ESL, and both licenses are on file in the principal's office. There are two Academic Intervention Services (AIS) Reading teachers and two AIS Math teachers (one for grades K-2 and one for grades 3-5). There is also a teacher who implements Voyager, a phonics-based reading program with a concentration on vocabulary, spelling, comprehension, fluency, and accuracy, for grades 1-3. In addition, there are two Speech teachers and a SETSS teacher. We also have six cluster positions: Dance, Drama, Gym/Technology, Read to Write, Social Studies, and Science.

## ELL Demographics

We are a diverse school with many cultures. The breakdown of ESL students is as follows:

<b>Language</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<i>Spanish</i>	11	5	3	5	10	1	<b>35</b>
<i>Chinese</i>	5	4	6	6	6	4	<b>31</b>
<i>Russian</i>	1	0	1	1	0	0	<b>3</b>
<i>Urdu</i>	2	0	0	2	3	1	<b>8</b>
<i>Arabic</i>	0	1	2	0	1	1	<b>5</b>
<i>French</i>	1	0	0	0	1	0	<b>2</b>
<i>Polish</i>	1	0	0	0	0	0	<b>1</b>
<i>Vietnamese</i>	0	1	0	0	1	0	<b>2</b>
<b>Total</b>	<b>21</b>	<b>11</b>	<b>12</b>	<b>14</b>	<b>22</b>	<b>7</b>	<b>87</b>

The total number of ELLs for the 2009-2010 school year is 87. This is 14.7% of our total population. Of the 87 ELLs in our school, 22 are Special Education students – 11 enrolled in CTT classes, 5 in 12:1:1 classes, and 6 in general education classes. Of the 87 ELL students in our school, 66 have received 0-3 years of service (newcomers), and 21 have received 4-6 years of service. We do not currently have any long-term ELLs (those who have completed 6 years of service). Of the 66 who have received 0-3 years of service, 15 are special education students. Of the ELLs who have received 4-6 years of service, 10 are special education students. We do not currently have any SIFE students in our school.

## **ELL Identification Process**

At registration, all parents and guardians must fill out the Home Language Identification Survey (HLIS). Upon completion of the registration process on the same day, if the HLIS indicates a language other than English, the school's pupil accounting secretary calls Bonnie Merone or Hannah Whang, the two full-time licensed ESL teachers, to the main office in order to conduct an interview with the parent(s) and child. When possible and necessary, native language support is utilized to aid the interview process – either through an in-house interpreter or through the over-the-phone interpretation services provided by the NYC Department of Education. Notes from the interview are attached to the student's HLIS and placed in the students' cumulative file; a copy is also kept in the main office. Based on this initial screening process, the ESL teachers determine whether a child is eligible for formal assessment through the LAB-R, and, if so, assess the child within two to three days. If applicable, the ESL teachers administer the Spanish LAB to the child as well within the same time frame. The child's score on the LAB-R determines whether he or she is eligible for ESL services for the duration of the school year. If the child is determined to be eligible according to the LAB-R, services begin immediately.

In order to determine continued entitlement, all ELL students are evaluated in the spring of each school year using the New York State English as a Second Language Achievement Test (NYSESLAT). This test is conducted in the same manner as all other state assessments. During the testing period set by the state, the students are placed in separate locations by grade according to testing procedures. Students with IEPs receive modifications as per their IEP. Testing occurs simultaneously school-wide for all grades and levels for the Listening, Reading, and Writing sections of the test. The Speaking section of the test also occurs within the time period set by the state and is administered by the two licensed ESL teachers to each student individually. If a student is absent, make-up testing occurs immediately upon that student's return to school. The Listening, Speaking, and Reading sections of the test are packaged and sent to the district office. The Writing section of the NYSESLAT is scored in-house by a team of teachers, including, but not limited to, the two licensed ESL teachers and the two licensed reading specialists.

The scores from this assessment determine whether a child is eligible to continue receiving ESL services, as well as his or her level of proficiency. If the child scores at the proficient level of the NYSESLAT, the child is no longer eligible for ESL services; however, the child will continue to receive testing modifications for two more years and support services as necessary. If the child scores at the beginning or intermediate levels, the child will receive ESL services for 360 minutes per week; if the child scores at the advanced level, the child will receive 180 minutes per week. Services will continue to be provided by the two licensed ESL teachers.

In addition, the ESL teachers communicate with the School-Based Assessment Team to determine if special education ELL students should continue to receive additional ESL services, and their IEPs are modified accordingly.

## **Parent Program Choice**

At the conclusion of the initial LAB-R testing period during the beginning of the school year, entitlement letters are sent home to parents in their native languages asking them to attend a meeting for the selection process of ELL placement as part of our parent outreach plan. This meeting is scheduled to take place during the first month of school. During this meeting, a workshop is conducted for parents using a DVD, letters, bilingual interpreters, and handouts explaining the various program options available to them and to their children – Transitional Bilingual, Dual Language, and Freestanding ESL. The school makes every effort to have as many translations as possible available at the workshop. At this time, parents are asked to select the option most appropriate for their lifestyles. If parents are unable to attend, the school sends home additional letters with the information attached in their native languages for them to peruse and select. Follow-up letters are sent home to parents who do not return surveys. The two ESL teachers hand-deliver all letters to the students' classroom.

teachers for distribution; classroom teachers sign to confirm receipt of letters in order to document distribution. The ESL teachers document each returned form on a master list of all eligible students; the original forms are attached to the students' home language surveys and placed in the students' cumulative files, while copies of the forms are kept on file in the main office.

For children who do not register within the initial LAB-R testing period, identification and testing occurs immediately as described above. Letters are sent home to the children's parents in their native language on the same day the test is administered informing them of their child's performance on the LAB-R assessment and, if the child is eligible for ESL services, the parent options available. More detailed information is attached to the letter in the parents' native languages as available. In addition, the letter communicates that the school outreach plan allows parents the option to set up a meeting with the ESL teachers if they so choose. Contact information is included accordingly.

In addition, as part of our school's family outreach, communication is ongoing throughout the year through parent workshops about ELLs' success in different content areas, through parent-teacher conferences, and through letters sent home in both English and native languages to keep parents abreast of school-related activities and testing. In addition, a bi-monthly newsletter is sent home to inform the community of school happenings.

The trend in parent selection forms continues to be incorporating English-rich reading content with Freestanding ESL services within the school day. In the 2008-2009 school year, 72 out of 82 parent survey and program selection forms (87.8%) returned by parents of ELLs indicated Freestanding ESL as the first choice for their children. This was an increase over the 2007-2008 school year, when 73.4% of parents selected Freestanding ESL as the first choice. Many parents have chosen to have their children in this setting at school while continuing their spoken native language at home and/or in private weekend and after school programs. The ESL program implemented at this school reflects the input received on the Parent Survey Selection Forms.

## Assessment Analysis

Using the LAB-R and NYSESLAT results, the following chart indicates the number of students scoring at the Beginning, Intermediate, and Advanced levels:

### ELL Student Levels

Level	K	1	2	3	4	5	Total
<i>Beginning</i>	6	7	3	2	4	1	<b>23</b>
<i>Intermediate</i>	2	4	2	5	4	0	<b>17</b>
<i>Advanced</i>	13	0	7	7	14	6	<b>47</b>
<b>Total</b>	<b>21</b>	<b>11</b>	<b>12</b>	<b>14</b>	<b>22</b>	<b>7</b>	<b>87</b>

### Aggregate Performance Results (based on NYSESLAT and LAB-R)

	K	1	2	3	4	5	TOTAL
<b>Listening</b>							
<b>B</b>	6	2	3	0	3	1	15
<b>I</b>	2	4	0	1	1	0	8
<b>A</b>	13	5	6	10	9	2	45
<b>P</b>	0	0	3	3	9	4	19
<b>Speaking</b>							
<b>B</b>	6	2	3	0	3	1	15
<b>I</b>	2	4	0	1	1	0	8
<b>A</b>	13	5	6	10	9	2	45
<b>P</b>	0	0	3	3	9	4	19
<b>Reading</b>							
<b>B</b>	6	7	2	2	4	1	22
<b>I</b>	2	4	2	5	4	0	17
<b>A</b>	13	0	6	7	14	6	46
<b>P</b>	0	0	2	0	0	0	2
<b>Writing</b>							
<b>B</b>	6	7	2	2	4	1	22
<b>I</b>	2	4	2	5	4	0	17
<b>A</b>	13	0	6	7	14	6	46
<b>P</b>	0	0	2	0	0	0	2

The levels of proficiency for ELL students at our school are based on the Spring 2009 NYSESLAT results, as well as the LAB-R scores for kindergarten students and new admits. These results indicate a correlation in all four modalities between grade level and level of proficiency, with a high concentration of Beginning level students in kindergarten progressing to a high concentration of Advanced and Proficient level students in grade 5.

- Kindergarten student scores indicate that out of 21 students, 6 students (28.6%) are at the Beginning level, 2 students (9.5%) are at the Intermediate level, and 13 students (61.9%) are at the Advanced Level.
- Grade 1 student scores indicate that out of 11 students, 63.4% of students are at the Beginning level and 36.4% are at the Intermediate level.

- Grade 2 student scores indicate that out of 12 students, 25% of students are at the Beginning level, 16.7% are at the Intermediate level, and 58.3% are at the Advanced level.
- Grade 3 student scores indicate that out of 14 students, 14.3% of students are at the Beginning level, 35.7% are at the Intermediate level, and 50% are at the Advanced level.
- Grade 4 student scores indicate that out of 22 students, 18% of students are at the Beginning level, 18% are at the Intermediate level, and 63.6% are at the Advanced level.
- Grade 5 student scores indicate that out of 7 students, 14.3% of students are at the Beginning level and 85.7% are at the Advanced level.

## City and State Test Results – ELL Performance in Content Area

### ELA – Winter 2009

Grade	Level I	Level II	Level III	Level IV	Total
3	2	8	7	1	18
4	0	6	4	0	10
5	0	1	9	0	10
<b>Total</b>	<b>2</b>	<b>15</b>	<b>20</b>	<b>1</b>	<b>38</b>

In 2009, the ELA state assessment was administered to a total of 38 English Language Learners.

- Out of the 18 third grade ELLs who took the assessment, 2 students (11%) are performing at Level I, 8 students (44%) are performing at a Level II, and 7 students (39%) are at a Level III, with 1 student (6%) at a Level IV.
- Out of the 10 fourth grade ELLs, 6 students (60%) are performing at Level II, and 4 students (40%) are performing at Level III.
- Out of the 10 fifth grade ELLs, 1 student (10%) is performing at Level II, and 9 students (90%) are performing at Level III.

In all three grades, there exists a bell-curve pattern to the ELA scores, with most of the students performing at Levels II and III. However, it should be noted that after grade 3, no students performed at Level I, and by grade 5, the majority of the students were performing at Level III. This pattern seems to indicate that as students transition into higher grade levels, their performance tends to improve as well.

### 2009 ELA Grade 4 ELL Performance Across English Proficiency Levels

English Proficiency	Level Score			
	1	2	3	4
Beginning	0	0	0	0
Intermediate	0	1	0	0
Advanced	0	5	4	0

Because the large majority of the 4<sup>th</sup> grade students are on the advanced level, it is difficult to detect a pattern across proficiency levels; however, it should be noted that on the advanced English proficiency level, nearly half the students performed at Level III – indicating that a higher English proficiency level may correspond to higher test scores on the ELA state assessment.

### Math – Spring 2009

Grade	Level I		Level II		Level III		Level IV		Total	
	Eng.	NL	Eng.	NL	Eng.	NL	Eng.	NL	Eng.	NL
3	1	0	2	0	15	0	2	0	20	0
4	0	0	0	0	5	1	5	0	10	1
5	0	0	0	0	5	0	5	0	10	0
<b>Total</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>25</b>	<b>1</b>	<b>12</b>	<b>0</b>	<b>40</b>	<b>1</b>

In 2009, the Math state assessment was administered to a total of 41 English Language Learners.

- Out of the 20 third grade ELLs, 1 student (5%) performed at a Level I, 2 students (10%) performed at a Level II, 15 students (75%) performed at Level III, and 2 students (10%) performed at Level IV.

- Out of the 11 fourth grade ELLs, 6 students (55%) performed at Level III, and 5 students (45%) performed at Level IV. Of these students, one student took the exam in his native language, performing at a Level III.
- Out of the 10 fifth grade ELLs, 5 students (50%) performed at Level III, and 5 (50%) performed at Level IV.

