

**[ERNEST S. JENKYNS]
P.S./I.S. 202K**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (19/ K/ 202)

ADDRESS: 982 HEGEMAN AVENUE, BKLYN, NY 11208

TELEPHONE: (718) 649-7880

FAX: (718) 927-2173

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS/IS 202K **SCHOOL NAME:** ERNEST S. JENKYNS

SCHOOL ADDRESS: 982 Hegeman Avenue, Brooklyn, NY 11208

SCHOOL TELEPHONE: (718) 649-7880 **FAX:** (718) 927-2173

SCHOOL CONTACT PERSON: Pauline Smith-Gayle,
Principal **EMAIL ADDRESS:** psmithg@schools
.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carlyn D. Green

PRINCIPAL: Pauline Smith-Gayle

UFT CHAPTER LEADER: Teresa Mulvey

PARENTS' ASSOCIATION PRESIDENT: Robin Brehon

STUDENT REPRESENTATIVE:
(Required for high schools) Not Applicable

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 309

NETWORK LEADER: Ms. Patricia Trubridy

SUPERINTENDENT: Ms. Rose-Marie Mills

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 member 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/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Pauline Smith-Gayle	*Principal or Designee	
Teresa Mulvey	*UFT Chapter Chairperson or Designee	
Robin Brehon	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Margaret Haas	DC 37 Representative, if applicable	
Not Applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Carlyn D. Green	Teacher	
Cheryl Charles	Teacher	
Elizabeth Taylor	Teacher	
Ramona Courton	Teacher	
Theresa Kinard	Parent	
Andrea Walls	Parent	
Selva-Marie Hernandez	Parent	
Lucy Vasquez	Parent	
Uzuago O. Agori	Parent	
Shatisha Haywood	Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE
Part A. Narrative Description

VISION

“KNOWLEDGE IS POWER!” The vision for our school community is to empower ourselves to become life long learners and impart sound instructional strategies that are driven by research and state standards to all students. In addition, we will maintain a safe and supportive environment for all staff members, students and parents that is conducive to learning. Through active participation and a collaborative effort, students will achieve high self-esteem, accomplish long term goals, and foster a respect for themselves and others.

MISSION

In conjunction with the school’s motto, “Catch the Spirit of Learning”, our school’s mission is to provide each student with diverse education in a safe and supportive environment. This will promote self-discipline and motivation to excel socially and academically.

Our school joins with parents and the community to assist students in developing skills to become college/career ready individuals.

□ PART II: NARRATIVE DESCRIPTION OF THE SCHOOL

Public School/Intermediate School 202 is located in the East New York section of Brooklyn, New York in School District 19. This pre-kindergarten through grade eighth school currently serves a population of approximately 936 students from culturally diverse backgrounds. The community is home to many new immigrants from Africa, Ecuador, Guyana, Hispanic and Latino countries, and the West Indies. Although our physical plant is 84 years old, major renovations have been done over the last few years. All rooms are currently connected to the internet. The building is well maintained.

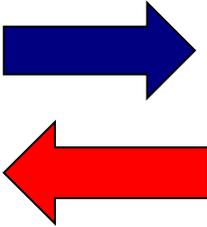
In the testing grades 3-8 for 2009-2010, there has been a dramatic decrease in Levels 1 and 2 in the Math state standardized test for grades 3-7, but in grade 8 there is a 7.2% increase in Levels 1 and 2. Therefore, the decrease in Levels 3 and 4 is evident. In grades 3-8 the Levels 1 and 2 in ELA decreased significantly also, but in retrospect, Levels 3 and 4 in ELA have increased in grades 3-7 considerably. Grade 8 is balanced in regards to Levels 1 and 2 and Levels 3 and 4 in ELA because there is only a 2.0% difference in the Levels 3 and 4 category.

Grades	Test	Levels 1 & 2	Levels 3 & 4
3	ELA	33.9%	66.0%
3	Math	2.8%	97.2%
4	ELA	32.7%	67.3%
4	Math	11.3%	88.7%
5	ELA	23.1%	76.9%
5	Math	13.1%	86.9%
6	ELA	13.8%	86.2%
6	Math	8.5%	91.6%
7	ELA	36.6%	63.4%
7	Math	26.1%	73.9%
8	ELA	48.0%	52.0%
8	Math	62.7%	37.4%

5	Math	60.0%	40.0%
6	ELA	61.3%	38.6%
6	Math	47.8%	52.2%
7	ELA	73.8%	26.2%
7	Math	70.4%	29.5%
8	ELA	82.6%	17.5%
8	Math	78.1%	21.9%

School Year 2009-2010

School Year 2010-2011



In the testing grades 3-8 for 2010-2011, there has been an increase in Levels 1 and 2 in the Math standardized test for grades 3, 4, 5, 7, and 8 but in grade 6 there is a slight decrease in Levels 1 and 2 and an increase in Levels 3 and 4. In grades 3-8 the Levels 1 and 2 in ELA increased considerably. Levels 3 and 4 in ELA have decreased in grades 3-8. Level 3 and 4 in ELA for grades 3-8 have minimal gains.

