



THE BENSON SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 20K200
ADDRESS: 1940 BENSON AVENUE
BROOKLYN, NY 11214

TELEPHONE: 718-236-5466
FAX: 718-232-3428

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 200 **SCHOOL NAME:** The Benson School

SCHOOL ADDRESS: 1940 Benson Avenue

SCHOOL TELEPHONE: 718-236-5466 **FAX:** 718-232-3428

SCHOOL CONTACT PERSON: Stacy Battista **EMAIL ADDRESS:** Sbattista@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Stacy Battista

PRINCIPAL: Javier Muñiz

UFT CHAPTER LEADER: Sheila Fishbane

PARENTS' ASSOCIATION PRESIDENT: Donna Salerno

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 20 **SSO NAME:** CFN 609

SSO NETWORK LEADER: Debra VanNostrand

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Javier Muñiz	*Principal or Designee	
Stacy Battista	SLT Chairperson	
Sheila Fishbane	*UFT Chapter Chairperson or Designee	
Donna Salerno	*PA/PTA President or Designated Co-Presidents	
Monica Farinacci	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Elissa Flanders	Grade One Teacher	
Michelle Harrison	Grade Five/Gifted & Talented Teacher	
Diana Messano	Literacy Coach	
Zulma Vidals Morales	Parent Representative	
Joyce Finger	Parent Representative	
Monica Farinacci	Parent Representative	
Justine Kirshy	Parent Representative	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 200 is an **accountable, collaborative, data-informed** and **research-based** learning environment. We have a **documented history** of working closely with all stakeholders, including parents, community members and community-based organizations who contribute to the respectful, welcoming, inclusive, arts-infused, **data-driven** and culturally-responsive climate of the school. P.S. 200 is a large school with over 1300 students *in good standing*, as evaluated by the NYS Education Department and once again has been recognized by the NYSED as a **"High Performing"** learning institution that has high expectations for all learners including English Language Learners, Special Education Learners, Struggling Learners, Gifted and on-grade Learners as reflected by:

- **Effective** school leadership
- A **research-based** commitment to *Comprehensive School Reform* (CSR) that will improve instruction school wide for all learners, including English Language Learners (ELLs) & Special Education Learners
- P.S. 200's high quality *Inquiry Team* that continues to be trained in effective **data analysis to promote data-driven instruction**, conduct high quality **Professional Development** (PD) in **data-driven decision making** and instruction and provide **data-informed intervention services** for struggling learners.
- A proven and demonstrated **arts-based learning** environment.
- The many high quality instructional programs offered in the core curricula.
- A collective *shared vision, mission and set of beliefs held by all stakeholders*.
- A *culturally-responsive, caring, safe and respectful learning environment*.
- Ongoing initiatives to maintain and increase **parent and community involvement**.
- An active PTA
- A caring, dedicated, responsible and active **Parent Coordinator**.
- P.S. 200's recruitment and retaining of high quality teachers.
- Its ongoing endeavors and initiatives to increase *parental and community involvement*.
- High quality, effective, respectful and caring *leadership*.
- Many **community-based organization partnerships**.
- **Out-of-School Time** (OST) community based partnerships
- Implementation of NYS/NYC core *curricula that is relevant, standards-based and data-driven*.
- P.S. 200's toolkit of multiple paths to teaching and learning that is challenging, integrative and exploratory.
- Assessment and evaluation programs that are **data-driven**.
- Ongoing *professional development* in all content areas that prioritize **differentiated instruction to include all learners** and address their diverse learning styles.
- An ongoing endeavor to expand its technology instructional program to meet the demands of the **21st Century** and provide **equitable access to technology**
- School wide efforts and policies to foster health, wellness and safety.
- Multi-faceted guidance and academic intervention and support services.

- Students and teachers engaged in active learning.

All of these qualities and more comprise a learning institution that is committed to excellence, lifelong learning, student achievement and sending forth tomorrow's responsible citizens that will make a positive difference in this technologically advanced world.

P.S. 200'S VISION AND MISSION FOR 2010-2011

VISION: (*WHERE we are going, a compass*) "*Begin with the end in mind.*"
 –Steven Covey

P.S. 200's Stakeholders of Administration, Teachers, Parents, Students and Community

Members share a collaborative vision where all learners, including English Language Learners (ELLs) and Special Education Learners are *Committed to Excellence* and are respected, appreciated and have equitable access to the best education that addresses their learning, emotional, physical, psychological and health needs. P.S. 200 envisions a deeply committed learning community that focuses on *closing the achievement gap* and bringing all learners into the *sphere of success*. Through highly qualified educators, well-informed parents and community members, and a student-centered learning environment, P.S. 200 will develop *markers of progress* that will drive teaching and learning. The P.S. 200 educational community maintains high expectations for all learners, shares decision-making, is knowledgeable about the core curriculums, data-driven, technologically advanced, and values diversity. P.S. 200 recognize the values of educational success for every learner in hard work and humanity towards all. Giving back to society is mirrored in all that we do and say to prepare our students as future citizens who will enter an ever-changing global and technologically literate world.

MISSION: (*What do we do?*) "*We are here on earth to do good for others.*"
 -W.H. Auden

P.S. 200's Stakeholders are Committed to Excellence on a daily basis and are accountable for providing the best education for all learners, including English Language Learners and Special Education Learners through maintaining a caring, safe and disciplined setting, having high expectations for all learners and empowering learners with the academic and life skills necessary to succeed in the 21st Century. P.S. 200's Stakeholders will continue to recruit highly-qualified educators and staff members that share P.S. 200's Vision and motto, *Committed to Excellence*, and the core values of the learning community of equity, justice, and accountability. The *markers of progress* already in place will continue to evolve with the needs of learners so that the achievement gap can be closed and all learners will be brought into the *sphere of success*. P.S. 200 will continue to maintain and enhance close ties and relationships with the community of parents and community-based organizations to further promote active learning and academic triumph. P.S. 200 will continue to provide optimal educational opportunities for its students, parents and teachers to support lifelong learning and result in the realization of each individual learner's greatest potential.

P.S. 200'S BELIEFS: *“The belief in a thing makes it happen.” –Frank Lloyd Wright*

Recognizing that all children can learn, P.S. 200 Stakeholders believe:

- All teaching, learning and relationship within P.S. 200 and the Community begins with **respect** for all students and parents.
- All Stakeholders are accountable for providing the best education for all learners, including English Language Learners, Special Education Learners, Learners on Grade Level and Gifted Learners.
- It is believed that educating children with disabilities alongside their non-disabled peers facilitates access to the general curriculum for children with disabilities. Studies show that students with disabilities who are mainstreamed have higher academic achievement, higher self- esteem and better social skills.
- P.S. 200 must be a safe and disciplined haven for all learners.
- Diversity is strength and a valuable resource in P.S. 200's learning community.
- All students deserve highly qualified, caring, respectful teachers in every classroom.
- Opportunities for parents to participate must be ever-increasing to maximize learning potential of all learners.
- Instruction is driven by and aligned with National, State and City Standards, as well as Assessment Data
- Multi-Sources of data should be gathered and analyzed to best meet the needs of every learner and optimize learning outcomes.
- Students must be provided with the skills to be lifelong learners and effective, contributing members of society.
- School staff, because they have a direct and powerful influence on children's lives, must be prepared to provide the best possible instruction and services, serve as models of integrity, and be held accountable for their performance.
- High academic achievement 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 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. 200 Benson School									
District:	20	DBN:	20K200	School BEDS Code:	332000010200					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded			
	2	√	6		10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	104	106	71		94.3	95.0	95.2			
Kindergarten	161	203	205							
Student Stability - % of Enrollment:										
(As of June 30)	2007-08	2008-09	2009-10							
Grade 1	228	178	229		94.6	92.7	93.7			
Grade 2	197	233	178							
Grade 3	212	201	222							
Grade 4	184	209	212							
Grade 5	169	181	212							
Poverty Rate - % of Enrollment:										
(As of October 31)	2008-09	2009-10	2010-11							
Grade 6	0	0	0		61.5	70.8	72.5			
Grade 7	0	0	0							
Grade 8	0	0	0							
Grade 9	0	0	0							
Students in Temporary Housing - Total Number:										
(As of June 30)	2007-08	2008-09	2009-10							
Grade 10	0	0	0		1	47	20			
Grade 11	0	0	0							
Grade 12	0	0	0							
Ungraded	0	3	0							
Recent Immigrants - Total Number:										
(As of October 31)	2007-08	2008-09	2009-10							
Total	1255	1314	1329		19	36	34			
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	24	35	20	Principal Suspensions	3	9	6			
# in Collaborative Team Teaching (CTT) Classes	0	0	6	Superintendent Suspensions	0	6	9			
Number all others	63	63	58							
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10							
					CTE Program Participants	0	0	0		
					Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:					
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	35	7	TBD	Number of Teachers	72	75	78			
# in Dual Lang. Programs	15	31	TBD							
# receiving ESL services only	187	170	TBD							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	20	TBD	Number of Administrators and Other Professionals	13	15	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	3	11
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	79.2	78.7	88.5
				% more than 5 years teaching anywhere	69.4	65.3	76.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)	92.0	92.0	94.9
American Indian or Alaska Native	0.3	0.3	0.0		94.3	99.3	99.1
Black or African American	2.1	1.3	1.1				
Hispanic or Latino	19.4	20.3	19.1				
Asian or Native Hawaiian/Other Pacific Isl.	30.7	30.6	31.8				
White	47.5	47.5	47.6				
Male	51.1	50.5	51.2				
Female	48.9	49.5	48.8				
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:				2007-08	2008-09	2009-10	2010-11
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	<u>Phase</u>			<u>Category</u>			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	48.3			Quality Statement Scores:			
Category Scores:					Quality Statement 1: Gather Data		
School Environment:	3.6			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:	6.3			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>					Quality Statement 5: Monitor and Revise		
Student Progress:	34.4						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	4						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
- = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

After conducting a **Needs Assessment**, the following findings and highlights of P.S. 200's strengths, accomplishments and challenges have been categorized according to the three **suggested questions above**.

-Identification of Student Performance Trends:

- ***In 2009-2010 the P.S. 200 Inquiry Team, targeted the Special Education and English Language Learners based on the 3rd grade ELA exam. The lowest one third of the student population had an insufficient foundation in comprehension***
- ***P.S. 200 will ameliorate this trend with the school wide implementation the use of Teachers College Running Records, Acuity Assessments, Scantron Performance Series. Using the collected data we will continue to create individual portfolios to provide ongoing support to each student.***
- ***According to the 2008-2009 Quality Review: P.S. 200 is "Well-Developed" in the following areas which impact student performance trends: Collecting, analyzing and using a wide range of data to understand and meet the needs of the students. P.S. 200 continues to be "Well Developed" in using a rigorous curriculum, teaching organizational decision making to engage students and faculty in meeting all student learning goals. The Inquiry Team focused on improving student performance and identifying sub groups of students to monitor while using strategies to improve their learning outcomes. The school delivers a rich curriculum with a strong focus on the arts. The school has established excellent communication to improve student performance and attendance.***
- ***According to the 2009-2010 Progress Report: P.S. 200 received an "B" grade. P.S. 200 received credit for exemplary proficiency gains in Mathematics for our English Language Learners. In ELA, P.S. 200 received a score of 58.7% for performance at Levels 3 or 4 and nearly 74.0% as the median growth percentile; in Math P.S. 200 received a score of 74.2% for students performance at Levels 3 or 4 and nearly 78.0% as our median growth percentile.***

- *In ELA The median growth percentile for the lowest thirds was 73% and in mathematics the median Growth percentile for the lowest third was 72.0%*
- **According to the 2008-2009 Annual NYS Report Card:** P.S. 200 is a school “in good standing.”
- **According to the 2008-2009 Annual NYS School Report Card:** Student Stability has been over 94% since 2006. The percentage of students eligible for Free Lunch has been over 62% and P.S. 200 continue to be a Title I school in **2009-2010**. ELLs continue to comprise approximately 16.28% of the student population. P.S. 200’s student achievement in ELA, Math and Science has earned recognition as a school in good standing for several years, including the latest report card of 2009-2010. **Disaggregated Data** indicates that sub groups have made AYP-Adequate Yearly Progress in ELA, Math, and Science. The Prospective Status indicates that the 2010-2011 Annual School Report card will also be a school “in good standing” in ELA, Math & Science. P.S. 200 students performing at Levels 3 or 4 outperformed similar schools on Gr. 3-5 Reading & Math Assessments and Gr. 4 Science Assessment in 2008-2009.
- **In 2009-2010, according to the Gr. 3-5 ELA: Approximately 54% of the students tested scored at or above a level 3.**
- **In 2009-2010, according to the Gr. 3-5 Math assessment: Approximately 71% of students tested scored at or above a level 3.**
- **In 2009-2010, according to the Gr. 4 Science Assessment: Approximately 88% of the students tested scored at or above a level 3.**

Greatest Accomplishments Over the Last Couple of Years:

- **In 2009-2010, P.S. 200’s Inquiry Team** helped bring lower performing learners closer to the “sphere of success” through high quality intervention, differentiated instructional strategies in ELA and across the curriculum, data analysis, data-driven instruction, PD for teachers in data analysis and data-driven instruction, and the creation of a **school wide** focus on student achievement through data analysis and differentiated instruction. The Inquiry Team engaged the fourth grade teachers and AIS providers in the inquiry process in order to make a systemic change.
- **In 2009-2010 P.S. 200 held its first Enrichment Academy for level 3 and 4 students in ELA and Math** to target these children so they continue to make progress in this area. As an additional enrichment activity the faculty offered a menu of art and academic clubs to increase engagement and academic achievement for our diverse population.
- **In 2009-2010 P.S. 200 held Saturday Academy for remediation for our level 1 and 2** learners in order to prepare them for the ELA and Math statewide exams.
- **In 2009-2010 P.S. 200 held Saturday Academy for “beginner” ELLs** to help prepare them for the NYSESLAT.
- **In 2008-2009 P.S. 200 held its Second Annual Family Literacy Night in order to promote the importance of reading.** The teaching staff engaged in break out sessions and conducted read alouds for our students and parents. The children who participated in Family Literacy Night received a free literature book, schoolbag, pencil and brochure on promoting literacy at home. Approximately 400 people attended this event!
- **In 2009-2010, P.S. 200’s academic instructional programs and arts programs were supported by Sanford Weill, the Chairman of the Board of Carnegie Hall with a 2009-2010 link-up to The Weill Music Institute at Carnegie Hall for Grades 3-5. Professional**

Development will begin again in September, 2009. “The Weill Music Institute creates broad-reaching music education programs, playing a central role in Carnegie Hall’s commitment to making great music accessible to as many people as possible through creative musical interaction and inspiring lifelong learning.” Carnegie Hall’s “commitment” is aligned with P.S. 200’s Commitment to Excellence!