On the Math state assessment, most of the ELL students in our school performed at Levels III or IV. The only students who performed at Levels I or II were in the third grade; in grades 4 and 5, all students performed on Levels III or IV, once again indicating that student performance tends to improve as students transition into higher grade levels. One student received the test in his native language and was able to perform at Level III – on grade level and reflective of the test-score patterns set by his peers.

*2009 Math Grade 4 ELL Performance Across English Proficiency Levels*

English Proficiency	Level Score			
	1	2	3	4
Beginning	0	0	1	0
Intermediate	0	0	1	0
Advanced	0	0	4	5

The Grade 4 ELLs in our school all performed at Levels III or IV on the math state assessment, regardless of English proficiency level; however, all the students who performed at Level IV were at the advanced English proficiency level, once again indicating that increased English proficiency is correlated with higher test scores.

*Science Grade 4 – Spring 2009*

Level I		Level II		Level III		Level IV		Total	
Eng.	NL	Eng.	NL	Eng.	NL	Eng.	NL	Eng.	NL
0	0	1	1	4	0	4	0	9	1

In 2009, the Science state assessment was administered to a total of 10 English Language Learners in Grade 4. Two students (20%) performed at Level II; 4 students (40%) performed at Level III; and 4 students (40%) performed at Level IV. Nine out of 10 ELLs who took the Grade 4 Science test in Spring 2009 took the test in English, and one student took the test in his native language.

The one student who took the test in his native language performed at Level II, which may indicate that, while the test was accessible and comprehensible to him, the lack of the same native language support during content area instruction may have impeded his performance.

*2009 Science Grade 4 ELL Performance Across English Proficiency Levels*

English Proficiency	Level Score			
	1	2	3	4
Beginning	0	1	0	0
Intermediate	0	0	1	0
Advanced	0	1	4	4

The majority of the ELL students (79%) performed at Levels II and III on the ELA state assessment – a test administered entirely in English. On the Grade 4 Science state assessment, ten ELLs were administered the test in English rather than in their native language based on teacher discretion, while one ELL received the test in

his native language, and 81.8% performed at Levels 3 and 4. Similarly, on the math state assessment, one newcomer student took the test in his native language. Out of the 41 ELL students in Grades 3-5, 93.7% performed at Levels 3 and 4.

The scores across English proficiency level seems to indicate that higher English proficiency levels correlate with a higher score on the grade 4 Science state assessment.

### **Native Language Reading Tests**

We do not currently administer native language reading tests in our school.

### **Early Literacy Assessment**

Our school utilizes ECLAS-2 in order to assess the early literacy skills of our ELLs. The ECLAS-2 assesses students in the areas of phonemic awareness, phonics, reading and oral expression, and listening and writing. Analysis of ECLAS-2 data has shown that many of our ESL students in kindergarten are more proficient in the phonemic awareness and the Listening and Writing strand than the Reading and Oral Expression strand and the Phonics strand. ESL students in grade 1 are more proficient in the Reading Comprehension, Phonics and Listening, and Writing strands. ESL students in grade 2 are more proficient in the Reading and Oral Expression strand than in the Phonics strand and the Listening and Writing strand. ESL students in grade 3 are more proficient in the Reading and Oral Expression strand than in the Phonics strand.

### **Instructional Implications**

- The “Rigby: On Our Way to English” program continues to prepare students to meet standards. During ESL instruction, there is a concentration on literacy skills using the above program, as well as providing the students with a print rich environment. This program places an emphasis on all four modalities. The Rigby program also includes content area based libraries of leveled books, which is particularly utilized on the kindergarten level according to ECLAS-2 data which indicates reading as an area of weakness.
- The Wilson/Fundations reading program is utilized for ELL students in grades K-3. This helps ELLs with phonics and sentence structure.
- The Pearson Reading Street curriculum is used in all classrooms throughout the school. This program has a specific ELL component which focuses on comprehension, written language, oral presentations, and listening skills.
- The results of the ELL Interim Assessments, in conjunction with the ELA exam and the NYSESLAT, are used to identify areas of weakness for ELLs and inform instructional decisions accordingly (e.g., for differentiation in the classroom). More specifically, the NYSESLAT results show that 64 out of the 87 ELL students in our school (74%) are performing at the advanced or proficient levels on the Listening/Speaking portion of the exam, while 48 out of 87 ELLs (55%) are performing at the advanced or proficient levels on the Reading/Writing portion of the exam. These results indicate that our ELL students are stronger in Listening/Speaking, while Reading/Writing is an area of weakness. As a result, students in all grade levels must remain in their regular classrooms during reading block periods in order to maintain continuity of instruction in this area of weakness; during other parts of the day, students then may be pulled out for ESL and other services. During ESL classes, students receive instruction with a heavier emphasis on the reading and writing components of the curriculum in order to target this area of weakness. In addition, all ESL students in grades 3 to 5 are invited to the after-school program in order to receive extra help in reading and writing, particularly for test preparation.

- Our school did not administer the ELL periodic assessment during the 2008-2009 school year. However, the results of the spring NYSESLAT as well as the ELA interim assessments and the articulation between classroom and ESL teachers all serve to inform the school leadership and teachers about areas of strength and weakness for our ELL population. More specifically, as stated above, the school leadership and teachers have noted that our ELLs are particularly weak in the areas of reading and writing. These results are taken into account when creating scheduling and instructional decisions.
- The Writing Workshop component of literacy enables the students to become familiar with various genres through which to express their thoughts. “Four Square Writing”, personal responses to literature and independent writing, is taught to the students to enhance their writing skills. This is particularly utilized for individualized instruction in grades 1, 2, and 3 according to ECLAS-2 data which indicates writing as an area of weakness.
- Accountable talk is encouraged to increase their vocabulary and critical thinking skills.
- Listening strategies, together with note taking, is taught to aid students in remembering important aspects of a story.
- There is a concentration of math and reading presented to ELL students during Academic Intervention classes for those who are deficient in these areas.
- Professional Development is provided by our ESL teachers for staff members to be able to instruct ELLs in their classrooms.
- An Extended Day after school program has been implemented for grades 3, 4, and 5 to provide assistance in achieving proficiency in ELA. This program will be in session until June 2010.

## **Planning for ELLs**

### *Instructional Delivery*

The Freestanding ESL program at our school is delivered through daily pull-out and/or push-in small groups by two highly qualified licensed ESL teachers entirely in English. Our program fully complies with Part 154 of the Commissioner's Regulation. P.S. 212's ESL English immersion program aims for students to become proficient in all written and oral academic development.

The students are taught in heterogeneous groups (i.e., mixed proficiency levels) by grade and class in groups no larger than 15.

Native language support is provided as per individual students' IEPs as necessary through the use of bilingual paraprofessionals. In addition, as per teacher discretion, students may be provided with translations of state tests in the content areas, with the exceptions of the ELA and NYSESLAT. In the event a translation is not available, students may be provided with a glossary. During ESL instruction, students may be given the opportunity to explore books in their native languages in order to support literacy development; in addition, P.S. 212's library also has a foreign language section that contains children's books in various languages, which are available for student perusal.

Our school has implemented the "Rigby: On Our Way to English" curriculum for our ESL program in order to make content comprehensible, enrich language development, and prepare students to meet standards. The components of the above program include thematic units that focus on literacy through content areas (ELA, math, science, and social studies). Each unit is focused on a central theme, which ties together instruction and activities for each content area, with an emphasis on vocabulary. The ESL teachers communicate with the ELL students' classroom teachers through articulation reports and informal meetings to target individual students' needs and help drive effective instruction.

In addition, the two ESL teachers utilize some sheltered instruction methods to support content area instruction, including a set classroom routine, the use of multiple intelligences (e.g., songs and movement, hands-on projects), linguistically heterogeneous groups, alternate assessments, and activation of prior knowledge.

In addition, ESL instruction is implemented through Rigby's Guided Reading, its phonics and word studies components, and writing instruction. The series focuses upon foreign students acclimating into their new environment. The students learn in a non-judgmental arena with aspects of the real world experience that new immigrants frequently encounter. The lessons are age and grade appropriate and encompass all levels of proficiency. The ESL teachers also have use of and access to the school literacy room, which enhances reading experiences for the ELL student. Students are always encouraged to fully participate and be engaged in all academic instruction.

### *Instructional Minutes*

Beginning and Intermediate students receive 360 minutes of ESL instruction per week, and Advanced students receive 180 minutes of ESL instruction per week by the ESL teachers using the Rigby program described above.

All ELL students also receive daily ELA instruction in their classrooms through reading and writing workshops, as well as a program called Reading Street, which includes ELL components. In adapting their lessons for the ELL students in their classes, teachers activate prior knowledge, modify presentation of materials, and extend language; in addition, teachers adapt literature activities through the use of small group instruction, previewing text, mapping concepts using webs, and modifying daily and weekly writing pieces.

Because we follow a Freestanding ESL model, Native Language Arts instruction is not offered in our school.

### *Differentiation of Instruction for ELL Subgroups*

**SIFES:** Presently, we do not have any ELL Students with Interrupted Formal Education (SIFE). In the event of the admittance of a SIFE who is an ELL, the student would be placed in an ESL program according to placement procedures; in addition, extra support would be given using ESL newcomer strategies to address deterioration of English language skills. Our goal is for these students to obtain basic communication and social skills in addition to academic content. Because SIFEs often lack grade level proficiency in content areas, we would work closely with the child's classroom teacher to give strong language support specifically in content areas in order to close the gaps in their academic achievement. The Home Language Information Survey should also indicate his/her SIFE status.

**NEWCOMERS:** Newcomers to our program are given extra help in vocabulary and speaking. The Rigby curriculum includes beginner level books for Newcomers, which aid them in word recognition. The Newcomer materials also include other components centered on themes of immigration experiences and native cultures. In addition, Read Alouds are provided to familiarize students with the sounds and rhythm of the English language as well as to expose all students to higher-level reading that they may not be able to access independently.

For additional support, if the student feels he or she is more competent in the home language, we provide assessments in that language as available for all content areas except ELA. In addition, we strive to familiarize the newcomers with ELA type learning strategies until the child reaches proficiency for his/her grade level.

The newcomers in our program have the opportunity to use technology in order to aid their language acquisition through listening/audio centers, as well as websites for word games, independent reading activities, native language literacy, and home activities.

**ELLS RECEIVING SERVICES 4 TO 6 YEARS:** ELLs who have been identified in the four to six year range receive more intensive reading and writing instruction, as determined by the NYSESLAT language modality breakdown. This instruction is provided through the reading and writing components of the Rigby curriculum, the use of the P.S. 212 literacy room, and the help of the Academic Intervention reading teachers.

The ELLs receive additional reading support through the use of technology, including listening activities, read-alongs, use of search engines to discover stories of different genres, and Internet research.

**LONG-TERM ELLS:** For Long-Term ELLs who have been in NYC schools for six years or more, we use formal and informal assessment ranging from NYSESLAT and state assessment performance to communication with the students' classroom teachers in order to identify the students' areas of weakness. Accordingly, we strive to enhance their reading abilities by focusing on key topics for comprehension, organization of writing, looking for written context clues, and more expressive speaking. We encourage and support students to speak out loud and participate freely. We use many manipulatives to help address hands-on learning. In addition, long-term ELL students use the computer in the classroom in order to create published works – a method that students are eager to participate in and one that makes writing and editing faster, easier, and more professional.

**SPECIAL NEEDS:** The ESL teachers, along with every service provider in the school, have received a copy of the IEP for every student they service who has been identified as having special needs. Each service provider is required to familiarize himself with each student's specific needs and modifications so instruction can be modified accordingly. In addition, the ESL teachers maintain consistent communication with the teachers of ELLs with special needs in order to ensure that each student's needs are being addressed through instruction.

### *Intervention in the Content Areas*

ELLs who have been identified as struggling in ELA and math (through test scores and teacher recommendations) receive Academic Intervention Services four to five times a week for one period each day. These services are provided in a small group pull-out and/or push-in setting by an AIS teacher. The AIS teacher articulates with the students' classroom teacher once a week in order to ensure alignment of instruction and a focus on the targeted students' particular needs, as well as to monitor student progress. During this AIS period, students receive extra help in literacy, phonics, math, and state test preparation. In addition, our school has implemented an Extended Day after school program to focus on these skills, with two of these classes (one for third grade and one for fourth grade) geared specifically towards ELLs, using Title III funds.

In addition, teachers at P.S. 212 use ECLAS-2 to help record, observe, and analyze students' abilities. Teachers use individual goal-setting and update these goals on a continuous basis. ESL teachers articulate constantly with classroom teachers to align instruction and help achieve the goals and standards for each student. There is ongoing ESL classroom assessment through formal test-taking observations as well as ESL class projects.