The Core Knowledge curriculum will continue to be implemented as a part of the Balanced Literacy Program for the school year 2010-2011. The Core knowledge curriculum will comprise 50% of instructional time for grades Pre-K thru 8. Currently all K-5 classes are using Everyday Mathematics and grades 6, 7, and 8 are using Impact Mathematics. The focus of science education is to offer students ways to make predictions, and adapt to an increasingly scientific and technological world. During the 2010-2011, grades 2-8 will continue to be involved in our school's Science Fair.

The primary focus of the New York State Core Curriculum for Social Studies instructional program is to provide all students of grades PreK-8 with critical thinking skills. In grades 7 and 8 students will be involved in research-based projects, using technology and Smart boards. The visual and fine arts programs provide students with a multicultural education. A dance teacher in collaboration with the Art teachers provide dance instruction and art projects focusing on the Core Knowledge curriculum and prepare students for school performances.

The Student Community Outreach Program prepares students to volunteer in Day Care Centers and Senior Citizen's Homes. Grades 1-6 are involved in Modern Jazz and African Dance.. The Brooklyn Ballers, a Century 21 Basketball Grant for building character and teamwork. PS/IS 202 enjoy collaborations with several community-based organizations such as the Brooklyn Botanic Gardens, Brooklyn Public Library, Brooklyn College and local community businesses.

The Federal, State and Local programs for which our school receives allocations are as follows: Tax Levy, Title I, Title III, Special Needs/AIS, State Magnet Grant, and Part 154BI/LEP.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S./I.S. 202K-Ernest S. Jenkyns				
District:	19	DBN #:	19K202	School BEDS Code:	331900010202

DEMOGRAPHICS									
Grades Served in 2009-10:	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	* 6	* 7
	* 8	● 9	● 10	● 11	● 12	● Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Pre-K	54	54	54				89.6	90.4	TBD
Kindergarten	105	89	110						
Grade 1	136	139	103	Student Stability: % of Enrollment					

DEMOGRAPHICS							
Grade 2	98	123	127	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	123	110	121		91.7	93.0	TBD
Grade 4	111	113	113				
Grade 5	120	110	100	Poverty Rate: % of Enrollment			
Grade 6	84	99	90	(As of October 31)	2007-08	2008-09	2009-10
Grade 7	114	79	93		91.1	88.9	88.0
Grade 8	84	105	62				
Grade 9	0	0	0	Students in Temporary Housing: Total Number			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		15	62	TBD
Grade 12	0	0	0				
Ungraded	1	1	3	Recent Immigrants: Total Number			
				(As of October 31)	2007-08	2008-09	2009-10
Total	1030	1022	976		10	7	5
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	58	61	49	Principal Suspensions	4	11	4
No. in Collaborative Team Teaching (CTT) Classes	8	10	17	Superintendent Suspensions	4	4	18
Number all others	33	37	33				
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	33	21	21	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	49	46	48	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	3	18	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	80	81	TBD
				Number of Administrators	17	17	TBD

DEMOGRAPHICS							
Overage Students: # entering students overage for grade				and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	4	TBD
	4	3	TBD				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.6	0.6	0.7	Percent more than two years teaching in this school	75.0	77.8	TBD
Black or African American	66.8	68.3	67.3	Percent more than five years teaching anywhere	60.0	70.4	TBD
Hispanic or Latino	31.2	29.7	30.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.9	0.7	Percent Masters Degree or higher	89.0	91.0	TBD
White	0.7	0.4	0.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.9	90.8	TBD
Multi-racial							
Male	49.7	50.7	50.6				
Female	50.3	49.3	49.4				

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance		<input checked="" type="radio"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:	
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>			
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>		<u>Category (Check <input checked="" type="checkbox"/>)</u>	
		Basic	Focused
In Good Standing (IGS)		√	
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	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							
Other Groups							
Students with Disabilities	√SH	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓	✓				
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√SH	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	83.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	10.8	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	22.4	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	43.1	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher 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 your school's 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?
-

Section IV - Needs Assessment

The Student's Positive Trends

- Increase in the number of students performing at grade level
- ELL and Special needs students approaching standards.

Negative trend noted in Grade 8

- Increase in number of grade 8 students performing at grade level and/or meeting grade level standards in ELA standardized test.

P.S. /I.S 202 Inquiry Target Team have made great accomplishments:

- Tracked and successfully moved the third sample population
- Proposed and implemented instructional strategies such as:
 - ✓ Nuclear & one to one tutoring
 - ✓ Leveled and skill streaming

P.S./I.S.202 Aids

- Weekly Inquiry Target Team and sub-inquiry team meetings are held weekly to discuss student progress.
- Teacher classroom inter-visitations, informal and formal observations
- Systematic review of the sub-skills as it relates to overall comprehension
- Academic Intervention Services during school hours to assist at risk students in reading, writing and math for at-risk students.