- **P.S. 200’s Violin instructional program started approximately seven years ago along with our Musical Theatre, Chorus and Band.** P.S. 200’s Music Instructional Program has been widely recognized and requested to perform citywide. P.S. 200 has **sustained** its musical program and has provided high quality **professional development** for all teachers in music so that every learner, including ELLs and Special Education Learners as well as teachers, have music in their lives.
- **P.S. 200 is a school with a high quality, stand-alone Arts program.** P.S. 200 has an on-site Visual Arts Studio with a professional artist. We are connected to **Studio in a School and Parents as Art Partners**, which are two NYC programs. P.S. 200 has had many art grants in the past and currently has a “United States Department of Education Artful Learning Community” **grant** which combines literacy and art. Our art teacher is the facilitator that teaches other art teachers from around the city. We have introduced “**An Evening of Art.**” P.S. 200’s learning community also recognizes the humanistic and academic benefits reaped from music, drama and dance. We have a **Children’s Musical Theatre** which puts on professional productions in our auditorium for the school and the **community**. We also have an **Early Childhood Violin Program** as well as a **Band, Chorus and Recorder** Program. This year, our **Violin Ensemble** will perform at the **Snug Harbor Cultural Center** for the Annual Art Exhibit. Our students also participate in dramatic productions. The **comprehensive Arts** program is an **inclusive** program and offers enrichment for all learners, including **English Language learners** and **Special Education** learners. **P.S. 200’s Arts Program is NYS standards-based** and is aligned with the **Blueprint for Teaching and Learning in the Arts.**
- **Philanthropy at P.S. 200 has been a great accomplishment for many years at P.S. 200.** In 2009-2010, P.S. 200’s students raised \$2,800 for Penny Harvest and earmarked donations to the following; CAPP, NY Foundling, Alley Pond Environmental Center, The ASPCA and P.S. 200’s Garden Beautification Project. P.S. 200 has been involved with Penny Harvest for several years to ensure that our learners engage in philanthropic activities and set them on the road to become caring individuals that will make a difference in society. **Other philanthropic partnerships and endeavors include:** an Annual Thanksgiving Food Drive; An Annual Coat Drive; A Food Drive for P.S. 200 families; Senior Citizen Home Donations; Relay for Life; City Harvest Food Drive, U.S.-Africa Children’s Fellowship, The NED Show, Letters to the Troops and Visits to Nursing Homes.
- **Community-Based Partnerships have been a great accomplishment for many years at P.S. 200.** P.S. 200 has ensured that all Community Based Organizations meet the various needs of all learners, families and community members. We have partnerships that provide high quality professional development for teachers in Reading and Writing Workshop and also in Teachers College Running Records (Teachers College). We also have partnerships that address physical, mental, health and academic needs of our learning community, such as YMCA of Greater New York, New Hope Guild and Maimonides Mental Health.

Most Significant Aids or Barriers to P.S. 200's Continuous Improvement:

Most significant Aids to P.S. 200's continuous improvement is its dedication to data-driven decision making which includes collaboration among all stakeholders. **These stakeholders include:** Effective Administration and School Leadership Team, Inquiry Team and Data Specialist, Content Area Liaison for each grade, High quality Teachers, Involved Parents and Community members, Partnerships with Community-based organizations, High quality Academic Intervention Services Providers (AIS), Highly qualified Literacy and Math Coaches, Knowledgeable Chinese-speaking Parent Coordinator, High quality Custodial Staff, Efficient Office Staff, Highly Trained Spanish-speaking School Safety Agent, In-House Medical Team, In-House Volunteer Tutoring Team (Learning Leaders), In-House Adult ESL Teacher, In-House Welcoming Committee for All New Parents, including Newcomers, ELLs and Special Education, Gifted Learners of Bilingual Education (GLOBE) Russian-speaking teachers, Russian Dual Language, SAT, Russian-Speaking Social Worker, Spanish Speaking Psychologist, In-House Occupational Therapists and Speech Teacher, Standards-based and Data-driven Physical Health and Education Teacher, Highly Trained and Qualified Arts and Music Teachers, Highly Trained Teachers of: Science, Technology, Social Studies, Math, ESL, Highly Trained Reading Recovery and Corrective Reading Teachers, Highly Trained SETTS and AIS Math Teachers, Highly Trained "F" Status (Part time) Teachers, Instructional/Professional Development Team, Safety and Crisis Intervention Team, Pupil Personnel Team and Highly qualified Technology Specialists.

P.S. 200's continuous improvement can also be attributed to the following instructional strategies, programs and approaches implemented in classrooms across the curriculum:

*Differentiated Instruction, Accountable Talk, Instructional Conversations, Cooperative and Collaborative Learning Groups, Buddy Mentoring/Tutoring, Technology-based projects, Newcomer Centers, Readers and Writers Workshops, Author Studies, School wide Enrichment Model (SEM) by Dr. Renzulli so that **all learners**, not only Gifted learners, receive enrichment across the curriculum.*

P.S. 200's continuous improvement can also be attributed to its learning environment traits:

- **P.S. 200** is a **culturally-responsive, caring and respectful** learning institution where all individuals from all backgrounds are welcomed and their uniqueness celebrated.
- **P.S. 200** is a **research-based** community that addresses the diverse learning styles, Multiple Intelligences, Physical, Mental, Academic, Health and Quality of Life needs of all students and parents.
- **P.S. 200** is a **data-driven** learning organization that has high standards for all learners, including ELLs, Newcomers, Struggling Learners and Special Education Learners.
- **P.S. 200** recognizes the need for the Arts to be a part of every learner's life since it transmits culture and gives every learner a broadened perspective on humanity and the humanities. As a research-based school, P.S. 200 is aware of the research that says that the Arts:
 1. "Improve kids' overall academic performance.
 2. Show that kids actively engaged in arts education are likely to have higher test scores than those with little to no involvement.
 3. Develop skills needed by the 21st century workforce: critical thinking, creative problem solving, effective communication, teamwork and more.
 4. Teach kids to be more tolerant and open.
 5. Allow kids to express themselves creatively and bolster their self-confidence.
 6. Keep students engaged in school and less likely to drop out." (Nat'l Arts Education Public Awareness Campaign)
- **P.S. 200** is a **bilingual learning environment that reaches out to all parents and community members.** In-house staff speaks: Russian, Chinese, Hebrew, Italian, Arabic, Urdu, Albanian and Spanish.

P.S. 200's continuous improvement can also be attributed to its adherence to all regulations put forth by the NYC Dept. of Education's Chancellor which covers all areas, responsibilities and duties of every staff member. These regulations are given to every staff member in a protective binder at the beginning of the school year. **Professional Development** on the regulations put forth by the Chancellor are ongoing and will continue in **2009-2010**. Professional development will meet the needs of individual teachers' needs.

P.S. 200's continuous improvement can also be attributed to its many Academic Intervention Services (AIS) that address the diverse learning styles, Multiple Intelligences, Emotional Intelligence and areas of concerns of our students. These AIS include, but are not limited to:

1. **Tier I Interventions:** After School Academy, Saturday School, Title III Newcomers After School Program, Extended Day Instruction Before School, Circular 6 Study Groups and Curriculum Mapping, Funded Reading Teacher, Computer Programs, Pre-Referral Intervention Manual (PRIM), AIS Math Teacher providing Push-in and Pull-out services, "F" Status (Part time) Intervention Teachers, Learning Leaders (trained corps of volunteer parents)
2. **Tier II Interventions:** Reading Recovery in Grade 1, Voyager/Passport in Grades K-4, Wilson's Foundations in Grades K-3 and for Newcomers and Struggling Learners in Grades 3-5, Leapfrog, Great Leaps in Reading and Math, Exemplars Math Program, Literacy and Math Coach PD and Intervention, Leveled Literacy Intervention in Grades K-2, Soar to Success Level C, At-Risk Guidance, Early Success, Level 2 in Grade 2, DRA (Developmental Reading Assessment) in Grade 5, Qualitative Reading Inventory (QRI) in K-5, Clunk to Clunk Collaborative Strategic Reading in Grades 3-5
3. **Tier III Interventions:** Referral for special services.

Possible "barriers" to P.S. 200's continuous improvement could be:

- **Teacher Preparation Programs in colleges and universities** that do not spend an appropriate amount of time on the following: Data (What are the Multiple Sources of Data to Use? How Do Teachers Analyze data to improve and adjust instruction? How can data be used to address the learning needs and styles of every learner? How can data drive instruction? How can lesson plans be designed using data? and other data issues so prevalent in the **21st Century**) **Teacher Preparation Programs in colleges and universities** also need to spend quality time on **Reflective Practices and Collaborative Teaching Techniques** so that when new teachers enter **P.S. 200**, they would already have prior knowledge on the type of learning community **P.S. 200** envisions and practices. **P.S. 200** also recognizes a need for colleges and universities to **broaden the educational horizons of future teachers** with an expanded Liberal Arts Education that informs them about Culture, Current Events, The Arts, Great Literature and gives these teachers a more global perspective about their students and the families of our students. **P.S. 200** acknowledges that colleges and universities also need to provide future teachers with **common sense management and discipline approaches** that do not alienate students and families; that are always respectful, which promotes a two-way respect and encourage future teachers to ask when they are not sure of anything and everything.

P.S. 200 addresses all of these concerns that can be barriers through:

1. **Teacher Mentoring**
2. **Setting Student & Teacher Goals**
3. **Inter-visitations**

4. ***High Quality Professional Development on Data, the Arts, AIS, Organization, Discipline and Management Skills in the Classroom, Contact People for Data and Other Information, Cultural Backgrounds on learners and families, Cultural Contributions, Language Programs within the school that promote ESL and Bilingualism***
5. ***Lesson Demonstrations***
6. ***Collaborative Teaching***
7. ***Administrative Observations, both Formal and Informal with high quality pre and post conferences***
8. ***Learning Walkthroughs***
9. ***Teacher Evaluations***
10. ***Teacher, Parent and Student Surveys***
11. ***Progress Report Data***
12. ***Quality Review Data***
13. ***Learning Environment Survey***
14. ***NYS Annual Report Card Data***
15. ***High Stakes Assessment Data***
16. ***Community –based organization partnerships that promote the arts and literacy***
17. ***Professional Development Section for Teachers in the School Library Media Center***
18. ***Teacher Accountability Training in Data-driven instruction and lesson design, NYS Standards & Assessments, Custom-created Assessments that address needs of learning.***

SECTION V: ANNUAL SCHOOL GOALS

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

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

"The road leading to a goal does not separate you from the destination; it is essentially a part of it."

-Charles DeLint

2010-2011 Annual SMART Goals for P.S. 200 are aligned with the Principal's Performance Review (PPR) goals and include:

Goal 1: By June 2011, 98% of all K-5 teachers will increase their endeavors to differentiate instruction. As a result of the differentiation students in the testing grades will show an improvement of 5% as measured by their results in standardized test

Professional Development in Differentiated Instruction will be conducted by the Literacy and Math Coaches, Reading Recovery Teachers, ESL Teachers, Science Teachers, Math Teacher, AIS Math Teacher, Social Studies Teachers, Teachers College, CFN 609 Specialists, Technology Specialists, Arts Instructors, Music Instructors and Wilson's Foundations specialists.

The School Library will continue to highlight a Professional Development Section for all teachers that will continue to contain scholarly journal articles on differentiated instruction. Books by Tomlinson and others will also continue to be available.

Goal 2: By June 2011, 98% of all 3-5 teachers will increase their capacity to integrate technology into their everyday instruction across the curriculum as evidenced by walkthroughs observations and teacher surveys.