#### *Continuing Transitional Support*

ELLs continue to receive testing modifications for transitional support for two years after reaching proficiency on the NYSESLAT. In addition, these students may continue to receive Academic Intervention Services in areas where they are identified as struggling and if they are not yet performing on grade level in reading.

### **Resources and Support**

#### *Instructional Materials*

ELLs are supported in the ESL program through a range of learning materials designed to address multiple learning modalities. In the ESL classroom, ELLs are supported through the use of visual aids, songs, overhead transparencies, word vocabulary cards, charts, picture cards, big book stories, stories on audio CDs, hands-on class work, manipulative charts, Total Physical Response (TPR) cards, and mini-books.

Within their mainstream classrooms and in content area instruction, ELLs are supported through the use of ESL strategies implemented by the classroom teacher, which include pictures to introduce new vocabulary and new concepts, songs and games, graphic organizers, role-playing, repetition, and modeling of skills. In addition, teachers are provided with ELL components of the Reading Street program, which includes summaries in both English and other languages, ELL lesson plans, an ELL poster (with a visual for each story), and vocabulary cards and activities.

ELLs are given support services throughout the school day. Lower grades are given Voyager, a phonics based reading program, as well as Foundations, another intensive reading program. These two reading programs have specific ELL components to facilitate reading and language acquisition. The two lower grade reading programs focus on enhancing phonemic awareness, spelling, comprehension, and listening skills. Upper grade ELL students are provided with a pull-out small group reading program that focuses on reading comprehension. These programs are taught by two New York State licensed reading providers. Upper grade students also receive instruction through the Foundations reading program. Students in upper grades work on phonics, listening, and comprehension, as well as various genres of reading and writing including fiction and non-fiction stories. P.S. 212 individualizes instruction for all students. This is especially important for the ELL student. Books and levels are chosen according to test data and in-class observation. In addition, within the literacy component of the curriculum, classroom teachers promote the use of accountable talk: children buzz about text-to-self connections to enhance language acquisition as well as vocabulary skills.

#### *Ongoing Professional Development*

ELL personnel in our school attend professional development workshops provided by the ICI (Integrated Curriculum and Instruction) network throughout the year to ensure continued professional growth; in addition,

they receive support for administrative work and compliance issues through workshops by Jose de la Cruz, the ELL compliance director for District 21,. These workshops include, but are not limited to, strategies for teaching ESL students, technical support for ESL administrative work, accessing and using data to plan instruction, ELL compliance, and assessment scoring. The classroom strategies and methodologies can then be implemented in daily instruction for the ELL population by the ESL teachers; in addition, the two ESL teachers can then turn-key this training to the rest of our school staff.

Professional Development is provided for staff members for implementing ESL strategies for ELLs in the mainstream classroom. As per mandates, general education teachers receive 7.5 hours of professional development while special education teachers receive 10 hours. This staff development is provided by our ESL teachers. Professional development for new teachers focuses on instruction and discussion about understanding the development of ELLs and how best to support them in the mainstream classroom through the use of ESL strategies. Topics discussed include understanding the development of ELLs (BICS versus CALP, timelines for language acquisition, etc.) and how best to support them in the mainstream classroom through the use of ESL strategies such as a balanced literacy approach, scaffolding, hands-on instruction, gesturing, visual aids, a buddy system, and heterogeneous grouping. Paperwork documenting that the new teacher requirement has been fulfilled is kept in-house in the main office. Paperwork shows the dates and the amount of time a new teacher has spent attending the offered in-house training. Paperwork is signed by the new teacher, the ESL teacher, and the school principal in order to keep record-keeping accurate. New teachers are given an ESL training certificate to show completion of the state-mandated requirements.

Outside of the required new teacher training periods, staff development is done on an ongoing basis throughout the school year. This ongoing professional development for all personnel is implemented on an individual basis through articulation as well as through push-in model teaching and required ELL instructional training for new teachers and staff, including other service providers, such as speech therapists. Articulation throughout the school year helps to benefit mainstream teachers with hints and practices to use within their classroom to include and challenge the ELL student. In-house professional development for regular and special education teachers and paraprofessionals also takes place during students' non-attendance days. The ELL teachers provide model lessons for the staff demonstrating ESL strategies as well as disseminate information for aiding instruction to ELL students. Upon completion of the professional development, all staff members are provided with a copy of ESL strategies, which are required to be included in teachers' daily lesson plans, as well as a list of helpful websites and other resources.

#### *Native Language Support*

In our Freestanding ESL program, ESL instruction is delivered through strategies in English only. However, whenever possible, letters are sent home to parents in their native languages in order to ensure a strong home-school connection. Interpreters are brought in during open school afternoons and evenings to help parents and teachers communicate and connect.

#### *Support for ELLs Transitioning Grade Levels*

As ELLs transition from one school level to another, ELL students are given a more intensive reading program with a licensed pull-out reading teacher. Classroom teachers are given a copy of the NYSESLAT and ELA for that grade level to focus preparation for the upcoming state requirements. Students in upper grades are offered an after-school program that includes test preparation for each grade level so that students are well aware of the expectations required of them for state examinations.

To assist ELLs as they transition from elementary to middle school, the ESL teachers provide staff members with ESL strategies that they should utilize in the classroom. In addition, because the Rigby program utilizes cross-curricular thematic units, the ELLs in our school receive additional support in content area through the ESL pull-out/push-in program. These strategies ensure that students do not fall behind in their content area

learning while they are still acquiring the English language and that they are adequately prepared to succeed in middle school.

### *Newly-Enrolled ELL Students*

Unfortunately, the school has no prior knowledge of newly-enrolled students until they are registered in the beginning of the school year; at this time, P.S. 212 does not offer summer activities for such students. However, at the completion of a grade, all students, including the ELL student population, are given a summer packet, which must be completed for the following school year. This ensures a continuation of literacy and math skills throughout the summer months. All students, including ELLs, who register at the end of the previous school year also receive this summer packet.

### **Program Description**

P.S. 212 implements a pull-out/push-in ESL program. There are two full-time licensed ESL teachers servicing the ELL population. The program encompasses students in grades K-5. Our total ESL population consists of 87 students. Instruction for the Freestanding ESL program is given in English as aligned with the parent selection forms. The program we are using is “Rigby: On Our Way to English”, which is specifically designed for ELL students. Students on Beginning and Intermediate levels of instruction receive 360 minutes of ESL per week. Advanced level students receive 180 minutes of ESL instruction per week.

In addition, P.S. 212 offers ELL students many extra support services. Based upon individual assessments, test scores, and teacher recommendations, we structure a program to meet each student’s needs. Services include AIS math, AIS reading, the Voyager reading program, speech, and the Extended Day after-school program.

At this time, we are using all ESL materials available in our school. There is no discontinuance of any program or material. However, in order to provide more individualized and differentiated instruction, we are implementing the following changes. For the 2009-2010 school year, we are increasing the amount of push-in ESL services provided, particularly in the lower grades. Because the 2008-2009 standardized test scores have indicated that the ELL students in our school generally perform better on content area assessments, such as science and math, than on reading and literacy assessments, ESL providers are implementing more push-in services to allow students to remain in their classrooms for reading and literacy instruction in order to provide transitional support in those areas. In addition, during regular pull-out ESL services, we have further broken down the whole group instruction into smaller differentiated groups in order to provide more individualized support, particularly in the areas of reading and literacy; this change was due to the ELL students’ performance on the ELA state test and the NYSESLAT in the 2008-2009 school year, which indicated that reading is a particular area of weakness for our ELLs. During the Extended Day after-school program, we also utilize the People’s Publishing Group “Measuring Up to the New York State Learning Standards” test preparation program for the ELA state test in order for our ELL population to become more familiar with standardized test-taking practices. In addition, we will be looking into other ELL programs with a stronger emphasis on literacy skills that have been successful in other NYC city and/or state schools for the upcoming school year.

In order to provide support to our parents, workshops are held throughout the year to keep parents abreast of school-wide activities and ongoing tests and assessments. Our meetings for the 2009-2010 school year are as follows:

- September 24, 2009: New Parent Meeting: Introduction of Support Staff and Programs Available
- September 30, 2009: ELL Parent Orientation and Selection Process
  - Parents are able to learn of the options available to them and their children.
- October 8, 2009: Literacy: Reading Street, Voyager, Wilson – Reading Programs for ELLs in P.S. 212
  - ELL parents are kept abreast of reading programs and trends in the school.

- October 21, 2009: Math: Test-Taking Tips and Strategies for ELLs
  - ELL parents learn about the expectations for their children on the math state assessment and how to help.
- November 9, 2009: Test-Taking Strategies for ELLs taking the ELA and/or the NYSESLAT
  - Parents learn about testing dates and websites available to help prepare ELLs at home and after school.
- December 10, 2009: SETTS/Extra Services Offered to ELLs and their Families
  - ELL parents will have the opportunity to learn about other school/city-wide services available to them and their children. Parents will have an open forum with OT/PT, speech, special education evaluators, and other extra service providers to discuss available help offered and if they feel their children might need these services.

Our school currently has a partnership with the Virtual Y organization, which provides an after-school program for our students five days a week from 3:00 P.M. to 6:00 P.M. The program provides instruction in literacy and offers homework assistance as well. Parents participate in all events and functions and communicate with the director and staff on a daily basis. In addition, we offer the ELL parents Adult ESL classes in our school on Fridays from 8:15 A.M. to 9:15 A.M., taught by one of our ESL teachers. This class benefits the parents in learning English as well as connecting them to the school family. Approximately ten parents have been in attendance each week. We would like our parents to become more literate in English so they will be able to help their children at home. During these parent ESL classes, the PTA board is frequently present with bilingual interpreters in order to provide the parents with the opportunity to become more involved in school-wide activities. Staff members are also present in order to keep ELL parents abreast of services available to them and to their children.

In addition, the principal welcomes parents and shares in a “chit-chat” once a month so that parents can have a comfortable forum in which to raise questions and concerns they may have. These informal chats take place with the aid of bilingual translators to ensure that every parent is given the opportunity to speak and be heard. The parent coordinator provides outreach to the community to involve as many parents as possible. The school leadership team also discusses the needs of the school community, including our ELL population. In addition, parents also respond to the Learning Environment Survey, which is then examined by the administration to determine the needs and concerns of our ESL parents. Furthermore, Ilia Liff, our parent coordinator, facilitates our school’s interaction with parents through outreach. There is ongoing communication, and she is present at all PTA meetings, Community Education Council meetings, the principal’s chit-chat, etc. She encourages parents to become involved in school events.

Our goal for all ELLs is increased proficiency in all the academic areas of the curriculum as well as in spoken language. The ESL teachers are supportive to all the ELL students and help nurture them into their “new” homeland.