- Provide professional development in the subjects of literacy and math to staff members who service at-risk students
- Use of data from a variety of sources such as benchmark, diagnostic and predictive assessments to guide teachers in the selection of appropriate instructional materials and lesson planning.
- Professional development for teachers to strengthen their knowledge-base in content areas and focus on best practices in the delivery of instruction.
- Provide After School and Saturday programs to improve and develop academic skills.
- The use of technology including but not limited to computers, internet, Smart Board to enhance class lessons and for student research.
- Continued scheduling and open access for classes and students to utilize library services.
- Use of incentives to improve attendance, promote academic achievement and increase amount of students who wear uniforms.
- Pupil Personnel Team to assist and monitor at-risk students who demonstrate difficulty in various academic areas, social emotional growth and attendance.
- Least Restrictive Committee to assist and monitor special needs students who are mainstreamed into the general education setting.
- Provide monthly parent workshops that address the needs of parents as school partners.
- Increasing mainstreaming opportunities for special education students into general education classes
- Providing intensive professional development for teachers in differentiated instruction to meet the needs of the school community
- Effective strategies for meeting the needs of the growing ELL population

P.S./I.S.202 Barriers

- Staff availability/utilization
- Class teacher follow-up with accountability recommendations
- The Inquiry Target Team recommendations vs. teacher implementation
- Accurate data collection

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

V- Annual Goals

GOAL 1 **Differentiated Instruction**

In the 2009-2010 school year 31% of P.S. / I.S. 202's teachers surveyed stated that they had opportunities to be involved in literacy PD that supported their instructional practice. In 2010-2011 we will improve the percentage of our teachers' involvement to 56% in order to improve the use of differentiated instruction using content, process and products.

GOAL 2 **English Language Arts/Writing**

In the 2009 – 2010 school year 32% of P.S. / I.S. 202's students achieved levels 3 and 4. In 2010 – 2011 school year we will improve the percentage of our students achieving the ELA proficiency by 10%.

GOAL 3 **Mathematics**

In the 2009 -2010 school year 40% of P.S. / I.S. 202's students achieved levels 3 and 4. In the 2010 - 2011 school year, we will increase the percentage of our students achieving math proficiency by 10%.

GOAL 4 **Reading**

In the 2009 – 2010 school year, 52% of P.S. /I.S. 202's students read at grade level on the ECLAS assessment. In the 2010 -2011 school year, we will improve the percentage of our students reading at grade level by 14%.

SECTION VI: ACTION PLAN

Differentiated Instruction

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve teacher involvement in literacy professional development to promote improved student outcomes in ELA.</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"> • Professional development via staff conferences, grade meetings, lunch and learn to inform teachers of the techniques of differentiated instruction, best practices in differentiated instruction, grouping students, and using and analyzing data (ACUITY, ARIS, benchmark assessments, Predictive/ITA assessments, ECLAS-2 and EPAL, unit and monthly exams) to better meet student diverse learning needs. • Scheduling of inter-visitation and intra-visitation to observe best practices and modeled classrooms utilizing differentiation of instruction • Availability of funding will be used for book club activities, teacher resources and classroom materials (library books, manipulative, audio/visual equipment) • Classroom walk-through and teacher feedback to deepen collaborative conversations among the grades about strategically planning differentiated lessons aligned with instruction, and maintain on-going professional development.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<p>Money from FSF was used to fund a full time literacy coach, staff training during after school hours and purchase of supplemental materials. Title I funding was used for after school programs, and to pay attendees to staff development during after school hours.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Lesson plans with an emphasis on tiered differentiation of instruction. • Frequent documentation via supervisory formal and informal walkthroughs, observing differentiation instruction utilized in classroom environments and lessons. • Data centers documenting student academic progress. • Leveled libraries with a variety of genres • Gardner’s Multiple Intelligence Product Chart reflecting differentiated products in conjunction with Bloom’s Taxonomy

English Language Arts

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student performance in literacy as indicated on the NYS ELA examination where one year of progress is demonstrated.</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"> • Professional development with an emphasis on utilizing SMART goals and data collection (ARIS, Benchmark Assessments, ACUITY) • Infusing Common Core ELA Standards • Supervisors and teachers will meet once each month to assess goals and to facilitate effective lesson planning using assessment data • Collaborative teacher planning via collaborative inquiry meetings, lunch and learn and staff conferences to share, collect and implement best teacher practices in classrooms • Schedule common planning time, model lessons and intervisitation • Continue to implement the Balanced Literacy program • Continue to implement guided reading using both fiction and nonfiction materials in a small group environment during the regular class periods • Extended Day will be used as Academic Intervention Service (AIS) • ARIS data will be used for skill practice • Achieve 3000 will provide reading and writing differentiated instruction for Grades 3-5 • Simple Solutions will be used to target Grade 3 students focusing on grammar
<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>Money from FSF was used to fund the Core data inquiry team, and purchase of supplemental materials. Title I funding was used for after school programs.</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"> • Identify and target the bottom third of student based upon data • Weekly meetings for teachers to meet and discuss data results and to design instructional strategies that will focus on progressing student skills in English Language Arts and Mathematics • Data driven instruction utilized in classrooms emphasizing tiered differentiated instruction • Maintenance of data collection and display via classroom data center • Flexible grouping of students • Portfolios, teacher conference notes, progress report,

	<p>report card, flexible groups</p> <ul style="list-style-type: none"> • Interim Assessment such as Acuity, benchmarks, unit tests, and teacher made assessment
--	--