*The Assistant Principal, who is a former Technology Teacher at P.S. 200, will ensure that P.S. 200 continues to **expand minds by expanding the use of technology**. He will once again arrange for Technology Specialists to train our teachers, ensure maintenance of technology equipment, and assist the Teacher in the Computer Lab and the Grade 5 Teacher who is also computer-literate to turnkey PD in technology. Wireless desktop computers will continue to be in every classroom and wireless laptops will be available and scheduled for every classroom. Similar to 2008-2009, six sessions of professional development have been purchased from Tequipment to support the teachers that received Smartboards in June 2009. With the expansion of Promethean Boards to all 5th grade classrooms professional development has been given from our in house Promethean Expert, Promethean's teaching and learning consultant and 2 full day professional development trainings onsite. In 2009-2010 our three Promethean "Experts" will participate in a "Train the Trainers" certification course.*

Goal 3: By June 2011, 100% of P.S. 200's Inquiry Team Members and Classroom teachers will have participated in professional development; provided academic intervention services for targeted group as well as the expansion subgroup; conducted Professional Development for all Pre-K-5 teachers in data-driven instruction, data analysis, data collection, built teacher capacity to analyze lowest third of classroom learners to advance learners toward/into the "sphere of success," and contributed to Comprehensive School Reform (CSR) that promotes data driven decision making.

*2010-2011 P.S. 200 Inquiry Team (IT) Members will continue the work of 2008-2009 through member changes, team expansion, multiple Inquiry Teams, advisement by and collaboration with the CFN's Network Support Specialists, The **Inquiry Teams** will make data-informed decisions about differentiated instruction. The **IT** will support self-evaluation and measure internal and external accountability. The **IT** will continue to support a school wide focuses on a sub-population of the school whose proficiency in a chosen area falls into the lowest third. Using formative and summative assessments, the Progress Report, ARIS, the Quality Review, the Annual School Report Card, Acuity, Scantron Performance Series and other quantitative and qualitative data to develop and implement **research-based differentiated, targeted instructional strategies and share with faculty. The IT will conduct Professional Development on their purpose, vision, mission, data, strategies, practices, etc. to ensure that Comprehensive School Reform is school wide and that all teachers become data experts to improve student outcomes in every classroom. The IT will continuously monitor for student progress through Running Records, Standardized Assessments, Custom-Created Assessments, Interim Assessments, Teacher Anecdotal, Classroom Observations of Learning Styles of Targeted Learners, etc. The IT will also continue to receive ongoing support and PD from the SAF and Network 17.***

P.S. 200 will implement the Teachers College Running Records school wide in 2010-2011. Teachers College Reading and Writing Project (TCRWP) has been a premier provider of professional development in New York City Schools and in P.S. 200 in particular and across the nation for over two decades. They are a research-based and staff development organization housed at Teachers College, Columbia University. Their mission is to support expert literacy instruction within P.S. 200 through research, collaboration, and professional development.

P.S. 200 will implement Wilson Foundations in Grades K-2 for all learners and in Grades 3-5 for all Newcomers and Struggling Learners in 2010-2011. Wilson Foundations is a research-based phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System® principles and serves as a prevention program to help reduce reading and spelling failure.

P.S 200 will implement a Grades 4 & 5 afterschool coed in-house intramural basketball league. Children will have a chance to play organized basketball in our gymnasium. The program will consist of instruction, fundamentals, skill development and league play. A squad of cheerleaders will also be trained to work with the basketball league.

P.S. 200 will continue to provide high quality academic intervention services (AIS) in Literacy:

1. Learning Leaders (trained corps of parent volunteers) during the school day
2. Extended Day Instruction before the school day
3. After School Programs: Title III for Newcomers, Virtual Y, Brooklyn Chinese Association, Jewish Community House (JCH)
4. "F" Status (part time) small group instruction
5. Daily small group instruction by Mainstream teachers with their ESL students
6. SETTS
7. Reading Recovery

8. *Corrective Reading*
9. *Leveled Literacy Intervention (Fountas & Pinnell)*
10. *ELA AIS PD for all teachers and parents*
11. *ESL PD for all teachers and parents*
12. *ESL Push-in*
13. *Leveled Libraries in every classroom*
14. *Leveled Books in the School Library Media Center*
15. *ELA software in classrooms, wireless lab, Computer lab, School Library Media Center*
16. *Listening Centers in classrooms and School Library Media Center*
17. *Summer School ELA Programs*
18. *Community Based Organization Partnerships that implement ELA tutoring*
19. *PD in Literacy Across the Curriculum*
20. *[HW Resources](#) Approved by the NYC Dept. of Education for Students*
21. *Saturday Academy*
22. *After School Enrichment*
23. *Voyager Passport*
24. *Leveled Literacy Intervention (LLI)*
25. *At-Risk SETTS for both Math and ELA*

Goal 4: By the end of 2011, our school will achieve a +5.0 in our Change in Score, as measured by the Learning Environment Survey Report

We will hold Curriculum Conferences at the beginning of the year to make parents aware of expectations, curriculum changes and promotional standards. At PS200 we will conduct Test Preparation workshops for parents to promote understanding of the NYS Standards and the NYC promotional criteria related to high stakes testing. Parents will be invited to participate in computer classes offered afterschool. Parents will be trained to understand the data provided to them through Acuity. Parents will also have the ability to participate.

We will continue to communicate with our staff using a daily written morning message, faculty conferences, Teacher team meetings, grade conferences, memos and emails. The UFT chapter leader will assist teachers in completing the survey.

Goal 5: By June of 2011 100% of our Kindergarten teachers would have participated in professional development that would help them correlate the Kindergarten Curriculum Maps to the New Core Standards. In addition a few key teachers will be paving the way for a greater expansion next year.

Kindergarten teacher will meet with the assistant principal, ELA coach and Math coach during grade conferences to look at the Kindergarten and 1st grades Curriculum Maps. They will look samples of student work to guide their work and ensure that the students are engaged in rigorous performance tasks. A first grade a fourth grade and a fifth grade teachers will be working to align the Common Core Standards in their classroom this year. We will be participating in all the professional development offered by our network specialist. In addition we are sending teachers and administrators to different workshops that would help us with the transition.

SECTION VI: ACTION PLAN-GOAL 1

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

Subject/Area (where relevant):_
Across the Curriculum _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 98% of all K-5 teachers will increase their endeavors to differentiate instruction. As a result of the differentiation students in the testing grades will show an improvement of 5% as measured by their results in standardized test</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Enlist assistance from network 604 to plan professional development for staff on techniques of differentiating instruction for Special Needs students and ELLs</p> <ul style="list-style-type: none"> • Teacher workshops on language acquisition for ELLs that will lead to better planning and lesson development • Parent workshops to support ELL students at home • Workshops for parents in English Language development • Staff will be trained in use of ARIS, Acuity and Scantron in order to access current data and as a means of differentiating instruction • Support leveled libraries to be sure there is a range of books. • Teacher will engage in a professional study group on differentiation of instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Total: \$ Staff Training: Schedule of Training Sessions:</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Lesson plans to ensure differentiated instruction is planned • Formal and informal observations with evidence of differentiation of instruction • Agendas, minutes and attendance sheets at meetings and professional development opportunities for staff about tools for differentiating instruction, including computer programs • Increase leveled libraries to be sure there is a range of books evidenced in Purchase Orders and receipts • Common preparation periods and “Lunch and Learn” agendas, minutes and attendance sheets Academic Intervention Specialists’ and coaches’ logs of teacher support

SECTION VI: ACTION PLAN-GOAL 2

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 98% of all 3-5 teachers will increase their capacity to integrate technology into their everyday instruction across the curriculum as evidenced by walkthroughs observations and teacher surveys.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Tech support will be provided by “F status” technology staff developer • We will enlist the support of our Network 604 specialist who will provide workshops on use of application programs that will enhance teacher instructional practice • Teacher volunteers will turn-key their expertise for colleagues • Smart Board demonstrations will be used by the science teachers to recreate lab experiments • Teachers will receive professional development on the use of the Smart and Promethean board in their classroom • Teachers will train students in use of interactive strategies on the Smart Board as they work in cooperative learning groups
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Total: \$ Staff Training: Schedule of Training Sessions:</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Formal and informal observations by the Principal and Assistant Principals • Review of logs of assistance by “F Status” tech staff • Schedule for use of library media center • Schedule for use of Laptop Carts • Teacher created Assessments and Study Guides on Acuity and Scantron • Student projects using technology • Teacher lesson plans incorporating technology • Agendas, minutes, and attendance sheets at professional development sessions

SECTION VI: ACTION PLAN-GOAL 3

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of P.S. 200’s Inquiry Team Members and Classroom teachers will have participated in professional development; provided academic intervention services for targeted group as well as the expansion subgroup; conducted Professional Development for all Pre-K-5 teachers in data-driven instruction, data analysis, data collection, built teacher capacity to analyze lowest third of classroom learners to advance learners toward/into the “sphere of success,” and contributed to Comprehensive School Reform (CSR) that promotes data driven decision making.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Responsible Staff Members: Principal, Assistant Principals, Literacy Coach, Math Coach, ESL Coordinator, Science Teachers, Social Studies Teachers, SETTS, Technology Specialist,</p> <p>Implementation Timeline: 2010 Summer Planning-June 2011 Target Population: All Pre-K-5 Teachers Actions, Strategies & Activities include, but are not limited to:</p> <ul style="list-style-type: none"> • The Inquiry Team will identify 30 students from the lowest third of grade 4 and 5 in ELA (Inquiry Team 30) • We will expand the group to include more classroom teachers • We will continue to monitor the progress of last year’s target population. • Narrow the school-wide focus to the Inquiry Team 30 and determine an area in which these students have a common need/area to improve • Build and improve teacher capacity to analyze data and differentiate instruction for these students • Communicate to Academic Intervention Team the strategies and practices that are effective to improve instruction for other students throughout the school • Provide training for Data Specialist which will be turn-keyed to staff

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Total: \$ Staff Training: Schedule of Training Sessions:</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Inquiry Team will be trained in the use of ARIS, Acuity and Scantron • Develop on-line assessments to gather and share data that informs teaching practices • Share the techniques used by the Inquiry Team to analyze student performance • Perform periodic assessments of students to track the effectiveness of new strategies • Provide Lunch and Learn, common prep periods for turn-key training to staff • Articulation among AIS providers, classroom teachers and Inquiry Team to coordinate services to students and acquired data

SECTION VI: ACTION PLAN-GOAL 4

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of 2011, our school will achieve a +5.0 in our Change In Score, as measured by the Learning Environment Survey Report</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Responsible Staff Members: Principal, Assistant Principals, Literacy Coach, Math Coach, ESL Coordinator, Science Teachers, Social Studies Teachers, SETTS, Technology Specialist</p> <p>Implementation Timeline: 2010 Summer Planning-June 2011 Target Population: All Pre-K-5 Teachers Actions, Strategies & Activities include, but are not limited to:</p> <ul style="list-style-type: none"> • To hold Curriculum Conferences at the beginning of the year to make parents aware of expectations, curriculum changes and promotional standards. • Conduct Test Preparation workshops for parents to promote understanding of the NYS Standards and the NYC promotional criteria related to high stakes testing. • Parents will be invited to participate in computer classes offered afterschool <p>Parents will be trained to understand the data provided to them through Acuity</p> <ul style="list-style-type: none"> • Parenting workshops by guidance counselor to reduce child abuse/neglect and promote positive student behavior management <p>Teachers</p> <ul style="list-style-type: none"> • Meet with all the teachers during faculty conferences • Meet with teachers during their teacher teams • Teachers will continue to set goals that are aligned with the school goals • Increase safety in our building through the expansion of our BRT • More communication with teachers via e-mail • Enlisting the support of the UFT chapter chair to assist teachers in completing the survey

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Total: \$ Staff Training: Schedule of Training Sessions:</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Agendas and attendance sheet from meetings and workshops • Parent coordinator log of phone calls and parent meetings • Monthly calendar to keep parents informed • Monthly calendar in the main office to inform teacher of upcoming events. • Improvement in attendance of students with more than 10 days of absence • Phone log of attendance outreach • Log of counselors calls and meetings with parents • Periodic sessions planning with PTA Executive Board

SECTION VI: ACTION PLAN-GOAL 5

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June of 2011 100% of our Kindergarten teachers would have participated in professional development that would help them correlate the Kindergarten Curriculum Maps to the New Core Standards. In addition a few key teachers will be paving the way for a greater expansion next year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Responsible Staff Members: Principal, Assistant Principals, Literacy Coach, Math Coach, ESL Coordinator, Implementation Timeline: 2010 Summer Planning-June 2011 Target Population: All Teachers Actions, Strategies & Activities include, but are not limited to:</p> <ul style="list-style-type: none"> • Kindergarten teachers will meet on a monthly basis during grade conferences. • They are going to be focusing on the Kindergarten and first grade curriculum maps. • Looking at student work and comparing it to the performance tasks. • We will offer Lunch and Learns on Common Core Standards.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Agendas • Observations • Curriculum Maps • Performance tasks