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>21</b>	School <b>212</b>
Principal <b>Josephine Marsella</b>	Assistant Principal <b>Deborah Delluomo</b>
Coach	Coach
Teacher/Subject Area <b>Bonnie Merone/ESL</b>	Guidance Counselor <b>Lynette Vasquez (Bilingual School Psychologist)</b>
Teacher/Subject Area <b>Hannah Whang/ESL</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Ilia Liff</b>
Related Service Provider <b>Bonnie Merone/Hannah Whang</b>	SAF
Network Leader	Other <b>Maria Hatimy (Data Specialist)</b>

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>593</b>	Total Number of ELLs	<b>87</b>	ELLs as Share of Total Student Population (%)	<b>14.67%</b>
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## Part II: ELL Identification Process

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>										
<b>Self-Contained</b>	0	11	11	13	17	6	0	0	0	58
<b>Push-In</b>	21	0	0	0	0	0	0	0	0	21
<b>Total</b>	21	11	11	13	17	6	0	0	0	79

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	87	Newcomers (ELLs receiving service 0–3 years)	66	Special Education	25
SIFE	0	ELLs receiving service 4–6 years	21	Long-Term (completed 6 years)	0

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

#### ELLs by Subgroups



Haitian Creole																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

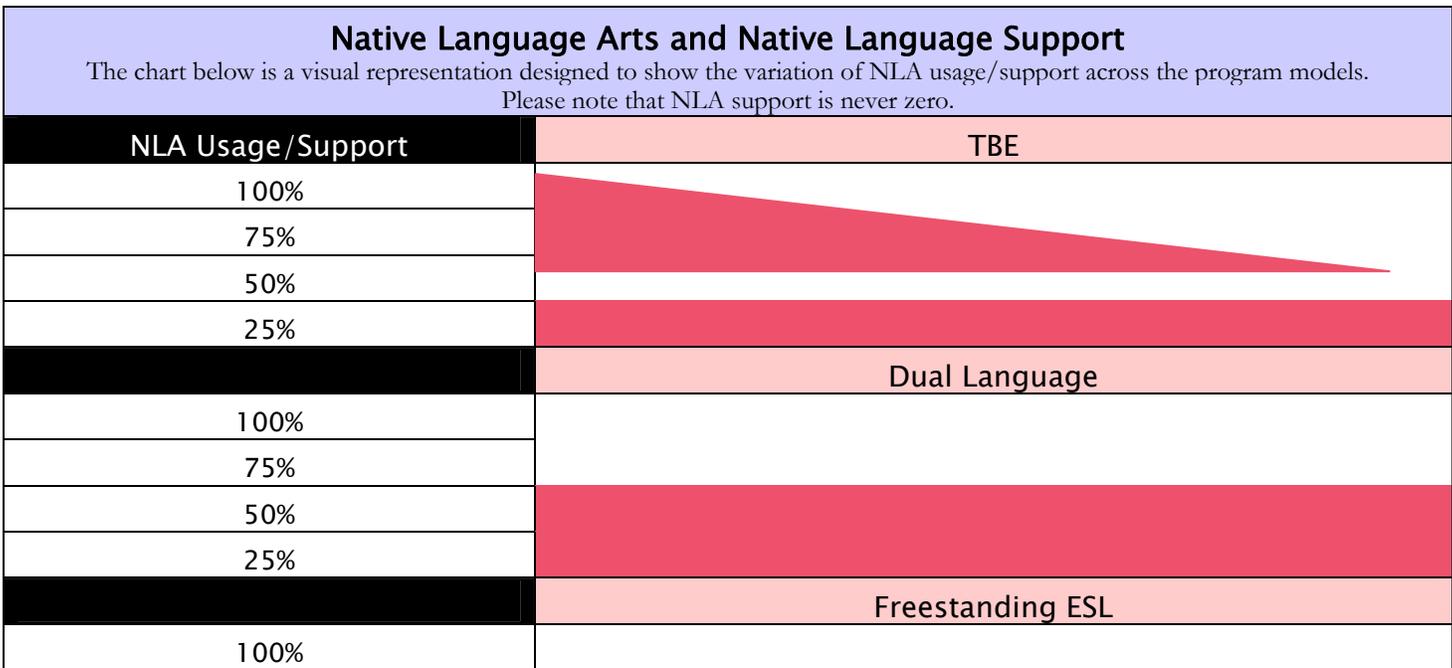
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	11	5	3	5	10	1	0	0	0	35
Chinese	5	4	6	6	6	4	0	0	0	31
Russian	1	0	1	1	0	0	0	0	0	3
Bengali	0	0	0	0	0	0	0	0	0	0
Urdu	2	0	0	2	3	1	0	0	0	8
Arabic	0	1	2	0	1	1	0	0	0	5
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	1	0	0	0	1	0	0	0	0	2
Korean	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	1	0	0	0	0	0	0	0	0	1
Albanian	0	0	0	0	0	0	0	0	0	0
Other	0	1	0	0	1	0	0	0	0	2

Programming and Scheduling Information										
<b>TOTAL</b>	21	11	12	14	22	7	0	0	0	87

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

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



75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

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

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	6	7	3	2	4	1	0	0	0	23



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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	1	1	8	0	0	0	10
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

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

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

- c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
- a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deborah Delluomo	Assistant Principal		
Ilia Liff	Parent Coordinator		
Bonnie Merone	Teacher/ESL		
	Parent		
Hannah Whang	Teacher/ESL		
	Teacher/Subject Area		
	Coach		
	Coach		
Lynette Vasquez	Guidance Counselor (Bilingual School Psychologist)		
	School Achievement Facilitator		
	Network Leader		
Maria Hatimy	Data Specialist		
	Other		

Signatures

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

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

*NCLB/SED requirement for all schools*

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

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Type of Program: \_\_\_ Bilingual  ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2008-09: 84  
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
- P.S. 212 implements a push-in/pull-out ESL Program. There are two full-time licensed ESL teachers. The Program encompasses students in grades K-5. Our total ESL population consists of 87 students. The program is Freestanding ESL in alignment with the parent selection forms. The program we are using is the “Rigby: On Our Way to English” curriculum. We are also using the ELL component of the “Pearson Reading Street” curriculum, which is specifically designed for ELL students. Students on the beginning and intermediate levels of instruction receive 360 minutes of ESL per week. Advanced level students receive 180 minutes of ESL instruction per week.
- A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
- In our school we utilize the ESL program, “Rigby, On Our Way to English”, to prepare students to meet standards. During ESL instruction, there is a concentration on literacy skills using the above program, as well as providing the students with a print rich environment.
  - The Writing Workshop component of literacy enables the students to become familiar with various genres in which to express their thoughts. “Four Square Writing”, personal responses to literature, and independent writing, are taught to the students to enhance their writing skills.
  - Accountable talk is encouraged to increase their vocabulary and critical thinking skills.
  - Listening strategies, together with note taking, are taught to teach students to remember important aspects of a story.

- There is a concentration of math presented to ELL students during Academic Intervention classes for those who are deficient in this area.
- Professional Development is provided for new staff members to be able to instruct the ELL children in their classrooms. The staff development is provided by our ESL teachers.
- In addition, adult ESL classes are held in our school on Fridays from 8:15 – 9:15 a.m. This class is provided by our ESL teacher. Approximately 25 parents have attended each week. We would like our parents to become more literate in English so they may be able to help their child at home.
- *Fundations*, a phonics based reading program, *Reading Street* and *Voyager* are being implemented to teach and reinforce phonics and fluency in reading.

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

- An Extended Day after school program for ELLs was implemented on October 8, 2009 for grades 3, 4 and 5 to provide proficiency in English Language Arts. The program will be in session until June 2010.
- In the later part of the school year, ELL students in the upper grades will have the benefit of joining the Saturday Academy for the Arts Program. Children will have the option of drama/theater or dance. This will give students “real-world”, hands-on experiences for using “real” English speaking skills and forming new friendships and bonds.

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

Parent workshops are held throughout the school year to keep parents abreast of school-wide activities and ongoing tests and assessments. Academic Intervention teachers meet with parents to help keep a connection with school and the home. ESL parents are encouraged to join our PTA and Learning Leaders program.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

At this time, we do not a Project Jump Start

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

Staff Development (2009-2010 activities):

Upcoming Staff Development (2009-2010)

September 24, 2009 Parent Orientation Meeting

September 30, 2009 – ELL parent selection options

October 8, 2009 – Reading: Voyager/Wilson/Reading workshops for the ELL students

October 21, 2009 – Math: Test taking strategies in math for the English Language Learner.

November 9, 2009 – Literacy: Test taking strategies for the English Language Learner

December 10, 2009 – SETSS/extra assistance for ELL students with special needs

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

P.S. 212 offers ELL students many extra support services. Based upon individual assessments, test scores and teacher recommendation, P.S. 212 structures a program to meet each student's needs. These services may include AIS math, AIS reading, Voyager reading program, speech, SETSS, after school enrichment including classes exclusively for ELLs in Literacy and Math, and parent ESL classes (to help bridge communication between teacher, child and parent).

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

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2008-09**

**School Building:** 212 **District** 21

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

Number of Teachers 2008-2009				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	2					2

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

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

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

**Part D: CR Part 154 – Sample Student Schedules**

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

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

**1<sup>ST</sup> GRADE**

School District:    **21**                      School Building:    **212**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: <b>8:00 a.m.</b> To: <b>8:50 a.m.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>READING WORKSHOP</b>
<b>2</b>	From: <b>8:50 a.m.</b> To: <b>9:40 a.m.</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>DANCE</b>
<b>3</b>	From: <b>9:40 a.m.</b> To: <b>10:30 a.m.</b>	Subject (Specify) <b>AIS FOUNDATIONS</b>	Subject (Specify) <b>AIS/ESL</b>	Subject (Specify) <b>AIS/ESL</b>	Subject (Specify) <b>AIS/ESL</b>	Subject (Specify) <b>WRITING WORKSHOP</b>
<b>4</b>	From: <b>10:30 a.m.</b> To: <b>11:20 a.m.</b>	Subject (Specify) <b>DRAMA</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>HEALTH</b>	Subject (Specify) <b>AIS FOUNDATIONS</b>
<b>5</b>	From: <b>11:20 a.m.</b> To: <b>12:10 p.m.</b>	Subject (Specify) <b>LUNCH</b>				
<b>6</b>	From: <b>12:15 p.m.</b> To: <b>1:05 p.m.</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ART</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>
<b>7</b>	From: <b>1:05 p.m.</b> To: <b>1:55 p.m.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>
<b>8</b>	From: <b>1:55 p.m.</b> To: <b>2:45 p.m.</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>GYM</b>	Subject (Specify) <b>MUSIC</b>
<b>9</b>	From: <b>2:45 p.m.</b> To: <b>2:58 p.m.</b>	Subject (Specify) <b>DISMISSAL</b>				
<b>10</b>	From: To:	Subject (Specify)				

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

**1<sup>ST</sup> GRADE**

School District:    **21**                      School Building:    **212**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: <b>8:00 a.m.</b> To: <b>8:50 a.m.</b>	Subject (Specify) <b>READING Workshop</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>MUSIC</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WRITING</b>
<b>2</b>	From: <b>8:50 a.m.</b> To: <b>9:40 a.m.</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>GYM</b>
<b>3</b>	From: <b>9:40 a.m.</b> To: <b>10:30 a.m.</b>	Subject (Specify) <b>AIS FOUNDATIONS</b>	Subject (Specify) <b>AIS FOUNDATIONS</b>	Subject (Specify) <b>AIS FOUNDATIONS</b>	Subject (Specify) <b>AIS FOUNDATIONS</b>	Subject (Specify) <b>FOUNDATIONS</b>
<b>4</b>	From: <b>10:30 a.m.</b> To: <b>11:20 a.m.</b>	Subject (Specify) <b>LITERACY</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>READING WRITING</b>
<b>5</b>	From: <b>11:20 a.m.</b> To: <b>12:10 p.m.</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>
<b>6</b>	From: <b>12:15 p.m.</b> To: <b>1:05 p.m.</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>LITERACY</b>	Subject (Specify) <b>DRAMA</b>	Subject (Specify) <b>HEALTH</b>	Subject (Specify) <b>MATH</b>
<b>7</b>	From: <b>1:05 p.m.</b> To: <b>1:55 p.m.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>
<b>8</b>	From: <b>1:55 p.m.</b> To: <b>2:45 p.m.</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ART/ MUSIC</b>
<b>9</b>	From: <b>2:45 p.m.</b> To: <b>2:58 p.m.</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

**1<sup>ST</sup> GRADE**

School District:    **21**                    School Building:   **212**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: <b>8:00 a.m.</b> To: <b>8:50 a.m.</b>	Subject (Specify) <b>READING Workshop</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>READING WORKSHOP</b>
<b>2</b>	From: <b>8:50 a.m.</b> To: <b>9:40 a.m.</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>MUSIC</b>	Subject (Specify) <b>LITERACY</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>TECHNOLOGY</b>
<b>3</b>	From: <b>9:40 a.m.</b> To: <b>10:30 a.m.</b>	Subject (Specify) <b>WRITING ENRICHMENT</b>	Subject (Specify) <b>WRITING ENRICHMENT</b>	Subject (Specify) <b>WRITING ENRICHMENT</b>	Subject (Specify) <b>WRITING ENRICHMENT</b>	Subject (Specify) <b>SCIENCE</b>
<b>4</b>	From: <b>10:30 a.m.</b> To: <b>11:20 a.m.</b>	Subject (Specify) <b>DRAMA</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>WRITING WORKSHOP</b>
<b>5</b>	From: <b>11:20 a.m.</b> To: <b>12:10 p.m.</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>
<b>6</b>	From: <b>12:15 p.m.</b> To: <b>1:05 p.m.</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>
<b>7</b>	From: <b>1:05 p.m.</b> To: <b>1:55 p.m.</b>	Subject (Specify) <b>MATH/ART</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>GYM</b>	Subject (Specify) <b>MATH</b>
<b>8</b>	From: <b>1:55 p.m.</b> To: <b>2:45 p.m.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SCIENCE</b>
<b>9</b>	From: <b>2:45 p.m.</b> To: <b>2:58 p.m.</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