Mathematics

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student performance in Mathematics as indicated on the NYS exam where one year of progress is demonstrated.</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"> • Enhance teaching and learning through professional development focusing on differentiated instruction interdisciplinary instruction, model classrooms, lesson planning and supervisory feedback • Selected students will participate in after school program and extended day where funds permit • Provide AIS to “at risk” students to improve and develop math skills • Differentiation of instruction through guided math and math centers. • Identified teachers will participate in intervisitation and intravisitation • Manipulatives will be utilized within the classroom to better serve different learning styles • Assessment based assignments using ARIS • Benchmark data will be used for re-teaching, flexible grouping, and to modify student goals • Portfolio assessment, teacher conference notes, progress reports and report card data will be used for implications for differentiated instruction, student goals, and program modification • Rubrics, informal observation, standardized and diagnostic assessments will be used to determine the needs of the students • Parent workshops on ARIS

<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>Budget Title I allocations will be utilized for teacher writing resource materials.</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"> • Portfolio assessment, teacher conference notes, progress report, report card data will be used for implications for differentiated instruction, student goals, and program modification • Interim assessments such as Acuity, benchmarks, unit tests, and teacher made assessment • Predictive 2011

Subject/Area (where relevant): _____

Reading

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve performance in literacy as indicated on ECLAS assessment for grades K – 3.</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>	<ul style="list-style-type: none"> • To provide professional development to teachers in effective strategies of reading instruction, and analyzing student data to group for instruction • Use of the Scott Foresman reading program with an emphasis on teaching explicit phonics skills, reading comprehension, spelling and grammar practice • To provide a literacy block that infuses guided reading, shared reading, and independent reading activities to assist students as they improve their reading skills • To provide academic intervention services to struggling students during the school day via push-in/pull-out instruction • Teachers will meet twice a month to discuss student data, progress and best practices
<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>Budget Title I allocations will be utilized for teacher reading resource materials.</p>

Indicators of Interim Progress and/or Accomplishment

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

- Data (ECLAS, running records, benchmark assessments, classroom test) exhibiting student progress in reading levels Classrooms exhibiting students reading challenging books
- Student reading logs
- Reading centers
- Student made rubrics
- Graphic organizers
- Monthly writing genres
- Leveled library

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, 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, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	0	0	N/A	N/A	13	0	2	7
1	0	0	N/A	N/A	33	5	3	0
2	0	0	N/A	N/A	25	2	5	1
3	19	19	N/A	N/A	48	2	10	3
4	27	27	27	27	20	3	8	2
5	23	23		48	45	6	5	1
6	0	0			30	3	8	1
7	10	10			25	5	12	1
8			53	53	67	3	15	0
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Scholastic Reading, Best Practice, Reading Focus, Spotlights and Safari Minds are reading programs that were chosen based on their positive results with students in the AIS program, which is small group and one to one. ELA strategies are provided to all our students needing help during the normal school day. We also offer small classes on Saturday and in the After school program where specific needs are targeted based on data done on each student.
Mathematics:	We are using various books to address the needs of our struggling students. Quickstart, Math Steps, Math Options and Exploring Math. Our teachers are committed to using manipulative, overhead and the smart board and their data to address the needs of our AIS students. During our Saturday Academy and our After school program the needs of our students are been targeted. Not only are we looking at our data to address the needs of these students but we are also incorporating many studies of gender learning to drive our instructions across curriculum.
Science:	Skilled teachers, through the state standards, drive instruction during after school which provides the outlet for grades 4 and 8 to have additional instruction in science with the focus on hands-on activities (experiments) and short response to explain the process of data gathering to conduct an experiment. The short responses are one of the avenues for test sophistication.
Social Studies:	The target group is grade 4 where unit tests, benchmark tests, museum trips to study different cultures and customs are the preparation for the grade 5 state social studied test in November. Class size is approximately 10 students for remedial tutoring. Grade 8 SS teachers use ELA strategies in conjunction with unit tests, exit projects, chapter test and benchmarks to address the needs of the students preparing for the 8 th grade state test.
At-risk Services Provided by the Guidance Counselor:	Individual and group counseling to meet students’ emotional and/or academic needs. Role playing, group intervention, family intervention counseling if needed and referral for outside family counseling, if warranted.
At-risk Services Provided by the School Psychologist:	During the school day, collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems. Conduct informal observations and tests to assess academic skills and behavioral difficulties. Provide psychological counseling to help resolve interpersonal problems that interfere with school performance. Help students and schools manage arises such as death, illness, or community trauma.

At-risk Services Provided by the Social Worker:	Provide individual and group counseling to students who are at risk of failing classes and/or not meeting their potential. In addition, crisis counseling is provided to students in need. These services are provided during school hours.
At-risk Health-related Services:	The nurse provides information on a one to one basis and in small groups for students concerning diabetes, asthma and nutrition.

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 (2010-2011) Language Allocation Policy to this CEP.

LAP Section – (info based on data from 2010-2011 School Year)

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Section A. LAP Team Composition

Assistant Principal – L. Rosales
Guidance Counselor – S. Smith
Content Area Teacher – C. Green
Content Area Teacher – R. McLawrence
ESL Teacher – S. Oh
Parent Coordinator – R. Julian

Total Number of English Language Learners (ELLs) 71

ELLs as Share of Total Student Population 7.59%
(based on a total school population of 936 students)

Section C. School Demographics

PS/IS 202 is a Title I school located in the East New York section of Brooklyn. The school is an elementary to intermediate grade school serving approximately 936 students from Kindergarten to Eighth grade. There are a small number of students that are in a self contained Special Education classes. The school participates in the Universal free-lunch program, as over ninety percent of the students are eligible.