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	0			
1	66	9	N/A	N/A	0			
2	58	5	N/A	N/A	1			
3	70	30	N/A	N/A	0			
4	88	27			1			
5	67	23			0			
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 running records and or Acuity results on , or who have been identified as potential holdovers.
- Students in Grades 4 and 5 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • <u>Before School Day:</u> Extended Day ELA Instruction • <u>During the School Day:</u>90-Min. Literacy Block, Book Clubs, Readers/Writers Workshops, Wilson Foundations in K-2 and for Struggling Learners/Newcomers in Grades 3-5, Small Group ELA Instruction, Fountas & Pinnell Leveled Literacy Intervention, Reading Recovery, SETTS, Corrective Reading, ESL, Learning Leaders (Trained Volunteer Parent Tutors), SWP Push-in by Corrective Reading Teacher, Collaborative ELA Teaching, ELA Teacher Mentoring, Literacy Coach Mentoring, Voyager Passport, Leveled Literacy Intervention (LLI), At-Risk SETTS F-status 3 day a week lower grade ELA intervention. • <u>After School:</u> P.S. 200's Title III Program for Newcomers, P.S. 200's Test Prep Academy, OST Partnerships, such as: YMCA, Jewish Children's House (JCH), Community-based Academic Tutoring Centers,
Mathematics:	<ul style="list-style-type: none"> • <u>Before School Day:</u> Extended Day Math Instruction • <u>During the School Day:</u> 90-Min. Math Block, SETTS, SWP Push in by Part time AIS Math Teacher, Math Coach Mentoring, At-Risk SETTS • <u>After School:</u> Title III Newcomer Program
Science:	<ul style="list-style-type: none"> • <u>Before School Day:</u> Extended Day Science Instruction • <u>During the School Day:</u> SETTS, Peer Tutoring, Technology-based Science Learning • <u>After School:</u> Title III Newcomer Program
Social Studies:	<ul style="list-style-type: none"> • <u>Before School Day:</u> Extended Day S.S. Instruction • <u>During the School Day:</u> Small group S.S. intervention • <u>After School:</u> Title III Newcomer Program
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • <u>Before School Day:</u> Conferences with Parents before the school day begins; • <u>During the School Day:</u> Conferences with students and with groups of students; Conferences with Teachers; Conferences with Parents; Conferences with Administration

At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • <u>Before School Day:</u> • <u>During the School Day:</u>
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • <u>Before School Day:</u> • <u>During the School Day:</u>
At-risk Health-related Services:	<ul style="list-style-type: none"> • <u>Before School Day:</u> • <u>During the School Day:</u> • <u>After School:</u>

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) 2-5 _____ **Number of Students to be Served:** _____ **72** **LEP** _____ **Non-LEP**

Number of Teachers _____ **6** **Other Staff (Specify) Supervisor/ 1 Computer Teacher for Sat. School** _____

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.

Activity #1
Instructional Program

PS 200 will have an after school program for grades two through five who are in beginning, intermediate and advanced levels of language acquisition according to the Spring 2010 NYSESLAT scores. This activity will service three classes for a targeted

population of 36 students and focus on vocabulary development through Isabel Beck's program called Elements of Reading, focusing on the various content strands. Through this activity we will reach our goal of supporting our students' language development and in building fluency/comprehension skills.

The 2nd cycle will focus on math instruction from Voyager Math.

After school sessions will be on Tuesdays and Thursdays from 3:00-4:30 for 2 cycles starting January 2011. The program will include certified teachers and a supervisor.

Professional Development

The teachers will participate in professional development that will support the implementation of building student vocabulary to meet the diverse needs of the English Language Learners. The professional development will include: engaging the teachers in book talks based on the Isabel Beck's Bringing Words to Life: Robust Vocabulary Instruction, Let's Talk About It, and in developing lessons that differentiate instruction based on the students' needs. We will use various graphic organizers, and listening activities for literacy/ content area development.

Parental Involvement

There will be an initial orientation meeting for the parents to acquaint themselves with the program. Parents will be invited to participate in language acquisition activities with their children.

Activity #2

Instructional Program

PS 200 will have a Saturday program for grades two through five who are in beginner, intermediate and advanced levels of language acquisition according to the Spring 2010 NYSESLAT scores. This activity will service 6 classes for a targeted population of 60 students and focus on vocabulary development, and oral language. The primary program that will be used will be Let's Talk About It. It will provide opportunities for language development, build personal relationships with each student, create opportunities to interact regularly on a one-to-one basis with each student, challenge students to talk, think, and learn, ask critical questions while listening to students' attempts to make meaning, and support students as they develop the language and learning strategies necessary to articulate and extend their interactions with the world.

We will supplement the program by using Bringing Words to Life: Robust Vocabulary Instruction by Isabel Beck to explore ways of teaching explicit word learning strategies, as well as the role of fluency in reading instruction. This program will implement ELA & Math test sophistication programs. The first cycle will have a technology expert working with small groups of children reinforcing the materials that they worked on with the classroom teacher. This program will include 6 certified teachers and a supervisor. We will also be using Voyager Math in our second cycle, focusing on a variety of math instructional strategies. Classes will meet on Saturday from 8:00 to 12:00 for a total of 11 weeks starting November 2010. Students will have breakfast from 7:30-

8:00 provided by OFSNS and at no cost to Title III. We will have a school aide and a supervisor in the lunchroom during breakfast until the teachers pick up their classes.

Professional Development

Teachers will participate in professional development on the implementation of various vocabulary/fluency activities from the Let's Talk About It kit in order to meet the needs of our English Language Learners. The professional development will include language acquisition, graphic organizers and material to use with the program. There will also be professional development on the Voyager Math program.

Parental Involvement

There will be an initial orientation meeting for the parents to acquaint themselves with the program. Parents will be involved in celebrations of the student books. The Guidance Counselor will work with the parent's of the children attending the program to help their children succeed in school.

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

Professional Development

The teachers will participate in professional development that will support the implementation of building student vocabulary to meet the diverse needs of the English Language Learners. The professional development will include: engaging the teachers in book talks based on the Let's Talk About It (Oral Language), and in developing lessons that differentiate instruction based on the students' needs. We will use various graphic organizers, and listening activities for literacy/ content area development.

Form TIII – A (1)(b)

School: PS 200 **BEDS Code:** 332000010200

Title III LEP Program

School Building Budget Summary

Budget Category	Budget Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	<p>Activity #1 (Tues. & Thur.) Instruction \$3015</p> <p>Professional Development \$750</p> <p>Parent Involvement \$150</p> <p>Activity #2 (Saturday) Instruction \$13,805</p> <p>Professional Development \$1200</p> <p>Parent Involvement \$1650</p>	<p>Activity #1 After School Instruction (Tues. & Thur.)</p> <p>3 Teachers x 1.5hours x 10 sessions x \$50 per hour = \$2250 1 Supervisor x 1.5 hours x 10 sessions x \$51 per hour= \$765</p> <p>Professional Development (ELA) 1 Teacher x 3 hours x \$50 per hour = \$150 (ELA) 3 Teachers x 1 hour x 2 sessions x \$ 50 = \$300 (Math) 3 Teachers x 1 hour x 2 sessions x \$50 per hour = \$300</p> <p>1 Teacher x 3 hours x \$50 per hour = \$150</p> <p>Activity #2 (Saturday) Instruction 5 Teachers x 4 hours x 11 weeks x \$50 per hours= \$11,000 Supervisor x 5 hours x 11 weeks x \$51 per hour= \$2805</p> <p>Professional Development (ELA) 6 Teachers x 1 hour x 4 sessions x \$ 50 = \$1200</p> <p>Parental Involvement/Guidance Counselor 1 Teacher x 3 hours x \$50 x 11 sessions= \$1650</p>
Purchased Services such as curriculum and staff development	<p>Activity #1 Instruction \$7465</p>	<p>Activity #1 Instruction Bringing Words to Life \$15 each x 5 books= \$75 Elements Of Reading 500 each x 5 Kits= \$2500 Math Voyager Kits \$1800 each x 2= \$3600 Let's Talk About It 6 kits x \$215= \$1290</p>
Purchased Services such as curriculum and staff development	<p>Activity #2 Instruction \$2365</p>	<p>Activity #2 Instruction Bringing Words to Life \$15 each x 5 books= \$75 Elements Of Reading 500 each x 2 Kits= \$1000 Let's Talk About It 6 kits x \$215= \$1290</p>

Supplies and materials	Activity #1 Instruction	\$325	Activity #1 Instruction	
			Journals	\$150
			Chart Tablets	\$100
			Folders	\$75
	Activity #2 Instruction	\$475	Activity #2 Instruction	
			Journals	\$200
			Chart Tablets	\$150
			Folders	\$125
Travel	N/A			
Other	N/A			
TOTAL				\$31,200

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor’s Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P.S. 200 follows the NYC Dept. of Education’s **Chancellor’s Regulation A-663**, which states, “All schools and DOE offices shall ensure that limited-English-proficient parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child’s education.”

P.S. 200 *conducts ongoing surveys to continuously update their data on the home languages of the students as they enter the school at various times of the year. Home Language Surveys are immediately administered upon registration throughout the year and home languages are documented. The Parent Coordinator also is involved in ensuring that home languages are up-to-date. Home languages are printed on every Student Emergency Contact card as mandated by the Chancellor. For the past several years, the*

Interpretation & Translation Liaison ensured that interpreters and translators were on-site for the twice-yearly Parent-Teacher Conferences and Spring Parent Workshops as well as other conferences and/or meetings where Interpreters were needed. This will continue in **2010-2011**. **P.S. 200** maintains a strong connection to the NYC Department of Education's **Translation and Interpretation Unit**. **Data** on languages represented among the student and parent population at P.S. 200 informs the school of its special and unique translation and oral interpretation needs, i.e.: **Over-the-Phone Interpretation Services**, **Language Identification Cards** so that Parents and Visitors can point to their language at the Security Desk and in the Main Office to receive the appropriate language services, **Signs** are posted that inform parents and visitors of: "Interpretation Services Available" or "Please see a staff member for interpretation services" or "Welcome Parents" or "To obtain a translation of this document in [language] please see a staff member." This will continue in **2010-2011**.

The **Interpretation & Translation Specialist** also gathers **data** on parents who are hearing-challenged and arranges for an **American Sign Language Interpreter** through the NYC Dept. of Education's Office of Sign Language Interpretation Services. This will continue in **2010-2011**.

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.

P.S. 200's qualitative data confirmed that the following languages were the most requested by parents for all parent and teacher conferences: Chinese and Spanish. This **data** was collated from surveys distributed before Parent-Teacher conferences requesting if interpreters were needed for individual appointments for conferences. **An additional source of data** used was to tally the **Interpretation & Translation Specialist** conducted throughout the afternoon and evening conferences. This tally confirmed that Chinese and Spanish interpreters were in high demand and that P.S. 200 met that demand. **Translation needs** were based upon **qualitative data** of the number of home languages represented in the school and the number per language. All flyers, school correspondence, PTA notices and other important documents contain a message in the most represented home languages indicating "To obtain a translation of this document in [language] please see a staff member." If the parent needs a translation, it is done in a timely matter.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

P.S. 200 will continue its ongoing efforts to effectively communicate with all parents in 2010-2011 through the **high quality translation services** it currently provides and has provided for several years. P.S. 200 uses

multiple venues to meet its translation needs:

In-house translators: Chinese Parent Coordinator; Russian Teachers; Russian Social Worker; P.S. 200's Chinese Math Instructor; P.S. 200's Spanish Security Guard; PTA Members who speak Arabic, Spanish, and Russian.

- **The NYC Dept. of Education's Translation and Interpretation Unit** which translates all documents in a timely manner.

Procedures to ensure timely provision of translated documents to parents includes the in-house translators who are readily available and efficient and also completing a NYC Dept. of Education Translation Request Form .

Written translation services provided include: Translations of: Home Language Surveys, Parent Questionnaires, School Surveys, Language Allocation Policy, Discipline Policy, School Parent Involvement Policy, School-Parent Compact, Title III Notifications and Letters, ESL Notifications and Placements, PTA newsletter, Emergency Procedures, School wide events, Parent and Community Involvement Opportunities, Neighborhood Mental Health Resources, Community Based organizations that address mental, physical, academic, health and quality of life needs...

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.

P.S. 200 will continue its ongoing efforts to effectively communicate with all parents in 2010-2011 through the **high quality oral interpretation services** it currently provides and has provided for several years. **P.S. 200** uses multiple venues to meet its oral interpretation needs:

In-house oral interpreters: Chinese Parent Coordinator; Russian Teachers; Russian Social Worker; P.S. 200's Chinese Math Instructor; P.S. 200's Spanish Security Guard; PTA Members who speak Arabic, Spanish and Russian.

- **The NYC Dept. of Education's Translation & Interpretation Unit's approved outside contractor, Legal Interpreting Services (LIS)** who supplies Consecutive and Simultaneous Oral Interpreters.

Procedures to maintain timely and efficient oral interpretation services include completing an interpretation form and a contract work order form L.I.S. to ensure that Oral Interpreters are present as needed.

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

- **P.S. 200** will distribute a copy of the **Bill of Parent Rights and Responsibilities** which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.
- **P.S. 200** will conspicuously display flyers by its primary entrance that indicate the availability of

translation & interpretation services.