**SAMPLE STUDENT SCHEDULE 2008-09 (ESL)**

**4<sup>TH</sup> GRADE**

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

School District: 21

School Building: 212

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 a.m. To: 8:50 a.m.	Subject (Specify) <b>READING Workshop</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>
2	From: 8:50 a.m. To: 9:40 a.m.	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>WRITING WORKSHOP</b>
3	From: 9:40 a.m. To: 10:30 a.m.	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>ART/ MUSIC</b>
4	From: 10:30 a.m. To: 11:20 a.m.	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>SCIENCE</b>
5	From: 11:20 a.m. To: 12:10 p.m.	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>ESL</b>
6	From: 12:15 p.m. To: 1:05 p.m.	Subject (Specify) <b>LUNCH</b>				
7	From: 1:05 p.m. To: 1:55 p.m.	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>GYM</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ESL</b>
8	From: 1:55 p.m. To: 2:45 p.m.	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>SOCIAL STUDIES</b>
9	From: 2:45 p.m. To: 2:58 p.m.	Subject (Specify) <b>DISMISSAL</b>				
10	From: To:	Subject (Specify)				

**SAMPLE STUDENT SCHEDULE 2008-09 (ESL)**

**4<sup>TH</sup> GRADE**

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

School District: 21

School Building: 212

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 a.m. To: 8:50 a.m.	Subject (Specify) <b>READING Workshop</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>
2	From: 8:50 a.m. To: 9:40 a.m.	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>HEALTH</b>	Subject (Specify) <b>GYM</b>	Subject (Specify) <b>WRITING WORKSHOP</b>
3	From: 9:40 a.m. To: 10:30 a.m.	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>ESL</b>
4	From: 10:30 a.m. To: 11:20 a.m.	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>SCIENCE</b>
5	From: 11:20 a.m. To: 12:10 p.m.	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>DANCE</b>
6	From: 12:15 p.m. To: 1:05 p.m.	Subject (Specify) <b>LUNCH</b>				
7	From: 1:05 p.m. To: 1:55 p.m.	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ESL</b>
8	From: 1:55 p.m. To: 2:45 p.m.	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>SOCIAL STUDIES</b>
9	From: 2:45 p.m. To: 2:58 p.m.	Subject (Specify) <b>DISMISSAL</b>				
10	From: To:	Subject (Specify)				

**SAMPLE STUDENT SCHEDULE 2008-09 (ESL)**

**4<sup>TH</sup> GRADE**

ESL Program Type:  Free-Standing  Push-in  Pull-out

Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 21

School Building: 212

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: <b>8:00 a.m.</b> To: <b>8:50 a.m.</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>
<b>2</b>	From: <b>8:50 a.m.</b> To: <b>9:40 a.m.</b>	Subject (Specify) <b>GYM</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>DRAMA</b>	Subject (Specify) <b>WRITING WORKSHOP</b>
<b>3</b>	From: <b>9:40 a.m.</b> To: <b>10:30 a.m.</b>	Subject (Specify) <b>ENRICHMENT ART/MUSIC</b>	Subject (Specify) <b>ENRICHMENT ART/MUSIC</b>	Subject (Specify) <b>ENRICHMENT ART/MUSIC</b>	Subject (Specify) <b>ENRICHMENT ART/MUSIC</b>	Subject (Specify) <b>MATH</b>
<b>4</b>	From: <b>10:30 a.m.</b> To: <b>11:20 a.m.</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>SCIENCE</b>
<b>5</b>	From: <b>11:20 a.m.</b> To: <b>12:10 p.m.</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>LITERACY</b>
<b>6</b>	From: <b>12:15 p.m.</b> To: <b>1:05 p.m.</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>
<b>7</b>	From: <b>1:05 p.m.</b> To: <b>1:55 p.m.</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>DANCE</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>
<b>8</b>	From: <b>1:55 p.m.</b> To: <b>2:45 p.m.</b>	Subject (Specify) <b>HEALTH</b>	Subject (Specify) <b>HEALTH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ART</b>
<b>9</b>	From: <b>2:45 p.m.</b> To: <b>2:58 p.m.</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

### SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

N/A

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

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

<b>Period</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	From: To:	Subject (Specify)				
<b>2</b>	From: To:	Subject (Specify)				
<b>3</b>	From: To:	Subject (Specify)				
<b>4</b>	From: To:	Subject (Specify)				
<b>5</b>	From: To:	Subject (Specify)				
<b>6</b>	From: To:	Subject (Specify)				
<b>7</b>	From: To:	Subject (Specify)				
<b>8</b>	From: To:	Subject (Specify)				
<b>9</b>	From: To:	Subject (Specify)				
<b>10</b>	From: To:	Subject (Specify)				

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

**Form TIII – A (1)(a)**

**Grade Level(s)** K-5      **Number of Students to be Served:** 87    **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** 2    **Other Staff (Specify)** \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

P.S. 212 implements a pull out ESL program. There are two full-time licensed ESL teachers. The program encompasses students in grades K-5. Our total ESL population consists of 87 students. The program is freestanding ESL in alignment with the parent selection forms. The program uses the "Rigby: On Our Way to English" curriculum. We are also using the ELL component of the "Pearson Reading Street" curriculum which is specifically designed for ELL students. The Rigby curriculum includes Guided Reading, phonics and word study, and thematic units that support language across content areas. The ELL component of Reading Street utilizes visual aids and language-modified stories to support the reading and language arts work being taught in ELL students' mainstream classrooms. Students on the beginning and intermediate levels of instruction receive 360 minutes of ESL per week. Advanced level students receive 180 minutes of ESL instruction per week.

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**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development is implemented throughout the school year for all teachers. This is provided through workshops, as well as through articulation between classroom teachers and the ESL teachers. There is also specific ESL training during a per session after-school program to assist new staff members in attaining the required 7 ½ hours of mandated ESL training for general education teachers and 10 hours of ESL training for special education teachers.

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# **TITLE III, PART A LEP PROGRAM**

**October 2009**

## **Goals:**

**The goals for the ELL students at P.S. 212 are proficiency in all academic areas of the curriculum, in addition to proficiency in English in the four language modalities: reading, writing, speaking, and listening.**

## **Objectives:**

**By June 2010, there will be a 3% increase in the ELL students' scores on the state English Language Arts and Math tests, as well as a decrease of the students scoring in level 1 on the state English Language Arts and Math tests.**

## **Language Instruction Program**

**The ESL after school program will incorporate peer learning and hands-on activities, with a concentration in reading comprehension skills, writing in different genres, and test preparation for the ELA, math, and ESL exams. The type of instruction incorporated into this after-school program will include literature of various genres, reading response journals, dialogue journals, accountable talk, and the Attanasio and Associates test preparation program.**

**In addition, ELL students will receive math instruction via The Everyday Math Program, as well as strategies and techniques from the Envision math curriculum.**

**Approximately 30 students in grades 3, 4, and 5 will be serviced in this program two times a week for approximately 30 weeks. Language instruction will be in English for all beginning, intermediate, and advanced ELL students.**

**This after school program will engage students in small group instruction. This program will be taught by an ESL teacher as well as a teacher of common branches on Tuesdays and Thursdays from 3:05 – 5:05 PM. Small group instruction has been proven to better meet the needs of students by differentiating instruction.**

**The service providers are acquainted with ESL methodologies and strategies and have experience teaching ELL students in a classroom setting. The providers will have ongoing articulation with the classroom teachers to provide students with differentiated instruction.**

**In conjunction with the instructional program, an ESL class for the parents is continuing this year on Fridays from 8:15 – 9:15 AM. This class is being conducted by the ESL teacher, Mrs. Merone. The goal of this program is to aid parents in becoming more proficient in the English language, which will benefit their children’s acquisition of language as well.**

**Parent workshops are held throughout the year in order to keep parents abreast of school-wide events and ongoing tests and assessments, as well as to provide them with activities and tips for assisting their children at home. P.S. 212 aspires to foster a more effective and beneficial home-school connection.**

## **CITY AND STATE TEST RESULTS AND NYSESLAT ASSESSMENTS**

**The third grade ELA results for 2008-2009 indicate most ELL students performing at Level 3 (63%), with a small amount scoring at a Level 2 (37%).**

**The third grade Math test results for 2008-2009 indicate ELL students performing at Levels 3 and 4.**

**The fourth grade ELA results for 2008-2009 indicate most ELL students performing at Level 2 (43%) with 5 students (36%) performing at Level 3.**

**The fourth grade Math test results for 2008-2009 indicate most ELL students performing at Levels 3 and 4.**

**The fourth grade Science test results for 2008-2009 indicate ELL students performing mostly at levels 3 and 4.**

**The 2008-2009 NYSESLAT scores indicate that 34 ELL students in grades one through four are performing at the advanced level (51.5%). Fifteen (22.5%) students scored at the proficient level. Seventeen students (26%) are performing at the beginning or intermediate level.**

## **IMPLICATIONS FOR THE INSTRUCTIONAL PROGRAM**

- **The curriculum used for the ESL program is “Rigby: On Our Way to English”, which prepares students to meet state standards. During ESL instruction, there is a concentration on literacy skills using the above program, as well as providing the students with a print-rich environment. In addition, the ESL teachers emphasize the writing component of the Rigby curriculum in order to develop ELL students’ ability and growth in writing.**
- **NYSESLAT test preparation material from Attanasio and Associates will be used to prepare students to take the NYSESLAT exam in May 2010.**
- **The writing component of Reading Street enables the students to become familiar with various genres in which to express their thoughts.**
- **Accountable talk is encouraged to increase students vocabulary and critical thinking skills.**
- **Listening strategies, together with note taking, is taught to teach students to remember important aspects of a story.**
- **There is a concentration of math presented to ELL students during Academic Intervention classes for those who are deficient in this area.**
- **Professional Development will be provided for staff members to be able to instruct the ELL children in their classrooms. Staff development is provided by our ESL teachers. The aims of the professional development are as follows:**
  - **Student learning outcomes will improve through the use of ESL strategies.**

- **Second language acquisition themes will be implemented.**
- **General principles for teaching ELLs will be applied.**

**Part A: Language Instruction for Limited English Proficient and Immigrant Students  
School Year 2009-2010**

**Region 7                      CSD 21      School Building 212K**  
**Grade Level(s) K-5                      No. of Students to be Served: 87 LEP 0      Non-LEP**  
**Number of Teachers 2                      Other Staff (Specify) Administrator**

*School Building Instructional Program/Professional Development Overview*

**Title III, Part A LEP Program**

**Language Instruction Program**

**SEE ATTACHED**

**Professional Development Program**

- **The Professional Development Program for new teachers will include observation of and training in holistic learning methods, hands-on-learning, and ongoing forms of assessment to provide the students with differentiated instruction. The professional development will focus on beginning and intermediate ELL students in the mainstream classroom.**
- **Six parent workshops will be held during the school year to help parents assist their children at home. They are held in the mornings at 8:00 a.m. in room 414.**

**#1 September 24, 2009      New Parent meeting – Introduction of Support Staff and programs available**

**#2 September 30, 2009      ELL parent selections/options and implementation of ESL strategies**

**#3 October 8, 2009              Test taking strategies in Math for the ELL student**

**#4 October 21, 2009            Literacy for the ELL student via Wilson and Voyager programs**

**#5 November 9, 2009          Test taking strategies in ELA for the ELL student**

**#6 December 10, 2009        SETTS/Extra help at home and over school vacation periods for the ELL student**

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

Region   7        CSD   21K212        School Building: P.S. 212

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

Category	Proposed Expenditure
Professional Salaries	<p>\$12,736.00 (2 hours x 2 teachers x 64 sessions) 256 hours x \$49.75</p> <p>\$2,189.00 (2 hours x 1 teacher x 22 sessions) 44 hours x 49.75</p> <p style="text-align: right;">12,736.00</p> <p style="text-align: right;"><u>  2,189.00  </u></p> <p style="text-align: right;">14,925.00</p> <p style="text-align: right;"><u>    75.00  </u> Supplies</p> <p style="text-align: right;">15,000.00</p>

School: PS 212

BEDS Code: 332100010212

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$14,925.00	<b>256 hours (two teachers – 64 sessions) plus 44 hours (one teacher – 22 sessions)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$75.00	<b>Notebooks</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$15,000.00</b>	

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

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

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

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

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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.
  - **Foreign language survey distributed two times a year to determine the various languages spoken by our population.**
  - **Translators utilized during PTA meetings and Parent-Teacher Conferences.**
  - **New York City Department of Education Translation & Interpretation Unit utilized during parent conferences throughout the year other than above mentioned.**
  - **Translation signs are displayed in the main lobby informing parents of available translation services.**
  - **Parent letters distributed in various languages.**
  
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.
  - **Interview with incoming parents**
  - **Foreign Language Survey completed by teachers**
  - **Discussion with members of the School Leadership Team**
  - **Discussion with members of the PTA**

## **Part B: Strategies and Activities**

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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.