Currently, the school is a Kindergarten to Grade eight barrier-free school, with an enrollment of 936 students. Out of the 936 students, there are 71 students who are eligible to receive English Language Learner (ELL) services. There is 1 self contained Special Education bilingual class (Spanish and English) for grades 6 to 8. The data for the school shows that the ethnic composition of the student population is 83% Black, 15% Hispanic and 2% other.

There are 59 students in the ESL program. The program is designed as a pull-out model. The ESL teacher works closely with all of the classroom teachers and serves students in discreet ESL instruction in a separate class. There are also 12 special education bilingual students in a self contained class. There are ELLs in all grades and at all proficiency levels: Beginning, Intermediate and Advanced. The home language of the students is Spanish except for two students whose home language is Fulani. Students travel to another classroom to receive ESL instruction which is provided by one ESL teacher. The intermediate/upper grade sixth, seventh and eighth special education bilingual students go out of the classroom for prep and other content area classes such as math, science and social studies. The ESL teacher uses methodologies in academic content area instruction to develop English language skills. The ESL program is designed to help students acquire English language proficiency in listening, speaking, reading, writing and critical thinking using the Cognitive Academic Language Learning Approach (CALLA) method as well as Total Physical Response (TPR) with some students.

The allotted time for ESL instruction (pull-out) is determined by the students' English language proficiency levels. Beginning and Intermediate level students receive 360 minutes (8 periods) of instruction weekly, while Advanced level students receive 180 minutes (4 peridos) per week.

There are 72 ELLs presently on register at PS/IS 202. The ELLs are spread across all grades: K - Grade 8 Most of the ELLs speak Spanish as their first language except for 2 students who speak Fulani. The breakdown of ELLs across the grades is as follows:

GRADE	K	1	2	3	4	5	6	7	8
ELLs	5	8	3	8	8	3	15	14	7

ELL Identification Process & Parent Choice:

Students that are in the ELL programs were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to receive ESL services. Students that score below the state designated level of proficiency on the LAB-R are entitled to services. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in a parent/newcomer orientation. We accommodate all languages either in house or with the use of the DOE translation services dept. At the orientation, information is given on the programs available (DVD outlining all ELL programs offered as a choice in the language that the parents' native language), state standards, assessments and expectations for their children. Translators are on hand to assist for explanation and question/answer sessions. Parents/guardians choose the program that will best meet their children's needs. Students are placed in the program selected by the parent/guardian. To determine continuing entitlement to ELL services, the NYSESLAT test, is administered annually to all eligible ELLs. If the students score below the state designated proficiency level, they remain in an ELL program and the parent choice options are revisited. ELL instruction is provided based on the student proficiency level as required by NYSED -CRPart 154 regulations.

The following steps are taken to ensure that new/out of state transfer students who may be ELLs are properly identified.

Parents/Guardians of all new entrants are required (mandated) to complete a Home Language Identification Survey (HLIS) as part of the registration packet when enrolling their child at our school. Based on the information supplied on the HLIS form (indicates a language other than English is used), an oral interview is

conducted by an ELL specialist or other licensed qualified pedagogue in the school. There are Spanish proficient pedagogues available if a translator is needed as well as office assistants. If necessary, other translation services will be used for those who are fluent in a language that is not represented on staff. We will supply other language translators as needed for an interview when needed for a specific language that is not represented.

- If the HLIS form indicates that a language other than English is used in the home (if checked off one question Part I: questions 1-4 and two questions Part II: questions 5-8), the student is deemed Language Assessment Battery-Revised (LAB-R) eligible and the student is administered the LAB-R within 10 school days of registration. The parent/guardian is advised of the mandated LAB-R testing based upon the HLIS form that was submitted.

- The parent/guardian is notified in writing (in the language specified) to advise of the LAB-R results. If the student has tested proficient, they will not be eligible for any language support services. As time passes should the student show a need of language support services, the classroom teacher and ELL specialist can re-visit and investigate the situation at that time. If the student has tested at a beginner, intermediate or advanced proficiency level on the LAB-R, the parent is given the choice of language support services they wish to have for their child (dual language, transitional bilingual education (self-contained - based on number of students eligible/available to open classes accordingly) or pull-out/push-in ESL services. Entitlement letters in both English and Spanish (dominant at our school) are sent out to the parents with program selection forms so that the school is firm on the parent choice. All of the parent choice letters are maintained in the cumulative student files and the ELL Coordinator keeps a copy in a secure filing cabinet.

- All new entrants whose HLIS indicate a home language of Spanish and has scored at or below LAB-R cut scores must also take the SPANISH LAB test at the time of initial enrollment at our school (within 10 business days). This allows the ELL specialists to have a better understanding of the Spanish home language proficiency in all modalities. This information is also shared with the classroom teachers and administrators. All results of LAB-R/SPANISH LAB testing and applicable records are kept by the ELL coordinator and monitored throughout the school year.

The pedagogues who are responsible for conducting the initial screenings, and administering on the HLIS and LAB-R/SPANISH LAB-R are proficient in English and/or English and Spanish.