- **P.S. 200's safety plan** will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- **P.S. 200** will gather **data** to insure that if parents of more than 10% of the children at P.S. 200 speak a primary language that is neither English nor a covered language, P.S. 200 will obtain from the **Translation and Interpretation Unit** a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.
- **P.S. 200** will inform parents of the NYC Dept. of Education's Translation & Interpretation Unit website that provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

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:	\$813,203	\$329,409	\$1,142,,612
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$11,426		\$11,426
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$3,294	\$3,294
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$40,700		\$40,700
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$16,475	\$16,475
6. Enter the anticipated 10% set-aside for Professional Development:	\$81,320		\$81,320
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$32,940	\$32,940

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100

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

To ensure that P.S. 200 has 100% of high quality teachers for 2010-2011, P.S. 200 will recruit high quality teachers in the following ways as recommended by the NYC Dept. of Education: Interviewing traditional candidates; Interviewing NYC Teaching Fellows; using the “New Teacher Finder” @ <http://nyc.teacherssupportnetwork.com/Home.co> & interviewing candidates through the NYC Dept. of Education’s Office of Teaching Recruiting which holds Career & Networking Fairs. In addition, P.S. 200 will continue to support those teachers with initial certification

who are pursuing their M.A. degrees so that they complete their studies and receive permanent certification in a timely fashion.

P.S. 200 is implementing the following activities to insure that 100% of its teachers are high quality by the end of 2010: *P.S. 200 will make sure that every classroom has a fully NYS Certified and NYC licensed teacher through its hiring of faculty that meet this criteria. By following the above steps, P.S. 200 should have highly qualified teachers. The Office of Teaching Recruiting helps schools meet pre-screened candidates for teaching at the Career & Networking Fairs that P.S. 200 will participate in. P.S. 200 will also support those teachers that are pursuing their M.A. degrees while teaching so that they complete their degrees in a timely fashion to receive permanent certification.*

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

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

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

PART I GENERAL EXPECTATIONS

PS 200 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with:

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

PS 200 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following additional partnerships:

YMCA and Lutheran Family Health Center

PS 200 will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Although ongoing throughout the year, a more formalized evaluation will be conducted at two spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The principal will also meet with members of the Title 1 PAC. The survey will be the responsibility of the School Counselor. The School Counselor, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal and SLT for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, special programs, school-to-home communication, counseling services, academic intervention services and safety.

PART I GENERAL EXPECTATIONS

PS 200 agrees to implement the following statutory requirements:

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

PS 200 will take the following actions to involve parents in the process of school review and improvement .

- Parents will be involved in the school's Quality Review self-evaluation and interviewed as part of the school's Quality Review
- Parent surveys will be a vital part of the School's Progress Report process. Parents will be given multiple opportunities throughout the year to survey the school's learning environment
- Although ongoing throughout the year, a more formalized evaluation will be conducted at two spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The principal will also meet with members of the Title 1 PAC. The survey will be the responsibility of the School Counselor. The School Counselor, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal and SLT for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, special programs, school-to-home communication, counseling services, academic intervention services and safety.

PS 200 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among parents, students, our partnering organization, and the larger community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance in the form of individualized and small group meetings to parents of children attending our school in developing a further understanding of:

- The State academic content standards and grade-specific performance indicators
- Differentiated Instruction
- Measurable goal setting to include both short and long term goals
- How to monitor progress toward meeting student-generated short and long term goals
- "Presentations of Learning" to showcase and highlight the academic rigor present in our learning expeditions
- Department-led workshops focused on the use of data including Acuity, Achieve 3000, and NYS testing
- The School will provide materials and training in an understandable and uniform format to help parents work with their children to improve their children's academic achievement through the use of an ongoing progress report at the end of each unit of study that include additional parent resources, workshops to increase the use of technology to support learning through, training in Acuity, and Achieve 3000.

PS 200 and our partnering organization will educate our staff in effective strategies to communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:

- Providing teachers with professional development regarding the most effective techniques in parent involvement through student-led conferences, small-group meetings, workshops
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs our Saturday Academy, parents as reading partners, and conduct and/or encourage participation in activities that support parents in more fully participating in the education of their children by involving parents in the regular and celebratory activities of the school.
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:

풀잡 School letters are translated and ELL students are provided with native language letters of school events

풀잡 Translation services information are posted in the school office in the appropriate native languages

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the

participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing

information and school reports in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

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

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

disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PS 200 School Parent Compact

School Responsibilities

P.S. 200 will:

- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- Hire faculty with significant graduate training in their field of expertise
- Provide ongoing training and professional development for pedagogical strategies to build a collaborative teaching staff
- Assess school-wide academic needs and establish additional tutoring sessions to meet the majority of those needs
- hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement.
- Specifically, those conferences will be held:
- Parent Teacher conferences will be held as per citywide calendar.
- Provide parents with a monthly calendar of upcoming events, conferences, ½ days of school and non-attendance days.

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

- Staff will be available for consultation at parent-teacher conferences and by appointment.
- Parent Coordinator will be available for consultation during school hours.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: all parents are invited to observe classroom instruction during open school week and may be invited at other times during the year by the teacher.
- The PTA will send families a letter every September asking for parents to volunteer their time and use their talents and expertise as contributing members of various committees.

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;

TEMPLATE - MAY 2010

- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the quality of television programming my children watch, ensuring it is age appropriate and limiting the amount of time my children are permitted to watch television.
- Limiting the amount of time my children play age appropriate video games.
- Monitoring my child's time spent using the computer as well as the websites he/she is accessing to ensure they are age appropriate.
- becoming involved in developing, implementing evaluating and revising the school-parent involvement policy;
- participating in training that the school offers on child rearing practices and learning strategies;
- sharing the responsibility for improved student achievement;
- communicating with his/her child's/children's teachers about their education needs;
- asking parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in
- assisting their child/children in the education process;
- providing written documentation of a child's absence from school;
- returning and signing all papers requiring a parent signature;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- expressing high expectation and offering praise and encouragement for achievement.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a School wide 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.

P.S. 200's School Leadership Team (SLT) conducted a needs assessment of the entire school and determined how **Instructional Reform**, under Title I SWP, will continue in **2009-2010**. The needs assessment included **data** from: *The Progress Report, Quality Review, Annual School Report Card, State and City Standardized Assessment results, NYSESLAT and Lab-R results, ACUITY Predictive and Instructionally Targeted Assessments in ELA and Math, End-of-Unit Everyday Math Assessments, Learning Environment Survey,*

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

P.S. 200 provides supplementary services for our students, such as: **Push-in AIS Math, Push-in Funded Corrective Reading, Push-in ESL** so that **all students** can meet the standards. As a Title I SWP, **all students**, including ELLs and Special Education Learners, are eligible to receive supplementary services as mandated by the **Title I law**.

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

P.S. 200 implements research and scientifically-based methods and instructional strategies across the curriculum. This will continue in 2009-2010.

- **Extended Day Instruction** increased both the amount and quality of learning time **before** the school day by 37.5 minutes, Mondays-Thursdays.
- **After School Programs**
- **Closing the Achievement Gap** groups are provided **supplementary push-in** services by ESL, AIS Math, Funded Corrective Reading, SETTS
- **Inquiry Team Intervention** provides push-in intervention for a target population comprised of low academic achieving children

3. Instruction by highly qualified staff.

Over 98% of P.S. 200's staff are highly qualified. These teachers are NYS Certified and NYC licensed by the NYC Dept. of Education. Nearly 2% of the teachers are on the road to permanent certification. ALL new teachers receive high quality mentoring. All teachers receive high quality professional development across the curriculum.

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

P.S. 200 provides high quality & ongoing PD for all staff members and parents. Professional Development is conducted by: CFN 17 Specialists, ICILSO Specialists, Teachers College, Community Based Organizations that address academic needs, Literacy & Math Coaches, Administration of P.S. 200, ESL Teachers, AIS Math Teacher, Funded Corrective Reading and Reading Recovery Teachers, Inquiry Team, SBST, Guidance Counselor, I.E.P. Teacher, Speech Teacher, Educational Consultants for Parent Workshops, School Library & Media Center Teacher, Computer Lab Teacher, Science Teachers, Math Teacher, Social Studies Teachers, Technology Specialists and more. **PD is ongoing throughout the year through:** Faculty Conferences, Grade Conferences, Common Preps, Off-site conferences, In-House Hosting Conferences, Parent Workshops, PTA & Parent Coordinator Meetings, “Lunch & Learn” PD, Inter-visitations, Lesson Modeling, Push-in Technology Collaborative Lessons and more.

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

P.S. 200 uses the following strategies to attract and retain high-quality & highly qualified teachers: P.S. 200 will use the “New Teacher Finder,” NYC Teaching Fellows, Career & Networking Fairs and recommended candidate interviews to attract high-quality and highly qualified teachers. **To retain** these high-quality & highly qualified teachers, P.S. 200 will support all new teachers with high-quality mentoring by experienced teachers who have demonstrated exemplary practices in core curricula delivery and instruction; classroom management; standards-based lesson planning and data-driven instruction. P.S. 200 will continue to support new and all teachers with high-quality professional development in all topics previously stated in CEP.

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

P.S. 200 implements the following strategies to increase parental involvement:

- Joint decision making by SLT composed of 50% parents
- Joint development of Title I School Parent Involvement Policy & School-Parent Compact
- Joint Development of Language Allocation Policy
- Joint decision making on types of Parent Outreach workshops that should take place during the year
- Distribution of **Highlights**, the PTA newsletter in several languages
- Invitations to Annual Dance Festival, Evening of Art, All school wide events, All classroom Events
- Adult ESL classes

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.

P.S. 200 assists preschool children in the following ways:

- **Parent Coordinator and Social Worker** arrange for Pre-School visits to P.S. 200 by parents and students
- **In-House Universal Pre-K Classes** visit Kindergarten classes
- **In-House Universal Pre-K Family Worker** helps Pre-K students and families
- **Pre-K students** receive health, nutrition, social services, to help them make an easy transition into Kindergarten.
- **P.S. 200 conducts an Annual June Language Instructional Program orientation for Pre-K parents** whose learners will enter Kindergarten and require ESL and/or Bilingual services.

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.

- **P.S. 200's teachers** are on the School Leadership Team (SLT).
- **P.S. 200's teachers** conduct high quality PD on data-driven instruction; strategies to reach all learners, including ELLs and Special Education Learners
- **P.S. 200's teachers** are members of the Inquiry, Instructional and PD & ESL/Bilingual/ Special Education Teams.
- **P.S. 200 teachers turnkey PD**
- **P.S. 200 teachers** receive training in ACUITY & SCANTRON, Language Instructional Programs and ESL Strategies Across the Curriculum to improve achievement

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.

P.S. 200's Struggling Learners, including ELLs & Special Education Learners are provided timely additional assistance through:

- **P.S. 200's School Leadership Team** who develops the CEP and conducts a needs assessment and evaluates "the effectiveness of the school's educational programs and their impact on student achievement." (NYC D.O.E. web site)
- **Pupil Personnel Team (PPT) meetings** that address the academic needs of struggling learners and ensure timely measures to provide necessary services; These meetings are ongoing and provide up-to-the-minute feedback on individual children and their progress. Services are added, if necessary
- **P.S. 200's Academic Intervention Services (AIS)** that are provided on a timely basis
- **P.S. 200's I.E.P. Teacher** who ensures that appropriate services are provided and identified on I.E.P.s

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.

P.S. 200's School Leadership Team develops the CEP and ensures that Federal, State and local services and programs are appropriately coordinated and integrated to address the needs of the learning community and its stakeholders. Included in these services & programs are:

- ***Guidance Counselor PD & Workshops*** for Teachers & Parents throughout the year on Violence Prevention, Child Abuse Identification and Prevention, Community-based Mental Health Organizations, Family Counseling,
- ***Parent Coordinator Meetings*** that provide data on community-based organizations that provide academic, health, safety, shelter, adult education, vocational and technical education programs

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

1 Student

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

Our Parent Coordinator is available to work with families in temporary housing. She welcomes them to the school and provides them with important information about the school. She also informs them of the resources that are available in the school such as meetings, workshops and how to get involved with the PTA.