**Use of Systran Office Translator which translates letters to parents in languages. In providing written translation to parents, they will be apprised of all school happenings in their native language.**

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.

**Representatives from the LIS Interpretation Services are contracted to provide translations in Spanish and Chinese. A staff member is hired to provide translations in Russian. Translators are also utilized at PTA meetings.**

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>.

**Send parent letters in their native language through the use of the Systran Office Translator. All letters accessed on the Department Of Education website are available and distributed in all languages needed.**

## 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:	\$430,011	\$199,456	\$629,467
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,300		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1998	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21,502		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		9,973	
6. Enter the anticipated 10% set-aside for Professional Development:	43,000		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		19,946	

1. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
2. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy.

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

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

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

## **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.

### **1. English Language Arts Needs Assessment: Grades 3-5**

An analysis of the grades 3-5 English Language Arts test results for 2008/2009 as compared to 2007/2008 indicates the following:

- 75.7% of all students are meeting or exceeding the standards in ELA. This is a 2.7% increase over the 2007/2008 school year.
- The median student proficiency level increased slightly from 3.2 to 3.27
- 68% of the students made at least one year's progress in ELA
- 88.9% of students in the lowest third made at least one year's progress
- Only 4% of students performed at level 1
- 21% of students performed at level 2

Although the number of students scoring in levels 3 and 4 has increased, additional measures should be taken to increase the number of students making one year's progress.

Since 88.9% of students in the lowest third made one year's progress more emphasis should be placed on level 3 students who have not made one year's progress.

Disaggregated data of the ELA test indicates the following:

- Our school will continue to work toward bridging the gap of the performance index between the Asian and White population and the Hispanic and Black population.
- 50% of Hispanic students in the lowest third citywide made exemplary proficiency gains.
- 51.9% of our other students in the lowest third citywide showed significant proficiency gains
- 37.5% of our Special Education students showed exemplary gains.

There is still a significant disparity between the overall performance of the Hispanic and Black subgroups when compared to the White and Asian subgroups. This is evidenced on the New York State Accountability and Overview Report. The performance index of the white population was 190 and the Asian was 184. Comparatively, the Hispanic population scored 157 and the Black population scored 158.

Our LEP students also had a significant disparity in the performance index. The school overall scored 172 whereas the LEP students only scored 152.

Our school is in good standing. The performance index on the 2008/2009 School Report Card in ELA is 172 and the Annual Measurable Objective is 137. However, we did not meet our Annual Measurable Objective for students with disabilities in ELA. In order to address the needs of our special education students we will provide one period of Orton Gillingham instruction per day to our self contained classes. In addition, these students will utilize the SRA Corrective Reading Program.

After analyzing the NYSESLAT test results for 2008/2009, it can be determined that students in grades K-4 measured as follows:

**2008-2009**

	<b>Number Tested</b>	<b>No Valid Score</b>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Proficient</b>
<b>Listening and Speaking (Grades K-1)</b>	<b>23</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>9</b>	<b>7</b>
<b>All Students</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>Special Education</b>						
<b>Reading and</b>						

<b>Writing (Grades K-1)</b>	<b>23</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>4</b>
	<b>7</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>0</b>
<b>All Students</b>						
<b>Special Education</b>						
<b>Listening and Speaking (Grades 2-4)</b>	<b>49</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>21</b>	<b>24</b>
	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>6</b>
<b>All Students</b>						
<b>Special Education</b>						
<b>Reading and Writing (Grades 2-4)</b>	<b>49</b>	<b>0</b>	<b>5</b>	<b>9</b>	<b>25</b>	<b>10</b>
	<b>12</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>1</b>
<b>All Students</b>						
<b>Special Education</b>						

After analysis of the NYSESLAT test results for 2008/2009, it can be determined that students in grades K-1 and grades 2-4 are more proficient in listening and speaking than in reading and writing.

### **VOYAGER DATA (2008-2009)**

Our school services at risk students in grades K-3 with the Voyager Passport reading program.

Our school services at-risk students in grades K-3 with the Voyager Passport reading program.

The results of the students in the 2008-2009 program are indicated as follows:

- Grade K had 75% of 16 students in the program reading at the on-track level, 6 % at the emergent level and 19% at the struggling level. The Kindergarten's average score for Benchmark 3 exceeded well above the Voyager Passport final goal for all K students in June 2009, by 14.7 points.

- Grade 1 had 56% of 9 students in the program reading at the on-track level and 100% on track in the phoneme segmentation strand. 22% were reading at the emergent level and 22% were at the struggling level. The first grade's average score for Benchmark 3 exceeded the Voyager Passport final goal for all grade 1 students in June 2009, by 2.7 points.

- Grade 2 had 8% of 12 students in the program reading at the on-track level, 25 % at the emergent level and 67 % continued to struggle with Benchmark 3 scores, not meeting final goals for reading on the second grade level.

- Grade 3 had 8% of the 13 students in the program reading at the on-track level, 54% at the emergent level. 38% continued to struggle with Benchmark 3 scores, not meeting final goals for reading on the third grade level.

The following is a list of our implications for improvement in our Voyager program for next year:

1) Maintain the Voyager Passport as a pull-out program to ensure that the program is delivered on its steady five day a week basis, and authentically administered.

2) Reduce class size and include flexible grouping in order to better meet individuals needs and drive them toward the goals for reading success.

3) Emily Sabbatino, the Voyager teacher, will collaborate with classroom teachers in order to reinforce skills learned from the reading program used during classroom instruction. The Voyager program will incorporate the same reference charts, materials, and classroom-speak, such as, "Begin writing your letter at the skyline and stop at the grass line," the vocabulary used during a Foundations handwriting instruction.

4) Students will use a variety of tools in order to improve reading, writing, listening and speaking skills. These tools include letter tiles, mini writing boards, and a listening center with CDs of stories they have read in Voyager classes.

5) Students will have the opportunity to use the Voyager online reading program entitled "TICKET TO READ". This website provides additional activities to improve reading skills based on children's interest of story topics. It also affords the reader the chance to increase/decrease reading level. Students may use this online reading practice free of charge during the Voyager class, in their own classroom, or at home.

6) A parent workshop will be held. This orientation will introduce the Voyager program and its materials, as well as provide helpful hints/tips on how to facilitate learning at home with their students. Handouts of stories and fun reading games, at all grade levels, will be given to parents to take home and share with their children for practice in phonics, reading and writing skills.

7) Emphasize our goal to raise the percentage of on track students.

### **E-CLAS Data (2007-2008)**

The percentage of students meeting the benchmark in Spring 2009, as compared to the percentage of students meeting the benchmark In Spring 2008, has improved significantly in grades K-3.

After careful analysis, the results we found are as follows:

- Students in grades K are more proficient in the Phonemic Awareness and the Listening and Writing strand than the Reading and Oral Expression strand and the Phonics strand.
- Students in grade 1 are more proficient in the Reading Comprehension, Phonics and Listening and Writing Strand.
- Students in grade 2 are more proficient in the Reading and Oral Expression strand than in the Phonics strand and the Listening and Writing strand.
- Students in grade 3 are more proficient in the reading and Oral Expression strand than in the Phonics strand.

## **2. Math Needs Assessment Grades 3-5**

An analysis of the grades 3-5 math test results for 2008/2009 as compared to 2007/2008 indicates the following:

- 92.8% of all students are meeting or exceeding the standards in Math. This is a 2.8% increase over the 2007/2008 school year.
- The median student proficiency level is 3.89, which was a .08 increase over the previous year's proficiency level.
- 78.7% of students made at least one year's progress. This is a 10.7% increase over last year.
- 80% of students in the lowest third made one year's progress. This was a 24.4% increase over the 2007/2008 results.

Although our performance levels are high, additional measures should be taken to increase the number of students making at least one year's progress.

Disaggregated data of the New York State Math test indicates the following:

- Our school has bridged the gap between the Asian and White population and the Hispanic population on the New York State Math test. On the 2008/2009 New York State exam 90% of our Hispanic population met or exceeded the standards in Math.
- Our school must continue to bridge the gap between the White/Asian population and the Black population. Only 70% of our Black population scored at level 3 or higher on the New York State Math test compared to 93% of our students as a whole.
- 42% of our special education students made exemplary proficiency gains.
- 47.1% of our Hispanic students in the lowest third citywide made exemplary gains.
- 55.6% of our other students in the lowest third citywide made exemplary proficiency gains.

The school is in good standing. The performance index on the 2008/2009 school report card in Math is 194 and the Annual Measurable Objective is 112.

### **Student Performance in Early Childhood Grades**

Academic Intervention Service is provided to students in grades 1 and 2 who are at risk of not meeting the standards. The enVisions Math Assessments contribute data to determine the next steps for each student.

There aren't any standardized state assessments, however, based on results from the unit assessments as part of the enVisions math program, the performance of our students demonstrates that there is an increased knowledge base, an awareness of mathematical concepts at earlier levels, and a greater facility with game and manipulatives, laying the foundation for future learning in the upper grades.

### **Student Performance for Grades 3-5**

Assessments were reported to staff by providing access to websites for the Periodic Assessment, Parent Report and School Report Card. Parent letters were sent home directing the parents on how to obtain

their child's assessment data on the Parent Report and Periodic Assessment. Data from the Annual School Report Card was presented to the parents at a PTA meeting. Workshops were provided to parents on how to use data to help their children at home.

In addition, ongoing professional development as been provided to staff members for using technology, to access and track student data. At faculty and grade conferences, the data was presented and utilized to adjust and drive instruction. The results were also discussed at the School Leadership and Instructional Team meetings to assess progress towards our goals.

### **Analysis of the Effectiveness of Curriculum and Instruction and the Impact of Other Areas Related to Student Achievement**

P.S. 212's ELL program has made a significant impact on the performance of the ELL students. 56% of ELLs meet State standards in English Language Arts, and 93% met or exceeded the standards in Math. This demonstrates that the program is effectively supporting the ELLs' language acquisition vital to reading the material on the math tests. Additional emphasis needs to be placed on the reading and writing instruction of ELLs in the classroom. This is evident by the disparity between the performance levels of these ELL students on the English Language Arts versus the Math exam.

Our Special Education population has made considerable gains on the state math test. 69% of the students with disabilities scored level 3 or better on the State math test. This demonstrates the positive impact differentiated instruction is making in our students with disabilities. In addition, the use of the math games and manipulatives in our classes has produced improved performance and has opened up a pathway to discovery. However, 31% of our students with disabilities are scoring below level 3. Most of these students are from our self-contained classes. In the area of English Language Arts, 21% of students with disabilities scored level 1 and 33% scored at level 2. Again, many of these children are from the self-contained special education classes. We must evaluate the effectiveness of classroom instructional strategies and use student data to determine what can be done to bridge this gap in performance. Our school recently implemented the SRA Corrective Reading Program to be used in self-contained classrooms. In addition, each self-contained class receives one period of Orton Gillingham daily.

### **Social Studies Needs Assessment**

An analysis of the results from the 2008/2009 Grade 5 New York State Social Studies Test indicates the following:

- Out of 95 students, we have 80% of students scoring in levels 3 & 4, 8.4% of students scoring in level 2 and 11.5% of students scoring in level 1.

Our goal for the 2009/2010 year will be to raise our level 2s to level 3 and level 3s to level 4.

### **Strategies and Activities for Improvement and/or Enrichment**

#### **Strategies/activities for delivery of a high quality "first" instructional program that is aligned with the State Standards**

At the beginning of the school year, the pacing calendar of instruction for the state mandated themes for Social Studies instruction for all grades, will be redistributed to all teachers. The focus will be on the completion of the instruction of the required content for each grade. Using the pacing calendar as a guide, each grade, during common preps, will collaboratively plan for instruction.

Integrated in this instruction will be the application of literacy skills to the critical reading of documents and primary sources. Explicit instruction in the reading and use of data from timelines, charts, maps and documents will be provided. Ongoing monitoring of student progress will continue over the course of instruction. Appropriate interventions in support of the standards will be provided to support our students'

attainment of standard-level performance. A greater emphasis will be placed on writing in the content area of Social Studies. Children will receive more in-depth instruction on the components of an essay and how to use documents to support an essay.