Licensed Pedagogues:

Susan Oh – ESL Teacher/ ELL Coordinator

Theresa Mulvey – Special Education Bilingual Teacher

At the beginning of the school year, the results of the Spring NYSESLAT results are pulled and reviewed. The data is administered to the data specialist, administrators, those common branch teachers who have ELLs and ELL specialists. Once the results have been reviewed, the eligible ELLs are logged into either the appropriate bilingual classes or ESL pull-out program schedule based upon their grade level and language proficiencies. Once again, the parent choice options

for language support programs are revisited for those who have not tested proficient and the appropriate entitlement letters will go out. Those who have tested out will receive a non-entitlement transition letter indicating the results of the exam.

ELL students are identified not only by the HLIS form and results of the LAB-R but other sources combined to ensure that all potential ELLs are identified. There is also further investigation where a print out of the RLER report is done at least once a month to monitor new admit students to also verify if any students are LAB- R eligible. Once a student is deemed eligible for language support services (based upon the results of the LAB-R and or information from previous schools for transferring ELLs), the school communicates with the parents not only in person, but in writing as well as a beginning of the year ELL parent orientation for new ELLs. There are Spanish speaking pedagogues available for translation during orientations, workshops and meetings scheduled throughout the year. Also, the school will provide a translator for those parents who speak other languages. We made use of the Translation unit and various tools from the EPIC box when necessary.

The school has also opted-in to administer all ELL periodic assessments throughout the year as another assessment tool to drive instruction to help support ELLs before the New York State English as a Second Language Achievement Test (NYSESLAT). Also, many of the ELLs are also offered Academic Intervention Services (AIS) if needed. The self- contained bilingual teachers not only uses the ELL periodic assessments to evaluate ELLs but they also participate in the many other ITA diagnostic and predictive assessments in English Language Arts. All the ELL teachers apply other informal and formal assessments to drive instruction and the lessons are constructed upon the needs of the ELL students based upon their specific performances in the four modalities of speaking, listening reading and writing on the NYSESLAT. The raw score of each modality is converted to a scale score and reviewed so that the teacher can begin to take the steps needed to support each ELL in the skill they are needing the most help. The English as a Second Language (ESL) teacher works closely with the homeroom/cluster teachers. Formal as well as informal progress reports are distributed at least three times a year and they are reviewed and discussed. The ELL teachers also participate in the inquiry teams of each grade.

Licensed Pedagogues:

Susan Oh – ESL Teacher/ ELL Coordinator

Theresa Mulvey – Bilingual Teacher

Parents are advised of the program choices (Dual language, Transitional Bilingual Education and Pull-out/Push-in ESL – you can indicate dual language based on the demand and number of students to open a class) that our school offers. The parents are advised at the time of enrollment (orally) by a licensed pedagogue and they are also advised in writing (English and Spanish) as well as a DVD shown during orientations. The school also offers parent orientation at the beginning of the school year (and continuous as necessary) to explain the ELL programs that the school offers. The ELL coordinator, bilingual specialists and the parent/family coordinator work closely together to offer various workshops throughout the year to invite ELL parents to come in and participate in their child’s learning. Not only are the ELL programs explained but many other information is shared such as how to support literacy at home with ELLs. Parents are also encouraged to set

up meetings with ELL teachers to discuss progress and support of ELLs throughout the year as well as preparation for the NYSESLAT mandated test in May and the mandated state exams. These workshops are offered by:

All ELL Pedagogues and related support staff:

Susan Oh – ESL Teacher/ ELL Coordinator

Theresa Mulvey – Bilingual Teacher

Parent/Family Coordinator: Robyn Julian

Testing Coordinator/AIS coordinator: Linda Thurston

The ELL Coordinator ensures that entitlement letters, parent surveys and program selection forms are distributed to entitled students and is collected/filed/secured once the forms are returned. Important letters such as the parent choice for services are stored in the cumulative student files (copies to ELL Coordinator).

Susan Oh – ELL Coordinator

Returned forms are stored in secure files and copies are stored with the ELL Coordinator in Room 207 (secure/locked cabinet file).

Trend in parent choice letters:

Parents/guardians choose the program that will best meet their children's needs. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation. At the orientation, information is given on the programs available, state standards, assessments and expectations for their children

Students are placed in the program selected by the parent/guardian.

There have been a reduced number of parents requesting self-contained transitional bilingual classes after reviewing the parent surveys and program selection forms from the past few years. There is a larger demand (approx. 75%) for pull-out ESL services where the entitled students is in a monolingual English self-contained classroom but is offered either 180 minutes (advanced proficiency) or 360 minutes (beginner and intermediate proficiency) of ESL support services during the week.

The ELL specialists, data specialists, inquiry team members and LAP team participants meet to discuss the trends based on the feedback from parents. The ELL Coordinator and the parent coordinator are responsible to advise parents of program choices. The administrators are also on hand to supply information to ELL

parents. ELL parents are given ample opportunities to discuss the best program offerings for their child whether it is in- person meetings or parent orientation meetings. There is always a family room available with a Spanish speaking coordinator and many parent volunteers to assist with any inquiries as well. Again, the recordkeeping of parent choice letters is maintained by the ELL coordinator where the proper documents are stored in the cumulative student files and copies are kept in the ELL coordinator's secured file cabinets.