The Counselor is a key **point of contact** fully licensed and fully certified staff member who is in frequent communication with temporary housing families. Her duties include, but are not limited to: **Providing** one-on-one counseling to parents, **Assisting** teachers with Parent-Teacher conferences, **Educating** parents on assessments, community based organizations, behavioral management and expectations, helping children at home, seeking resources, and she is a liaison between the school and the home. She assist students living in temporary housing in meeting the State's challenging academic content and academic achievement standards as well as assisting them when they have urgent needs **P.S. 200's Guidance Counselor** is an important part of out outreach to our families in temporary housing.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 200 Benson School					
District:	20	DBN:	20K200	School		332000010200

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11
	K	v	4	v	8	12
	1	v	5	v	9	Ungraded
	2	v	6		10	

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	104	106	71		94.3	95.0	95.2
Kindergarten	161	203	205				
Grade 1	228	178	229	Student Stability - % of Enrollment:			
Grade 2	197	233	178	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	212	201	222		94.6	92.7	93.7
Grade 4	184	209	212				
Grade 5	169	181	212	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		61.5	70.8	72.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	47	20
Grade 12	0	0	0				
Ungraded	0	3	0	Recent Immigrants - Total Number:			
Total	1255	1314	1329	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					19	36	34

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	35	20	Principal Suspensions	3	9	6
# in Collaborative Team Teaching (CTT) Classes	0	0	6	Superintendent Suspensions	0	6	9
Number all others	63	63	58				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	35	7	TBD	Number of Teachers	72	75	78
# in Dual Lang. Programs	15	31	TBD	Number of Administrators and Other Professionals	13	15	10
# receiving ESL services only	187	170	TBD				
# ELLs with IEPs	3	20	TBD	Number of Educational Paraprofessionals	4	3	11

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	79.2	78.7	88.5
				% more than 5 years teaching anywhere	69.4	65.3	76.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	92.0	94.9
American Indian or Alaska Native	0.3	0.3	0.0	% core classes taught by "highly qualified" teachers	94.3	99.3	99.1
Black or African American	2.1	1.3	1.1				
Hispanic or Latino	19.4	20.3	19.1				
Asian or Native Hawaiian/Other Pacific	30.7	30.6	31.8				
White	47.5	47.5	47.6				
Male	51.1	50.5	51.2				
Female	48.9	49.5	48.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	48.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	4						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 604	District 20	School Number 200	School Name Benson Elementary
Principal Javier Muniz		Assistant Principal Stacy Battista Keefe Vallaro	
Coach Diana Messano		Coach Mimi Carroll	
Teacher/Subject Area Sheila Fishbane ESL		Guidance Counselor Faith Gentles	
Teacher/Subject Area Rosalie Eaione ESL		Parent Donna Salerno	
Teacher/Subject Area Christine McGrath ESL		Parent Coordinator Lucy Lamothe	
Related Service Provider type here		Other Miriam Mayerhoff ESL	
Network Leader Debra Van Nostrand		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	8	Number of Certified Bilingual Teachers	5	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1339	Total Number of ELLs	218	ELLs as Share of Total Student Population (%)	16.28%
------------------------------------	-------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

1. 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).
2. 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.
3. 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](#)].)

4. 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.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

At P.S. 200, upon registration, every parent is given the Home Language Identification Survey (HLIS) in his native language. These surveys are written in various languages such as Russian, Chinese, Spanish ,Urdu, Albanian, Arabic, Polish, Korean among others. As part of the initial screening our fully certified ESL teachers, Sheila Fishbane, Christine McGrath, Rosalie Eaione, and Miriam Mayerhoff, explain this HLIS form and conduct an interview with parent and child to determine if they are eligible for the LAB R. Our school social worker, Rozita Guseynova and parent coordinator, Lucy LaMothe along with other members of our school community, who are fluent in various native languages, are available for translation services during this initial screening process.

The LAB-R will be administered within the first ten days of the child’s admittance by our fully certified ESL teachers, Sheila Fishbane, Christine McGrath, Rosalie Eaione, and Miriam Mayerhoff. If a child whose native language is Spanish, is determined as needing ESL services, the Spanish Lab is administered by Rosalie Eaione, a fully certified ESL teacher who is fluent in Spanish. This will determine whether the student is English or Spanish dominant.For children that were transferred from other public schools we look at their test history to find out the previous LAB-R or NYSESLAT scores. The administrators, the ESL teachers and the literacy coach will analyze the trends in the NYSESLAT scoring to help determine the best approaches for assisting our ELLs during the school year.

We have two parent orientations within the first ten days of school. One is held in the morning and the other in the evening. At both sessions we show a video in the various languages of our parents and in English, that explains the three program choices. The three choices are Transitional Bilingual, Dual Language, and Freestanding ESL. Translators are available at both meetings to help parents fully understand the programs and the choices they make. P.S. 200 wants to make new parents feel part of the school community so we also welcome PTA members to these meetings. We request that the parents return the Program Selection Forms in a timely fashion and if they are not received the ESL teachers call the parents to discuss the selection over the phone. If necessary teachers meet with parents after school to assure that these forms are returned. After reviewing the Program Selection Forms, we place children in the appropriate classes based on parental choice. The program models offered in our school are always aligned with parent requests.For the students that are admitted through out the year we make sure the parents are fully aware of all information that was imparted at the orientations so that their parents can make their choices. The majority of parents choose a Freestanding ESL program. However, recently there has been a movement towards the Dual Language model. For example, last year we had the Dual Language model in grades K, 1,2, 3 and 4. Now in the 2010-2011 school year we have the Russian Dual Language in grades K,1,2,3 4 and 5. The Gifted Learners of Bilingual Education (GLOBE) has been a program at P.S. 200 for many years in grades 1,2,3,4 and 5. In the 2009-2010 school year the GLOBE program was expanded to include kindergarten and will continue in the 2010- 2011 school year because of parental choice.

After the initial LAB-R testing has concluded, the ESL teachers meet with the administration and present a roster of all eligible ELLs. New Entitlement, Continued Entitlement and Non-Entitlement letters are completed in the appropriate languages and handed out.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

- | | | | | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|-----------------------------|
| <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | |
| <input type="checkbox"/> 6 | <input type="checkbox"/> 7 | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

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	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1	1	1	1								6
Freestanding ESL														
Self-Contained														0
Push-In	6	6	6	6	6	6								36
Total	7	7	7	7	7	7	0	0	0	0	0	0	0	42

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	218	Newcomers (ELLs receiving service 0-3 years)	172	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	2

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	34			0						34
ESL	132		4	42		4	0		2	178
Total	166	0	4	42	0	4	0	0	0	216

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian	10	12	8	9	3	14	4	21	5	19	22	18						52	93	
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	10	12	8	9	3	14	4	21	5	19	22	18	0	0	0	0	0	0	52	93

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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): 93 Number of third language speakers:

Ethnic breakdown of EPs (Number):
 African-American: 2 Asian: Hispanic/Latino:
 Native American: White (Non-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	9	10	11	12	TOTAL
Spanish	9	11	10	2	7	3								42
Chinese	7	6	1	5	3	6								28
Russian	5	8	2	10	5	12								42
Bengali														0
Urdu	5	11		10	3	4								33
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi						1								1
Polish		2			1									3
Albanian	1		2		2	1								6
Other	3	2	2	2	1	1								11
TOTAL	30	40	17	29	22	28	0	166						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - 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.

In 2010-2011 there will be 16 classes of Push-In ESL instruction consisting of two classes in the fifth grade, two classes in the fourth grade, three classes in the third grade, three classes in the second grade, three classes in the first grade, and three classes in Kindergarten. The classes are arranged according to the students' scores on the LAB-R/NYSESLAT. Our school has selected to use the "TEAM TEACHING" Push-In model. This "TEAM TEACHING" model creates a dynamic classroom providing multiple opportunities for presenting information. This method of instruction includes working collaboratively with the classroom teacher to modify instruction for the ELLs. In Team Teaching both teachers will actively deliver the same information at the same time. In this model both teachers have equal partnership. It encourages multiple interpretations and provides multiple opportunities for presenting information. This method of Team Teaching includes listening, speaking, and working collaboratively in a partnership. Team Teaching works best when both teachers are equally comfortable in the content area. The ESL teacher will alternate push in times between the literacy block and content area subjects. Social Studies and Science units will be incorporated in to ESL instruction. Thus, content area instruction and language learning will be combined. Push-In ESL services

support content area instruction. Our school uses the Everyday Mathematics program. In this program students receive mathematics instruction that incorporates hands-on activities, use of manipulatives, and Smartboard technology. This type of program helps support ELLs. ESL teachers will meet with classroom teachers on a regular basis for planning and to share ESL strategies that will benefit all students. This Push-In model focuses on developing English grammar, vocabulary, articulation and oral language through content area subjects. The ESL program implements Differentiated and Direct Instruction and provides research-based, standards-aligned and data-driven ESL lessons that focus on key content area vocabulary development, phonemic awareness, grammar, and writing across the curriculum. In the Push-In model children are grouped heterogeneously to assist and learn from one another and allow language acquisition to occur naturally. The ESL teachers use strategies that scaffold instruction for English Language Learners. Some of the strategies that we implement in our lessons are activating students' prior knowledge, making connections, using visual charts and organizers, and using realia. Bringing realia or manipulatives to the classroom helps teachers in providing comprehensible input. Prior to the lesson ESL teachers will front load information for optimal comprehension. Explicitly teaching key vocabulary from the text and focusing on concepts and connections are also a main component of ESL instruction. ESL teachers model correct thinking processes, in all subject areas, so that learners understand the correct sequence and comprehend what to do.

In each program model (DL, and ESL) beginner and intermediate ELLs receive 360 minutes per week of ESL instruction. Advanced students receive 180 minutes of ESL instruction a week. For all Freestanding ESL, beginner, intermediate, and advanced students receive 450 minutes of ELA instruction. For our DL program the beginners receive 60-90 minutes a day of NLA instruction, the intermediates receive 45-60 minutes a day and the advance students receive 45 minutes a day.

P.S. 200 maintains intensive English instruction for newcomers by providing all teachers with Professional Development. Our school uses Extended Day time to provide additional instruction for newcomers by a fully certified ESL teacher. We have after-school programs and Saturday Academy that help enrich language development for newcomers. This additional time further enables our newcomers to build their vocabulary and develop the letter recognition and phonic skills necessary for decoding and comprehension in the English language. When necessary, additional small group instruction is done by our literacy and math coaches. We are sensitive to our newcomers' emotional needs in adapting to a new culture so we pair beginners with more advanced students who share a common native language.

Our students who are in ESL for more than 4 years require additional help in reading and writing based on the NYSESLAT scores; both during mandated ESL periods and in the classroom they receive instruction that focuses on building high order reading skills. Academic intervention affords these students small group instruction. Long term ELLs are required to participate in the extended day program. If necessary our literacy and math coach and IEP teacher provide small group interventions.

For our ELLs with special needs, our school provides after-school, extended day, differentiated instruction, small group instruction, Saturday Academy, Inquiry Team Intervention, Buddy Tutoring, Community-Based Organization Partnerships, computer lab interventions and the Pupil Personnel Team to ensure that appropriate academic intervention services are provided. For students with special needs, our school follows the mandates of each child's IEP. During the ESL classes the teachers focus on those skills that will enable the children to meet the state standards. We have two bilingual para professionals to provide native language support for those students who's IEPs mandate this service. At P.S. 200, we have had no students identified as SIFE in recent years. However, if they enroll at our school we are well prepared to meet the needs of these students. If these children arrive at our school they will receive 360 minutes weekly of ESL services. They will receive academic intervention services in both reading and math if necessary. These students will participate in our extended day program, where they will be in a small group environment four days of week. Also these students will be invited to participate in all after school and extra curricular activities.

Sample Student Schedule 2010/2011 ESL Grade 4 Intermediate/beginnerr

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:40-9:25	Word study	Math	Music	Math	Word Study
2	9:25-10:10	ELA/ESL	ELA	ELA/ESL	ELA	ELA
3	10:10-10:55	ELA/ESL	ELA	ELA/ESL	ELA	ELA
4	11:00-11:45	L	U	N	C	H
5	11:50-12:35	SS	SS/ESL	Computer	Science/ESL	SS
6	12:40-1:25	MATH	SS/ESL	Math	Science/ ESL	Math
7	1:30-2:15	Math	Math	Math	Math	Math
8	2:15-3:00	Gym	Science	Science	Library	Art

Sample Student Schedule 2010-2011 ESL Grade 4 Advance

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
--------	------	--------	---------	-----------	----------	--------