### **Student Performance in the Early Grades**

Classroom walkthroughs, viewing bulletin boards and classroom displays, looking at student work and reflections with the staff, indicate greater understanding of the concepts in Social Studies and the acquisition of the skills and abilities for high performance in Social Studies assessments.

### **Specific Areas of Strength and Weakness (Including Major Findings of Item Skills Analysis)**

After analysis of the strengths and weaknesses in Social Studies, we found that most of the students' strengths lie within knowledge of the general content in Social Studies. This is why students tend to do better in Part 1 of the Social Studies State exam. Most of the students' weaknesses are in interpreting documents and using information from documents to write an essay. Students also need more instruction on reading and analyzing maps (use of keys/legends). This will help students to score higher on Parts II & III ((The open-ended component of the State exam).

### **Analysis of the Effectiveness of curriculum and Instruction in Social Studies and the Impact of Other Areas Related to Student Achievement**

The greater focus on Social Studies instruction in all grades, collaborative planning during the grades' common preps, application of the pacing calendar to promote comprehensive instruction in the mandates for each grade, have helped to significantly improve our student's performance in Social Studies.

Teachers have enhanced their instructional methods, activities and strategies due to our intensive professional development in document-based instruction and use of primary sources and documents.

A new Social Studies Core Curriculum was implemented in the 2008-2009 school year and expanded to grade 5 in 2009/2010. The new Social Studies program will prepare the 4<sup>th</sup> grade students for the 5<sup>th</sup> grade Social Studies test in the following ways:

- The program is closely aligned to the Social Studies standards, thereby ensuring students receive the content necessary in order to perform well on the Social Studies test.
- Primary sources are featured throughout the text beginning with the first unit. Students become familiar with primary sources and develop experience analyzing them for their historic value.
- Assessments in this program align with the format of the New York State Social Studies test, with a combination of multiple choice questions, constructed response questions, and DBQs. Test preparation is built into the program with practice tests for students to take.
- There are many additional components to support students in the weaknesses identified in these findings. Class globes, overhead map transparencies, textual maps and desk maps, promote students' abilities to read and analyze maps.
- Primary Source Centers engage students in identifying and analyzing the importance of historical documents.

- The Social Studies program incorporates reading skills that are necessary for students to read the Social Studies State test, such as, main idea, sequence of events, cause and effect and making inferences.
- A Social Studies Cluster position was created to provide additional assistance to students in answering document-based questions.

Individual and school data resulting from the Social Studies test was discussed and reviewed by the school's administration. It provided the information upon which we based the continuation and support of instructional and professional development programs.

At grade and faculty conferences, the data was disseminated to teachers and staff members. Students and parents/caretakers were provided with individual results via report cards, conferences and progress reports. School-wide data was reported in the School Report Card and presented at PTA meetings.

### **Science Needs Assessment**

An analysis of the results from the 2007/2008 and the 2008/2009 Grade 4 New York State Science Test indicates the following:

- The percentage of students scoring between levels 2 and 4 increased from 94% to 96%
- The percentage of students scoring in levels 3 and 4 increased from 77% to 88%.
- The percentage of students scoring on level 4 increased from 42% to 57%.
- The percentage of students scoring at level 2 decreased from 17% to 8%
- The percentage of students scoring at level 1 decreased from 6% to 4%
- 81% of ELL students scored at level 3 or 4
- 42% of students with disabilities scored at level 3 or 4.

The Science curriculum for the 2009/2010 school year will be the continuation of the Harcourt Brace program which includes class manipulatives kits. The program has been expanded to all grades, K-5.

### **Student Performance in Early Childhood Grades**

Starting in kindergarten, children will become familiar with scientific process skills and the scientific method through hands-on experimentation in our State of the Art science laboratory. They will learn how to document their findings and collect data in science journals to improve their writing skills. Classroom teachers will articulate from grade to grade to make certain that all required content area was successfully completed.

Classroom teachers will use the science core library as part of their balanced literacy instruction to improve science literacy skills. Classroom walkthroughs, viewing bulletin boards and classroom displays, looking at student work, student journals and participation in class experiments, indicate a greater understanding of the concepts in science and the acquisition of the skills and abilities for high performance on the science assessments.

### **Specific Areas of Strength and Weakness (Including major findings of Item Skills Analyses**

The students demonstrate a need for a broader base of scientific knowledge and concepts. The students are demonstrating more familiarity and skill in the scientific method. Students seem to do well overall in the content area of the exam, but need additional support on the performance component.

### **Analysis of the Effectiveness of Science Curriculum and Instruction and the Impact of Other Areas Related to Student Achievement**

A greater focus on the science curriculum is needed to improve our school's performance. We will analyze the data from the New York State Science test to determine the needs of the students, i.e.,

multiple choice questions, open-ended responses or performance objectives. We will continue to use collaborative planning time during the grades' common preps, application of pacing calendar and following the Scope and Sequence for science. Teachers will implement the use of the science core library to develop literacy skills in science. Teachers will continue to receive intensive professional development to improve the quality of instruction. Math and literacy will be integrated into the science program to improve the children's ability to read, interpret charts and graphs and other data to fully understand the scientific process.

The science cluster teacher's program was set with an emphasis on grades 3 and 4. All classes on grades 3 and 4 will receive science in the lab with Mrs. Lieggi two times per week. This will allow students in the third and fourth grades the opportunity to improve their science process skills and hopefully increase their ability to do better on the performance section of the grade 4 New York State Science exam.

Our school will, once again, offer Saturday Test Prep classes for fourth grade students prior to the New York State Science test.

Individual and school data resulting from the science test was discussed and reviewed with the school's leadership and instructional teams. It provided the information needed to update the instructional and professional development programs. Results of the testing were shared by teachers and staff members at grade and faculty conferences. Parents are informed about their child's performance via conferences and reports.

2. Schoolwide reform strategies that:

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

**School Wide Reform Strategies**

- Students who are deficient in reading and math are provided with AIS services in English Language Arts, Math and Voyager
- Students are invited to attend an after-school literacy and math program every Tuesday and Thursday
- A School Wide AIS, period 3, has been implemented to provide additional support to students who need it.
- We will continue using the Wilson ***Fundations*** in literacy to accelerate and enrich our curriculum
- Programs will also be provided for test sophistication techniques.

Historically, our African American/Hispanic students perform lower on the State test. Therefore, a series of six workshops will be conducted during the school year to help parents work with their children at home. Additionally, ESL classes are conducted for parents to teach them to learn English to better help them work with their children at home. Data is compiled using "The Monitoring for Success" program, Acuity

and ARIS. In reviewing this data, next steps are determined for each individual student. Differentiated instruction is driven by this data.

Counseling services are provided by the Guidance Counselor and the Social Worker also assists in at-risk counseling.

3. **Instruction by highly qualified staff**

Every member of our teaching staff will be certified. We will continue our extensive professional Development. Literature will be used as a focus for staff study groups.

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.

Aligned with State and City standards, we will provide ongoing professional development in all academic areas. We will continue to provide professional development for teachers to ensure effective methods of instructional practices to meet the needs of all students in the school, particularly, the needs of low-achieving students and those at risk of not meeting the State's student achievement standards.

Our data specialist is working with teachers on all grades to provide professional development tailored to their individual needs.

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

We will attract highly qualified teachers by the use of various public relation approaches, i.e., neighborhood brochures, website collaboration between administration and staff.

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

We will provide classes for limited English speaking parents to learn English. Lending libraries are available resources to promote literacy in the home. Parent meetings are held to promote strategies to assist parents in helping their children at home.

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 Parent Coordinator will conduct workshops for pre-school parents to acquaint them with the expectations of the kindergarten programs. The Social Worker conducts a "Transition to kindergarten" workshop to all pre-kindergarten 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**

Professional development is provided to teachers to instruct them on the use of assessing data and using that data as an instructional tool.

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 are provided with academic intervention services. "Monitoring for Success" records data which determine the next step for student instruction.

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.**

Federal Resources: Title 1 SWP, IDEA, children First funding, Fair Student Funding

State Resources: EGCSR, EGCSR, UPK, NYSTL

Local Resources: Councilmatic

Programs: Virtual Y, Extended Day Math and Literacy Program, ESL After School Program

Our school will develop a single coherent instructional plan. All funded personnel will be used to differentiate instruction in specific areas for all targeted areas.

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

**PARENT SCHOOL COMPACT**

**School Name: P.S. 212**

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

<b>The School Agrees</b>	<b>The Parent/Guardian Agrees</b>
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<b>To convene an annual meeting of Title I Parents to inform them of the Title I program and the expectation of the program</b>	<b>To become involved in developing, implementing, evaluating and revising the school parent-involvement policy.</b>
<b>To conduct morning and evening monthly PTA meetings on a rotating basis.</b>	<b>To use or ask for technical assistance training that the school may offer on effective parent practices. To attend PTA meetings and glean knowledge to enable them to help their children</b>
<b>To actively involve parents in planning, reviewing and improving the parent involvement programs.</b>	<b>To support the school by attending workshops that will enable us to work with our children. We will continue to read with our children to enable them to read the requirements for the schools "Books and Beyond" program.</b>
<b>To provide parents with timely information, through parent letters and monthly news letters, relating to homework, reading and attendance.</b>	<b>To monitor our children's homework, reading habits and school attendance.</b>
<b>To provide performance profiles and individual student assessment results for each child and other school information.</b>	<b>To access periodic assessment results to enable us to help our children.</b>
<b>To provide for effective parent-school communications by giving sufficient notice of parent-teacher conferences, frequent reports to parents, reasonable means to speak with staff and varied opportunities to volunteer and participate in their child's classroom activities.</b>	<b>To have ongoing articulation with our children's teachers concerning their educational needs. We will attend parent-teacher conferences, visiting school during open school week and attending all school functions, as well as the six parent meetings for all related services.</b>
<b>To involve parents in AIS workshops, school activities and school meetings. We will create a partnership with parents and find ways parents can help their child at home.</b>	<b>To fill out surveys concerning areas or topics of concern that will enable parents to work with their children more effectively in educational areas.</b>

## **SCHOOL-PARENT INVOLVEMENT POLICY**

### **I. Brief Mission Statement:**

We are committed to continue strengthening home/school relationships and increasing parent and community involvement. At P.S. 212 we recognize that families and other

community members are a vital part of all students' academic and social success and consider family involvement an essential ingredient for a successful education program.

## **II. Parent Involvement Activities Funded Through Title I:**

P.S. 212 employs a wide range of activities in order to strengthen parent involvement. Our activities include:

- Family literacy training workshops
- Parent skills-building
- Professional development for parents to enable them to work with their children to meet State performance standards during the school year and the summer
- Translation of information into any language spoken by a significant percentage of the parents of Title I participating children
- ESL preparation for adults
- Equipment and books to create a lending library collection for parents
- Postage, communications and printing to provide ongoing outreach and information services to parents
- Activities for non-English speaking parents
- Reasonable expenditures for refreshments or food
- Parent newsletter to apprise parents of school happenings
- Learning Leaders program
- School Messenger System to apprise our parents of upcoming events

Through these ongoing activities, parents will be given the essential strategies and resources needed to help their children to meet or exceed State Standards.

## **III: Parent Communications:**

- PTA conducts morning and evening monthly meetings, on a rotating basis, to inform parents of school events and to address issues and concerns
- P.S. 212's School Leadership Team has been in existence for several years. It has been the forum to analyze and address the needs of the Schoolwide Community. The team meets once a month to

develop more focused plans for school improvement by assessing how well the school is meeting the State and City Standards. The team is made up of five parents and five staff members. Decisions are made through consensus. Parents are given the opportunity to network with other parents through PTA meetings, school leadership team meetings and other parent involvement activities.

#### **IV: Parent Concerns:**

- To support parent involvement/concerns our Parent Coordinator will be working on site to coordinate outreach to parents, respond to any written/verbal parent concerns, encourage parent involvement in their children's education and serve as a resource to parent organizations within the school. She will also work to create a parent-friendly school environment.
- Parents will be informed within a timely fashion of any instructional programs, assessments, evaluations, promotional policies and after school or summer school programs through parent letters, newsletters and workshops.
- Limited English speaking parents will be provided with notifications and translations during meetings. Staff members and outside consultants will be hired to translate in Spanish, Russian and Chinese during PTA meetings and Parent-Teacher conferences. Letters will be sent to limited English speaking parents through the use of the Systran Translation software that translates letters to parents into English, European and Asian Languages.
- We will continue to conduct English as a Second Language workshops for non-English speaking parents.
- The parents of children served in Title I Part A programs will continue to participate as a subcommittee of the leadership team on decisions concerning what percent of Title I Part A, reserved for parental involvement, will be spent.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development 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.