The school offers as many ELL programs as requested dependent on parent choice and need. Based on parent feedback, communication, meetings, workshops and orientations, there is a strong need to build alignment between parent choice and program offerings. Much of the research is conducted in the first few months of the school year but there is continuous support and investigation throughout the school year to monitor the needs of all ELLs at our school. The parents are assured that they have rights and are entitled to parent choice on ELL programs and offerings at the school whether it is orally, written, participation at meetings or at workshops.

A review of the Parent Survey and Program selection forms for the past two years indicates that the larger majority of the parents chose the ESL program. There are parents choosing bilingual programs but there have not been enough enrollment numbers as of yet to open a full class of 15.

The ESL program is aligned with the parents' requests.

ELL Programs:

Students that are in the ESL program at PS/IS 202 are students that were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to receive ESL services as detailed above.

Students that score below the state designated level of proficiency on the LAB-R are entitled to services. PS/IS 202 has less than 8% of the school's population which is a smaller number of ELLs spread out over all of the grades from Kindergarten to Grade 8 as compared to some other schools. The program that best serves the students at this time is the freestanding ESL program. The majority of the ELL students participate in the ESL Pull – Out model (currently 83%) that is designed to best meet the language needs of the ELLs. There are a total of 59 ESL students. The other 17% of ELLs (12 students) are Special Education Bilingual Education students that are services per their IEPs (Grades 6, 7, 8 only).

Number of ELLs in ESL Pull-Out Education Programs by grade and proficiency level is:

Grade	Beginners	Intermediate	Advanced
K	5	0	0
1	8	0	0
2	3	0	0

3	2	5	1
4	3	3	2
5	1	1	1
6	5	2	7
7	2	2	2
8	1	2	1

Number of ELLs in self contained Special Education Bilingual by grade and proficiency level is:

Grade	Beginners	Intermediate	Advanced
6	0	0	1
7	5	1	2
8	2	1	0

Home Language Breakdown and ELL Programs:

Most ELLs at PS/IS 202 are speakers of Spanish except two students who are Fulani speakers.

Language Groups Represented at PS/IS 202 K.

Grade	Spanish	Fulani	Other
K	4	1	
1	7	1	
2	3	0	
3	8	0	
4	8	0	
5	3	0	
6	15	0	
7	14	0	
8	7	0	

Program and Schedule Information:

PS/IS 202 has a free standing, pull-out heterogeneous ESL program that provides all language arts and subject matter instruction in English through the use of specific instructional strategies. Support is also provided in the students’ native language by pairing students of the same language group. There is 1 certified ESL

teacher that serves the ESL student population. She facilitates student comprehension and linguistic summary where needed to ELLs as part of the language program instructional support by consulting with the other ELL specialists in the building. We also have a self-contained special education bilingual class for grades 6 to 8 served as per IEPs for those eligible ELLs. There is 1 certified special education bilingual teacher that serves the special education bilingual students for the middle school grades.

Students receive mandated instruction and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in heterogeneous, content specific pull out ESL classes for grades Kidnergarten to Grade 8.

Staff ensures that all students receive the mandated minutes of ELA instruction per week. In addition, student additional instruction provided for academic intervention services (AIS) through the daily Monday to Friday schedules and the extended 37 1/2 minutes program.

Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. A Balanced Literacy approach is used that is consistent with the ELA approach in most literacy classes.

Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples, state assessments, observations, conferences and general assessments are taken and reviewed on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus on the programs are an improvement of academic English skills in an effort to aid students with their overall academic work in their grade span and preparation for the NYSESLAT test each year.

PS/IS offers a freestanding ESL program which uses the pull-out model. The program is available for ELLs in all grades and at all proficiency levels: Beginning, Intermediate and Advanced. Students travel to another classroom to receive ESL instruction which is provided by a certified teacher. The teacher uses the Content Based Second Language Instructional Model as well as variants of Total Physical Response (TPR). Content will be the focus of instruction, but the primary objective of instruction will be to promote language learning through listening, speaking, reading and writing in English. There is also emphasis placed on vocabulary knowledge and development of academic language. The ESL teacher shares common planning period with some of our classroom teachers in order to maximize English Language Acquisition for ELLs. ESL strategies are infused into content instruction.

Once all of the ESL students are identified, the ESL teacher works with one of the scheduling specialist (Mr. DeSanno) to schedule the program for all grades K-8. All of the teacher/students schedules are compared to ensure that students are pulled out for their mandated ESL support time during the appropriate periods. Students are not to be pulled during content area subjects or any other mandated subjects that they are required to be in the self-contained classes for. There are multiple proficiency levels so the students are grouped usually by grade level and working groups vary and change with the lessons at hand.

The ESL teacher picks up the students and as a group travel back to the ESL teacher's classroom. Depending on the age/grade of students, the students are either escorted back to their classrooms or if they are age appropriate (with the teacher's permission), they are given a pass back to class. There are both homogenous and heterogeneous groupings in ESL class depending on the specific targeted modality and or lesson for that period(s). There are times when two grade bands are combined such as Grade K and 1 during the week (based on need) as the teacher becomes more familiar with the students. There are constant changes in grouping and differentiated instruction is a must not only with language proficiency level but overall needs of the students. The ESL teacher advises verbally and in writing to all the classroom teachers who have ELLs. They are advised who the ELL students are as well as the number of periods each week they will be pulled for services and which periods they will be out of their home rooms.