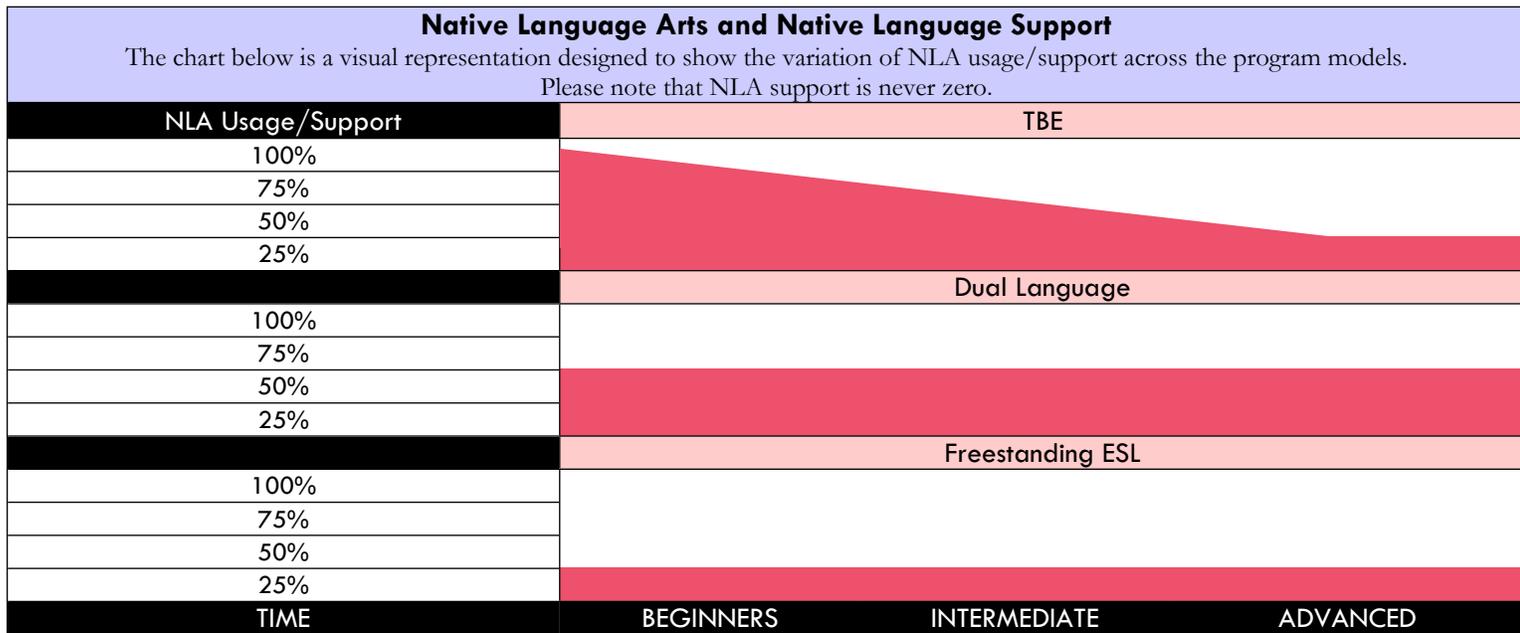
1	8:40-9:25	SS	Word Study	Music	SS	Word Study
2	9:25-10:10	ELA/ESL	ELA/ESL	ELA/ESL	ELA/ESL	ELA
3	10:10-10:55	ELA	ELA	ELA	ELA	ELA
4	11:00- 11:45	L	U	N	C	H
5	11:50-12:35	Math	Math	Math	Math	Math
6	12:40-1:25	Math	Math	Math	Math	Math
7	1:30-2:15	Science	Science	Art	Science	Music
8	2:15-3:00	Science	Gym	SS	Computer	SS
Sample Student Schedule 2010-2011 Grade 4/5 Dual Language R.A.=Read Aloud WW=Word Work RWS=Readers Workshop						
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:40-9:25	R.A./WW	R.A./S.S	R.A./WW	R.A./RWS	RWS
2	9:25-10:10	RWS/ESL	RWS/ESL	RWS/ESL	WWS/ESL	Music
3	10:10-10:55	WWS/ESL	Music	SS/ESL	Art	WWS
4	11:00-11:45	SS	WWS/ESL	WWS/ESL	Computer	WWS
5	11:50-12:35	L	U	N	C	H
Grade 5 Dual Language						
6	12:40-1:25	Gym	R.A./RWS	R.A./RWS	R.A./RWS	R.A./WW
7	1:30-2:15	WWS	WWS	WWS	WWS	RWS
8	2:15-3:00	R.A/ RWS	SS	WW	SS	WWS
Sample Student Schedule 4/5 Dual Language R= Russian E= English						
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	8:00-8:40					Math E
1	8:40-9:25	Math E /ESL	Math E /ESL	Math E/ESL	Math E/ESL	Math R
2	9:25-10:10	Reading	Math R	Math R	Math R	Music
3	10:10-10:50	Math R	SS/ESL	Gym	Computer	Science E&R
4	10:50-11:40	L	U	N	C	H
5	11:40-12:35	Science E&R	Reading R	Science E&E	Writing R	Math E/ESL
6	12:35-1:25	Science	Math E	Math E/ESL	Math E	Math R
7	1:25-2:15	Math/ESL	Math R	Math R	Math R	Science R&E
8	2:15-3:00	Math R	Reading R	Science E&R	Writing R	
Sample Student Schedule 2010-2011 Kindergarten Dual Language MM=Morning Meeting Interactive Writing=IW						
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:40-9:25	M.M./IA	M.M./I.W.	M.M./I.W/ESL	M.M./I.W	M.M./IW/ESL
2	9:25-10:10	Fundations	Music	Fundations/Reading/ESL	Fundations/Reading	Fundations/Reading
3	10:10-10:55	Literacy Centers	Literacy Centers	Literacy Centers	Literacy Centers	Band
4	10:55-11:45	Writing/ESL	Writing	Art	Reading/ESL	Math/ESL
5	11:50-12:35	Centers	Centers	Centers	Centers	Centers
6	12:40-1:30	L	U	N	C	H
7	1:30-2:15	SS/ESL	SS	Math	Math	R.A.
8	2:15-3:00	Math	Math/ESL	Science	Science	
At 12:00pm the Language Switches						

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

This year we will focus on content area ESL lessons. Social Studies and Science units will be incorporated into ESL instruction. Thus, content area instruction and language learning will be combined. Push-In ESL services support content area instruction. Our school uses the Everyday Mathematics program. In this program students receive mathematics instruction that incorporates hands-on activities, use of manipulatives, and Smartboard technology. This type of program helps support ELLs

ESL teachers use Interactive Strategies through Cooperative Learning Activities which include, but are not limited to: peer buddies, small group activities, think/pair/share, role playing, dialogue journals, field trips, and K.W.L. With our new push-in model we will be implementing specific strategies to address the need for delivering vocabulary through a variety of methods. In fostering the transition from BICS(Basic Interpersonal Communication Skills) to CALPS (Cognitive Academic Language Proficiency) for our ELLs, we will introduce Tier II words, high frequency words and academic language. Specific academic language will be taught in conjunction with content area instruction in order to maximize comprehension. Using illustrated word walls will amplify and solidify students' understanding, allowing them to incorporate the academic language into their schema.

Technology helps P.S. 200 foster strong home-school connections through school and city based interactive websites. Parents can view P.S. 200's portal on the NYC Department of Education's web site. They can access approved interactive web sites for their ELLs. Our school uses technology at its highest form with the innovative use of SmartBoards, classroom computers and individual laptops to supplement classroom instruction in various content-areas. The SmartBoards enable all students to be engaged, while interactively visualizing instruction. Technology integration is supported through ESL appropriate software in computer lab, Wilson Foundations software, laptops, Smart Boards, School Library Media Center and in Everyday Math where all students use calculators.

After the children reach proficiency on the NYSESLAT they are afforded two years of transitional assistance. Their progress is monitored by the Inquiry team and the ESL coordinator so that we meet each child's needs. We use our Extended Day and AIS programs to help these children succeed. As required by the city these children receive extended time when taking standardized tests.

All ELLs are afforded equal access to all school programs. Our After-School Test Prep and our Saturday Academy classes are available to all children on the appropriate grades. For our ESL students all classroom libraries contain bilingual and native language books in the native languages spoken by our students. At P.S. 200 our library has a special section with books in many different languages that reflect our schools diverse population. We have many bilingual dictionaries and glossaries as well. All of these books are available to all of our students.

In all the grades of our Dual Language Program model we have native language books. We have Russian books in all genres. For example we have poetry, non-fiction, realistic fiction, and biography books to name some. We have Russian fairy tales. We also have American fairy tales translated into Russian: like Cinderella, Pinocchio, and Puss in Boots. We have books by Victor Dragunsky, a famous Russian author who writes realistic fiction stories. We have science books in Russian that relate to the science curriculum. Books on electricity, magnetism, plants and nutrition are a few examples of what the Dual Language teachers use. We use native language math dictionaries. In the lower grade Dual Language classes, the teachers use Russian alphabet books and Russian phonics books as well as Russian story books.

C. Schools with Dual Language Programs

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

Our Dual Language Program is a partial immersion program, or 50/50 program. The teachers teach 50% of the day in English and 50% of the day in the partner language. We use monolingual lessons using The Rollercoaster Model fostering knowledge across languages where Russian and English instruction alternate between morning and afternoon each day. In our Dual Language Program grades K-3 use the Self-Contained model and grades 4 and 5 use the Side by Side model. In both of our models EPs and ELLs are integrated 100% of the day and all content area subjects are taught together. In grades K-2 the official teacher provides both the English and Russian component with a push-in ESL teacher that provides the mandated services. Since the third grade Dual Language teacher is a certified ESL teacher she provides all the English and Russian instruction and the mandated ESL instruction in the classroom. In grades 4 and 5 there are two teachers. One teacher provides the Russian component and the other teacher provides the English component. In these grades the ESL teacher pushes in to provide the mandated services. In our DL program emergent literacy is taught simultaneously in both languages. Native Russian and English speaking children have the opportunity to develop their listening, speaking, reading and writing skills in both languages. Russian and English are taught separately to avoid code-switching allowing for maximizing concentration of both languages. Heterogeneous groupings during the Russian and English portions of the day provide students with opportunities to assist and learn from one another and allow second language acquisition to occur naturally. The Dual Language Program will continue to be an additive Bilingual Program meaning that all students learn a second language without compromising their first language.

D. Professional Development and Support for School Staff

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

All teachers, assistant principals, and secretaries receive sustained Professional Development from Network CFN 609. At the beginning of each school year the ESL coordinator, Sheila Fishbane, reviews with the secretaries how to interpret information from the Home Language Survey so that correct information is put on ATS. The parent coordinator, Lucy LaMothe, uses the EPIC KIT put out by the office of English Language Learners. She and the ESL teachers meet at the beginning of every year to discuss any changes. Staff Development for the classroom teachers is ongoing and sustained. It is conducted during: faculty conferences, grade conferences, common preps, lunch time workshops, staff development days and outside conferences. The classroom teachers are taught to incorporate ESL principles and practices in the classroom. Through this ongoing professional development classroom teachers learn to build capacity in implementing effective ESL strategies across the curriculum to increase English Language development and academic achievement for all ELLs. In 2008-2009, ESL teachers received PD in the Wilson Foundations Program by the literacy coach. Wilson Foundations is a researched based phonemic awareness instructional program that was a new 2008-2009 initiative for all K-2 learners and all grade 3-5 newcomers, struggling SIFE and special learners. In 2009-2010, all teachers servicing ELLs received PD in Wilson Foundations by a network specialist. In the 2010-2011 school year we will continue to use this program. The ESL staff goes to network provided staff development which this year will focus on Common Core State Standards, Scaffolding of Instruction for ELLs, Academic Literacy for ELLs Aligned to CCSS, Team Teaching in the ESL Program and Curriculum Mapping. ESL teachers will also attend workshops sponsored by BETAC such as The Language of Science For Elementary ELLs, Revolutionized Vocabulary Development for English Language Learners and Effective Classroom Instruction and Intervention for ELLs.

To assist ELLs as they transition from elementary school to junior high school, the guidance counselor and the ESL teachers work with the fifth grade teachers so we can help prepare the children for the changes they will encounter.

Special Education teachers are required to have 10 hours of ESL training and regular education teachers are required to have 7.5 hours of ESL training. This is usually done by professional development provided by the network. The ESL coordinator makes sure that everyone has the appropriate training. If necessary the ESL staff provides the training. Records of their training sessions are kept in the principal's office.

E. Parental Involvement

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

Parents are an integral part of the P.S. 200 community. This year, in conjunction with our Parent Coordinator, we will continue to engage in ongoing outreach to ELL families. There is a need to continue to strengthen the link between home and school, specifically for our ELL children; to enable them to be successful. Our school hosts monthly Parent Teacher Association meetings where parents are asked to discuss their needs and concerns. Interpreters of all different languages are always on hand to assist parents. The Department of Education provides a survey for parents to express their needs and concerns. At P.S. 200 the results of this survey are utilized to improve our school.

Last year parents were invited with their children to Literacy Night at P.S. 200. A children's author attended and read his book to the audience. Each child received a copy of the book. It was a successful night, which we wish to continue this year. Last year we also instituted Family Art Workshops. At these workshops parents were invited with their children to participate in many art projects. It was so successful we plan on continuing this program this school year. P.S. 200 also hosts an Art Fair where the student's artwork is displayed for the parents to view.

In the 2009-2010 school year, P.S. 200 had a series of computer workshops for parents. These workshops assisted parents in accessing different reports on ARIS that will show in detail their child's proficiency on various city and state exams. If necessary we will repeat them in the 2010-2011 school year.

Our school's Family Worker provides ESL instruction for parents twice a week. We offer a variety of weekly activities tailored to meet the various needs of our growing parental body. The Parent Coordinator is always available to assist parents with issues that arise whether it is building literacy skills, housing issues, or citizenship status

Our School Leadership Team meets monthly. Parents make up 50% of this team and the other 50% is composed of administrators and teachers. Together we write the Comprehensive Educational Plan of which the Language Allocation Policy is a part.

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	26	23	8	6	10	6								79
Intermediate(I)		21	7	9	4	12								53
Advanced (A)	17	4	5	11	15	13								65
Total	43	48	20	26	29	31	0	0	0	0	0	0	0	197

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	0	1	1	2	1							
	I	6	3	1	2		0							
	A	12	3	4	2	5	7							

	P	25	14	20	14	16	11							
READING/ WRITING	B	17	3	2	3	5	1							
	I	24	9	11	3	7	5							
	A	3	18	11	12	9	7							
	P	1		1		1	6							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	10	1		15
4	8	9	4		21
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		12		1		1		19
4	8		10		4		2		24
5	1		10		5		2		18
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		5		9		3		23
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	9		2		3		2		16
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

At P.S. 200 the GLOBE Program is an enrichment program for gifted Russian children offered to grades K-5. The GLOBE program was instituted in the 1990's as a means to provide gifted education to children from various language groups. This program offers children who are intellectually gifted an alternative to the Delta program allowing students to maintain and improve their native language ability while continuing in an enriched academic program. Teachers in the program were carefully screened and trained in gifted education methodologies. All teachers are proficient in English and Russian. This program has been cited for its unique format and the achievement of the students in the program.