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<sup>1</sup> 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:**   N/A  

**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.

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

**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.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

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

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

## **English Language Learners**

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school's Administration, Cabinet and School Leadership Team met to discuss the school's education plan as it relates to the curriculum and instruction that ELL students receive.

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?

With the implementation of the Pearson Reading Streets Program in the 2008/09 school year, all teachers were provided with lessons that did align to the New York State Standards in English Language Arts. In addition, the program also offered differentiation of instructional techniques for English Language Learners as well as students performing below grade level. The program also provided horizontal alignment within grades as well as vertical alignment across grades.

Since the school has taken several steps to address this issue, additional support is not required from Central at this time.

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## **1B. Mathematics**

## Background

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

## Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our school has examined the New York State Learning Standard for Mathematics in relation to the Everyday Mathematics instructional program (K-2) and we did not find that the specific math alignment issues were relevant.

As a school, we have analyzed the program and all of its components chapter by chapter to determine if it was aligned with the New York State Learning Standards for Mathematics. Based on the specific alignment issues stated, the Cabinet and Leadership Team of the school decided to opt out of the Everyday Mathematics Program for grades K-5.

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 evidence that supports the relevance of this finding is the result of the periodic assessments and the annual New York State Mathematics test.

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.

Our school has addressed these relevant issues by providing every teacher (K-5) with a copy of the New York State Learning Standards for Mathematics. In addition, every teacher was given a copy of the content strands that are assigned for pre-March and post-March. This will serve as a guide to classroom instruction. In grades 3-5, teachers also received supplementary materials that are directly aligned with the New York State Learning-Content Strands for Mathematics.

Professional Development is ongoing with an emphasis on the findings that have been presented. Each teacher has been instructed on how to read the student item analysis report from the periodic assessment. This instruction will guide each teacher in knowing whether or not students have met specific standards.

With the implementation of the Pearson envision Math Program in grades K-5 teachers were provided with lessons aligned to the New York State Standards. These process strands and content strands highlighted and defined way of acquiring content knowledge. The assessment component of this program provides direct alignment to the New York State Math Test Standards in grades K-5. There is also a component that provides differentiation of instruction for ELL students and students with deficiencies.

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## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either

frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school's Instructional Team and School Leadership Team met to discuss English Language instruction in effect in the classrooms.

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?

The following supports the evidence fo this finding to the school's educational program:

English Language Arts instruction was based on the workshop model where the teacher gives a brief mini-lesson and then students engage in group work. All teachers are required to use the Workshop Model for their formal observations. Direct instruction is the dominant mode of instruction. Teachers teach a mini-lesson and then guide students in practicing concepts during small group instruction. Students not engaged in guided reading groups perform independent activities which are a combination of teacher directed and student directed tasks.

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.

The school's Administration Cabinet and School Leadership Team met and discussed how best to address this issue. The following steps were implemented:

- A new reading program was purchased for grades Pre-K – 5. The premise of the reading program is that all guided reading books are meant to be read in small groups. After the initial whole group instruction of the targeted reading skill and vocabulary, all instruction is done in small groups where the teacher's role is to guide students through questioning techniques and building concepts. Other

students work in cross-curricular centers and unit inquiry projects that promote independence, self-directed and self-paced research activities. Some of the student learning outcomes involves developing inquiries conducting information searches, analyzing the effectiveness/usefulness of information, and combining relevant information to develop answers to inquiries.

- Teachers now receive sustained professional development from the Data Specialist that engages them in developing effective teaching strategies. Teachers also share best practices with colleagues: ideas are shared and adapted to fit the different learning styles of students.

Since the school has taken steps to address this issue, no further support is needed from Central.

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### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Instructional Team met to discuss this finding of mathematics instruction in the classroom.

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?

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

This finding is not applicable to our school. During walk-throughs, informal and formal observations, it was evident that teachers are presenting mathematical content in a variety of ways. The lessons are teacher directed. Students work cooperatively in groups to explore mathematical concepts. They use math manipulatives, as well as math games, as tools of discovery. Students also use classroom computers, as well as computers in the lab, to engage in further mathematical explorations.

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

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

Please respond to the following questions for Key Finding 3:

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

To assess whether this finding is relevant to our school's educational program, our school's Cabinet met to review the School Profile of teacher qualifications and teacher turnover rate.

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?

Our school's educational program was minimally affected. Although some staff members retired their positions were filled with highly qualified teachers.

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.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

The school's Administration Cabinet met to discuss how to meet the professional development needs of teachers as related to ELL students.

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?

The following evidence supports the relevance of this finding to the school's educational program.

- Plans for ELL instruction exist at the school and are communicated to the staff. There is ongoing articulation between ELL teachers and classroom teachers where the instructional needs of ELL students are discussed. Instruction is closely aligned between the ELL teacher and the classroom teacher ensuring that ELL students receive additional support in the content area to help them master the English language.
- Classroom teachers were also given as a resource a list of instructional ELL strategies that are to be incorporated into daily lesson plans.
- Teachers were encouraged to attend PD sessions and some did attend, but none were targeted for ELL students.

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.

In order to address this issue, the Administration met to discuss the educational plan and how it supports ELL students. The following steps were implemented:

- There is ongoing articulation between the Data Specialist, classroom teachers, and ELL teachers in order to meet the professional development needs of teachers.
- A new reading program was implemented which has many components that tailor instruction to ELL students. Professional development was and continues to be provided to teachers on adapting literature activities and engaging in specific teaching strategies in order to reach ELL students. The reading program features ELL readers which are used by the ELL teacher and class teachers in order to provide small-group instruction to ELL students. Teachers also received professional development on how to modify informal assessments and use data to identify progress of ELL students.

The school has taken many steps to address the issue of professional development to support the ELL learners. Central can further support the school in their efforts by ensuring that offering and availability of ELL professional development is communicated effectively to schools and districts.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

The Instructional Team met to discuss how data is applicable in the classroom for instructional purposes.

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?

The following evidence supports the relevancy of this finding to the school's education program:

Classroom teachers do not have ready access to NYSESLAT data for their students. Since this assessment is administered in late Spring, the data is not available until the following school year. This information is not provided to the student's new teacher making it difficult to adjust the individual instructional needs of ELL students in the classroom.

However, the Periodic Assessment program does provide individual student data on a timely basis. Although this data is not disaggregated based on NYSESLAT proficiency levels, it does provide an in-depth analysis of the students' current performance levels in relation to the New York State standards.

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.

Additional professional development in the use of data from the Periodic Assessments will be provided to teachers. Classroom teachers will be provided with data from the ELL teachers in relation to the NYSESLAT scores. There will be ongoing collaboration between classroom and ELL teachers in order to track the progress of ELL students and use this data to drive class instruction.

Since the school will implement steps to address this finding, additional support is not required from Central at this time.

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

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

Please respond to the following questions for Key Finding 6:

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

The school's Instructional Team and the School Assessment Team met to discuss the education plan as it relates to supporting the special education students.

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

Applicable  Not Applicable

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

The following evidence dispels the relevance of this finding to the school's educational program:

- All staff members who provide instruction to special education students are required to have a copy of the IEP. In order to ensure compliance, teachers are required to provide signed documentation to this effect. There is an IEP teacher on staff who regularly meets with teachers to discuss implementation and a modification to the IEP. The SAT also regularly meets with teachers in order to provide instructional strategies that are targeted to special education students.
- Teachers in this school are extremely familiar with using IEPs in order to help their students reach the standards. They are familiar with the modifications and accommodations that are necessary in the school building and the classroom.
- Teachers are also encouraged and provided coverage so that they may attend regular PPT meetings where the SAT provides behavioral support plans for the special education student.

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.

Since the finding is not applicable, additional support from Central is unnecessary.

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

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

Please respond to the following questions for Key Finding 7:

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

The Instructional Team met with the School Assessment Team to discuss IEPs for students with disabilities.

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?

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify modifications for classroom environment, including instruction.

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.

Our School Assessment Team will continue to disseminate pertinent information to teachers regarding the above at faculty conferences and special education conferences during special education common preparation time.

Our school addresses this issue by having our teachers implement many of the strategies listed below. These strategies help to produce a conducive learning environment.

# ***Instructional Modifications and Accommodations***

## **1. PHYSICAL ARRANGEMENT OF ROOM:**

- ❖ **Seat student near positive role model**
- ❖ **Avoid distracting stimuli**
- ❖ **Distractible students should not sit near doors or windows**
- ❖ **Increase space between desks/tables**
- ❖ **Control climate – not too hot or too cold**
- ❖ **Adjust lighting – not too bright or too dim**
- ❖ **Avoid too much writing on whiteboard**

## **2. PRESENTATION STRATEGIES:**

- ❖ **Break longer presentations into shorter segments**
- ❖ **Individualize task completion schedule**
- ❖ **Provide written outlines/study guides for lectures**
- ❖ **Provide a variety of activities during each lesson**
- ❖ **Teach through multi-sensory modes**
- ❖ **Provide visual aides**
- ❖ **Use computer assisted instruction**
- ❖ **Stress major points of lesson/write key points on board**
- ❖ **Simplify directions**
- ❖ **Make sure directions are understood**
- ❖ **Provide instructions in written and verbal form**
- ❖ **Monitor student closely as he/she begins independent work to assure understanding**
- ❖ **Provide study buddy**
- ❖ **Increase repetition**
- ❖ **Create learning centers for reinforcement and/or challenge**
- ❖ **Create compatible workgroups**

## **3. ADAPTATION OF MATERIALS and/or ASSIGNMENTS:**

- ❖ **Enlarge print materials**
- ❖ **Reduce amount of information on page**
- ❖ **Increase space for student response**
- ❖ **Increase space between words and sentences**

- ❖ **Increase space between lines**
- ❖ **Highlight information/books/materials**
- ❖ **Use manipulatives**
- ❖ **Accept alternate forms of completing work-demonstrations, art projects, exhibits, charts, etc.**
- ❖ **Color code materials**
- ❖ **Use pictures and/or illustrations**
- ❖ **Provide graphic organizers**
- ❖ **Provide student with written copy of notes from board/overhead**
- ❖ **Use self-monitoring devices**
- ❖ **Allow use of calculator**
- ❖ **Allow use of spell checker**
- ❖ **Provide visual/verbal prompts or cues**
- ❖ **Provide books on tape**
- ❖ **Read books to student (study buddy, adult volunteer, etc.)**
- ❖ **Shorten assignments and/or break into smaller tasks**
- ❖ **Provide extra time to complete tasks**
- ❖ **Hand worksheets out one at a time**
- ❖ **Provide written list of homework assignments in advance**
- ❖ **Reduce homework assignment**

#### **4. ORGANIZATIONAL STRATEGIES:**

- ❖ **Send daily/weekly program reports home**
- ❖ **Develop a reward system for in-school work and homework completion**
- ❖ **Use work and study contracts**
- ❖ **Provide clear, concise instructions for homework and class work**
- ❖ **Eliminate need for too many worksheets**
- ❖ **Check if homework was copied correctly**
- ❖ **Provide a written copy of structured routine**
- ❖ **Keep class routines consistent**
- ❖ **Provide rationale for schedule deviations**
- ❖ **Teach note taking and study skills**

#### **5. CLASSROOM ASSESSMENT STRATEGIES:**

- ❖ **Use state-approved testing modifications as indicted on IEP**
- ❖ **Include some take home tests**

- ❖ **Allow students to give answers orally and in writing**
- ❖ **Ask questions that require short answers instead of essays**
- ❖ **Give frequent short quizzes, not long exams**
- ❖ **Give clear, concise directions**
- ❖ **Consider alternative assessments (portfolios, projects, etc.)**

#### **6. BEHAVIORAL STRATEGIES:**

- ❖ **Keep classroom rules short, simple and clear**
- ❖ **Praise specific behaviors**
- ❖ **Use self-monitoring strategies**
- ❖ **Give extra privileges and rewards**
- ❖ **Allow for short breaks between assignments**
- ❖ **Mark correct responses instead of mistakes**
- ❖ **Implement a classroom behavior management system**
- ❖ **Avoid reinforcing negative behaviors**
- ❖ **Allow for legitimate movement**
- ❖ **Use contracts with students**
- ❖ **Increase immediacy of rewards**
- ❖ **Keep student active and involved**

## **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 four students in temporary housing.

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

The school supplies students with the materials needed for them to succeed, i.e. notebooks, pencils, etc. We also invite students participate in our After School Programs.

### **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.

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.