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.

At PS 200 we use the Teachers College Reading and Writing Project to assess the early literacy skills of all our children, including our ELLs. The data from this assessment reveals that our ELLs need support in decoding, phonics, acquiring vocabulary and support in higher-order thinking skills. Teachers use this data to plan their instruction to better meet the needs of these students. This goes for classroom teachers, ESL teachers, AIS teachers and teachers of the Extended Day Program.

The data patterns from LAB-R and NYSESLAT reveal children are at all levels of proficiency ranging from beginners to advanced. The NYSESLAT patterns reveal all levels of proficiency and also show how most of our ELLs have met the mandated gains and have improved. In addition, we have noticed that many of our Ell's who started out as advanced have passed.

The NYSESLAT results show that most children who entered our ESL program in Kindergarten pass within 2 years by the second grade. However, many children who begin ESL in third grade or later specifically show deficits in reading and writing and take longer to pass the NYSESLAT. The data also shows that children in our program improve in listening/speaking before reading/writing.

Part VI: LAP Assurances

children acquire oral language. Children learn to communicate effectively and become more fluent in English.

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 20K200

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	813,203	329,409	1,142,612
2. Enter the anticipated 1% set-aside for Parent Involvement:	11,426		11,426
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,475	*	
4. Enter the anticipated 10% set-aside for Professional Development:	81,320	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

100

6. 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.

To ensure that P.S. 200 has 100% of high quality teachers for 2010-2011, P.S. 200 will recruit high quality teachers in the following ways as recommended by the NYC Dept. of Education: Interviewing traditional candidates; Interviewing NYC Teaching Fellows; using the “New Teacher Finder”@ <http://nyc.teacherssupportnetwork.com> & interviewing candidates through the NYC Dept. of Education’s Office of Teaching Recruiting which holds Career & Networking Fairs. In addition, P.S. 200 will continue to support those teachers with initial certification who are pursuing their M.A. degrees so that they complete their studies and receive permanent certification in a timely fashion.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PART I GENERAL EXPECTATIONS

PS 200 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with:

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports.

The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.

The school will carry out programs, activities and procedure in accordance with this definition of parental involvement: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child’s learning; that parents are encouraged to be actively involved in their child’s education at school; that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

PS 200 will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I program. The evaluation will include

identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Although ongoing throughout the year, a more formalized evaluation will be conducted at two spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The principal will also meet with members of the Title 1 PAC. The survey will be the responsibility of the School Counselor. The School Counselor, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal and SLT for review and consideration.

Parents will have the opportunity to provide feedback on topics such as: instruction, special programs, school-to-home communication, counseling services, academic intervention services and safety.

PART I GENERAL EXPECTATIONS

PS 200 agrees to implement the following statutory requirements:

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- the school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

PS 200 will take the following actions to involve parents in the process of school review and improvement.

Parents will be involved in the school's Quality Review self-evaluation and interviewed as part of the school's Quality Review Parent surveys will be a vital part of the School's Progress Report process. Parents will be given multiple opportunities throughout the year to survey the school's learning environment

Although ongoing throughout the year, a more formalized evaluation will be conducted at two spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The principal will also meet with members of the Title 1 PAC. The survey will be the responsibility of the School Counselor. The School Counselor, along with

members of the PTA Executive board will organize the parent feedback and present the findings to the principal and SLT for review and consideration.

Parents will have the opportunity to provide feedback on topics such as: instruction, special programs, school-to-home communication, counseling services, academic intervention services and safety.

PS 200 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among parents, students, our partnering organization, and the larger community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance in the form of individualized and small group meetings to parents of children attending our school in developing a further understanding of:

- The State academic content standards and grade-specific performance indicators
- Differentiated Instruction
- Measurable goal setting to include both short and long term goals
- How to monitor progress toward meeting student-generated short and long term goals
- "Presentations of Learning" to showcase and highlight the academic rigor present in our learning expeditions
- Department-led workshops focused on the use of data including Acuity, Achieve 3000, and NYS testing
- The School will provide materials and training in an understandable and uniform format to help parents work with their children to improve their children's academic achievement through the use of an ongoing progress report at the end of each unit of study that include additional parent resources, workshops to increase the use of technology to support learning through, training in Acuity.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

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.

Identification of Student Performance Trends:

- *In 2009-2010 the P.S. 200 Inquiry Team, targeted the Special Education and English*

Language Learners based on the 3rd grade ELA exam. The lowest one third of the student population had an insufficient foundation in comprehension

□ P.S. 200 will ameliorate this trend with the school wide implementation the use of Teachers College Running Records, Acuity Assessments, Scantron Performance Series. Using the collected data we will continue to create individual portfolios to provide ongoing support to each student.

● **According to the 2009-2010 Quality Review:** P.S. 200 is “Well Developed” in the following areas which impact student performance trends: Collecting, analyzing and using a wide range of data to understand and meet the needs of the students. P.S. 200 continues to be “Well Developed” in using a rigorous curriculum, teaching organizational decision making to engage students and faculty in meeting all student learning goals. The Inquiry Team focused on improving student performance and identifying sub groups of students to monitor while using strategies to improve their learning outcomes. The school delivers a rich curriculum with a strong focus on the arts. The school has established excellent communication to improve student performance and attendance.

● **According to the 2009-2010 Progress Report:** P.S. 200 received an “B” grade. P.S. 200 received credit for exemplary proficiency gains in Mathematics for our English Language Learners. In ELA, P.S. 200 received a score of 58.7% for performance at Levels 3 or 4 and nearly 74.0% as the median growth percentile; in Math P.S. 200 received a score of 74.2% for students performance at Levels 3 or 4 and nearly 78.0% as our median growth percentile.

- In ELA The median growth percentile for the lowest thirds was 73% and in mathematics the median Growth percentile for the lowest third was 72.0%
- **According to the 2009-2010 Annual NYS Report Card:** P.S. 200 is a school “in good standing.”
- **According to the 2009-2010 Annual NYS School Report Card:** Student Stability has been over 94% since 2006. The percentage of students eligible for Free Lunch has been over 62% and P.S. 200 continue to be a Title I school in **2009-2010**. ELLs continue to comprise approximately 16.28% of the student population. P.S. 200’s student achievement in ELA, Math and Science has earned recognition as a school in good standing for several years, including the latest report card of 200097-2008. **Disaggregated Data** indicates that sub groups have made AYP-Adequate Yearly Progress in ELA, Math, and Science. The Prospective Status indicates that the 2010-2011 Annual School Report card will also be a school “in good standing” in ELA, Math & Science. P.S. 200 students performing at Levels 3 or 4 outperformed similar schools on Gr. 3-5 Reading & Math Assessments and Gr. 4 Science Assessment in 2008-2009.

- ***In 2009-2010, according to the Gr. 3-5 ELA: Approximately 54% of the students tested scored at or above a level 3.***
- ***In 2009-2010, according to the Gr. 3-5 Math assessment: Approximately 71% of students tested scored at or above a level 3.***
- ***In 2009-2010, according to the Gr. 4 Science Assessment: Approximately 88% of the students tested scored at or above a level 3.***

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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
- ***In 2009-2010, P.S. 200's Inquiry Team helped bring lower performing learners closer to the "sphere of success" through high quality intervention, differentiated instructional strategies in ELA and across the curriculum, data analysis, data-driven instruction, PD for teachers in data analysis and data-driven instruction, and the creation of a **school wide** focus on student achievement through data analysis and differentiated instruction. The Inquiry Team engaged the fourth grade teachers and AIS providers in the inquiry process in order to make a systemic change.***
 - ***In 2009-2010 P.S. 200 held its first Enrichment Academy for level 3 and 4 students in ELA and Math to target these children so they continue to make progress in this area. As an additional enrichment activity the faculty offered a menu of art and academic clubs to increase engagement and academic achievement for our diverse population.***
 - ***In 2009-2010 P.S. 200 held Saturday Academy for remediation for our level 1 and 2 learners in order to prepare them for the ELA and Math statewide exams.***

- **In 2009-2010 P.S. 200 held Saturday Academy for “beginner” ELLs** to help prepare them for the NYSESLAT.
- ***In 2008-2009 P.S. 200 held its Second Annual Family Literacy Night in order to promote the importance of reading.*** *The teaching staff engaged in breakout sessions and conducted read alouds for our students and parents. The children who participated in Family Literacy Night received a free literature book, schoolbag, pencil and brochure on promoting literacy at home. Approximately 400 people attended this event!*
- ***In 2009-2010, P.S. 200’s academic instructional programs and arts programs were supported by Sanford Weill, the Chairman of the Board of Carnegie Hall with a 2009-2010 link-up to The Weill Music Institute at Carnegie Hall for Grades 3-5. P.S. 200’s Violin instructional program started approximately seven years ago along with our Musical Theatre, Chorus and Band. P.S. 200’s Music Instructional Program has widely recognized and requested to perform citywide. P.S. 200 has sustained its musical program and has provided high quality professional development for all teachers in music so that every learner, including ELLs and Special Education Learners as well as teachers, have music in their lives.***

P.S. 200 is a school with a high quality, stand-alone Arts program. P.S. 200 has an on-site Visual Arts Studio with a professional artist. We are connected to **Studio in a School and Parents as Art Partners**, which are two NYC programs. P.S. 200 has had many art grants in the past and currently has a “United States Department of Education Artful Learning Community” **grant** which combines literacy and art. Our art teacher is the facilitator that teaches other art teachers from around the city. We have introduced “**An Evening of Art.**” P.S. 200’s learning community also recognizes the humanistic and academic benefits reaped from music, drama and dance. We have a **Children’s Musical Theatre** which puts on professional productions in our auditorium for the school and the **community**. We also have an **Early Childhood Violin Program** as well as a **Band, Chorus and Recorder Program**. This year, our **Violin Ensemble** will perform at the **Snug Harbor Cultural Center** for the Annual Art Exhibit. Our students also participate in dramatic productions. The **comprehensive Arts program** is an **inclusive** program and offers enrichment for all learners, including **English Language learners** and **Special Education** learners. **P.S. 200’s Arts Program is NYS standards-based** and is aligned with the **Blueprint for Teaching and Learning in the Arts.**

- ***Community-Based Partnerships have been a great accomplishment for many years at P.S. 200. P.S. 200 has ensured that all Community Based Organizations meet the various needs of all learners, families and community members. We have partnerships that provide high quality professional development for teachers in Reading and Writing Workshop and also***

in Teachers College Running Records (Teachers College). We also have partnerships that address physical, mental, health and academic needs of our learning community, such as YMCA of Greater New York, New Hope Guild and Maimonides Mental Health.

3. Instruction by highly qualified staff.

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

- Enlist assistance from network 609 to plan professional development for staff on techniques of differentiating instruction for Special Needs students and ELLs
- Teacher workshops on language acquisition for ELLs that will lead to better planning and lesson development
- Parent workshops to support ELL students at home
- Workshops for parents in English Language development
- Staff will be trained in use of ARIS, Acuity and Scantron in order to access current data and as a means of differentiating instruction
- Support leveled libraries to be sure there is a range of books.
- Teacher will engage in a professional study group on differentiation of instruction.

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

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

- ESL Classes for Parents

- Computer Training
- Family Literacy Night
- Parenting workshops

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Teachers are planning using the newly approved state standards.

- 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.

The Inquiry Team will identify 30 students from the lowest third of grade 4 and 5 in ELA (Inquiry Team 30)

- We will expand the group to include more classroom teachers
- We will continue to monitor the progress of last year's target population.
- Narrow the school-wide focus to the Inquiry Team 30 and determine an area in which these students have a common need/area to improve
- Build and improve teacher capacity to analyze data and differentiate instruction for these students
- Communicate to Academic Intervention Team the strategies and practices that are effective to improve instruction for other students throughout the school
- Provide training for Data Specialist which will be turn-keyed to staff

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.

Before School Day: Extended Day ELA Instruction during the School Day: 90-Min. Literacy Block, Book Clubs, Readers/Writers Workshops, Wilson Foundations in K-2 and for Struggling Learners/Newcomers in Grades 3-5, Small Group ELA Instruction, Fountas & Pinnell Leveled Literacy Intervention, Reading Recovery, SETTS, Corrective Reading, ESL, Learning Leaders (Trained Volunteer Parent Tutors), SWP Push-in by Corrective Reading Teacher, Collaborative ELA Teaching, ELA Teacher Mentoring, Literacy Coach Mentoring, Voyager Passport, Leveled Literacy Intervention (LLI), At-Risk SETTS F-status 3 day a week lower grade ELA intervention. After School: P.S. 200's Title III Program for Newcomers, P.S. 200's Test Prep Academy, OST Partnerships, such as: YMCA, Jewish Children's House (JCH), Community-based Academic Tutoring Centers.

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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			329,409	✓	
Title I, Part A (ARRA)	Federal	✓			129,089	✓	
Title II, Part A	Federal	✓			32,920	✓	

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal	✓				✓	
Title IV	Federal			✓			
IDEA	Federal		✓			✓	
Tax Levy	Local	✓			6,305,897	✓	