For Transitional Bilingual Education (Special Education - grades 6 to 8):

The split for native language and English instruction is allocated per instructional unit. The breakdown for each day is:

ESL – 90 minutes (using specific ESL strategies and methodologies-see above)

NLA – 90 minutes (taught in the Native Language)

Math –50 minutes (in Native Language) and 10 minutes (in English using ESL)

Social Studies/Science – 35 minutes (Native Language) and 10 minutes (English using ESL methodologies)

Art/Music/PE – 45 minutes (English using ESL and NL).

The TBE students who reach proficiency on NYSASLAT and are transferred to a mono-lingual class would receive additional support from AIS staff, ELL specialists and classroom teacher on guided reading and Math. The instructional materials used by the bilingual and ESL programs vary by grade. Students in grades 6-8 take interim assessments in this program to monitor their progress. NYSESLAT preparation material are also used during the Winter term. These materials allow the ESL and the Bilingual teachers to better prepare their students for things that will be forefront on the examination; such as which graphic organizers to use, as well as how to navigate the exam itself.

Teachers are currently using the results of the ELL Periodic and Interim Assessments that are administered by the ESL/Bilingual teachers to track and monitor their students' individual progress. Classroom teachers are given access to the results on-line, and encouraged to incorporate what they learn from these results into their instruction. All teachers assist and support ELLs to make content comprehensible to enrich language development by differentiated instruction, uses of dictionaries/glossaries, SMART board, flexible grouping, attention to varied learning styles, comprehension checks (all forms) etc.

Plan for SIFE:

PS?IS 202 has 10 SIFE students who are given extra support services with one on one academic intervention services (as available) to bring the literacy skills as well as the speaking and listening skills to higher proficiencies. If we admit any more SIFE students in the future, we will continue to support their needs with extra services. Some examples may include a bilingual placement with additional pull-out ESL, AIS services and/or after school tutoring (when available).

Special Education services are also available for those students who may be in need of it once the proper assessments have been completed. The SIFE students currently enrolled at PS/IS 202 who participate in the ELL program are assessed and monitored throughout the year since they are in need of extra support. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas as detailed above. Not every SIFE student is the same and each has his/her specific needs based upon their histories so it is of utmost importance that all educators are aware of the needs.

To ensure that the mandated number of instructional minutes is provided, the ELL teachers are obliged to submit copies of the program schedules to school leadership officials. A copy of each student's ELL service eligibility and proficiency levels are given to all classroom teachers in writing. All school administrators are supplied copies of ELL schedules, statistics and data throughout the school year.

Plan for ELLs in school less than 3 years/ Newcomers:

Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

Newcomers to the country are immediately serviced with some one-on-one ESL time during the first month which they are made to feel more comfortable in their new setting by developing some "survival" language to begin their communicative competence fluency. While this commences they are assessed via the LAB-R (within 10 days of registration), SPANISH LAB (if applicable) and other diagnostic materials to determine their English Language Proficiency (ELP). The ESL teacher may also push-in to the general education classroom if it is deemed necessary, in order to make the transition as smooth as possible for the student.

Plan for ELLs in school 4-6 years :

The ELLs who are receiving service for 4-6 years are offered various support services such as AIS in addition to the mandated ELL support services. Parents are asked to really get involved and work with the students at home with their literacy support and language support. They are closely observed and the goals that are set for them are examined monthly. The push is to concentrate on the modalities that they are having trouble testing proficient on the NYSESLAT. There is close examination of what progress of the 4-6 year ELLs so that they do not fall into the Long-Term ELL pattern. There is professional development (PD) and various workshops are offered to the self-contained classroom teachers with ELLs so they are able to continue to support the needs of these ELLs in all of the content areas. All grade inquiry teams work closely together as ELL students move from grade to grade. There is extreme effort to ensure that all the long term and short term individual students goals are documented and followed closely so that the students are monitored in their "trouble" areas.

Both the classroom teacher and the ESL teacher use scaffolding and realia. With these approaches the students will develop interpersonal communication skills (the connection between form and structure for English, and their social-functional meaning; develop the ability to use language by actively employing the

students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas; use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students).

The ELL programs at PS/IS 202 focus on the following for all ELLs:

- academic rigor; high expectation and goal setting
- the use of ESL methodologies and/or bilingual education methods during instruction;
- alignment of all instruction with the NYS/NYC standards and ESL standards; and
- the recruitment and retention of high quality teachers of English Language Learners.

Plan for ELLs in school 6 years completed or more / Long Term ELLs

Long term ELLs will continue to receive their mandated ESL services plus additional support that will be provided through a Personal Intervention Program and/or additional support with AIS services. There is a review of the Long-Term ELLs progress and target the skills that are keeping the student from testing out on the NYSESLAT. Besides additional AIS services that are offered, there is counseling and various meetings with the student to discuss not only short term and long term goals, but to target the modalities that need the most support. There is support of reflection and peer work that will strengthen the student's confidence so that the most important goal of testing proficient on the NYSESLAT is evident. The progress is documented and various ESL strategies are investigated to seek the best teaching methods for these students. There are also PD and various workshops to support the monolingual classroom teachers so that they too can participate in the specific ELL needs of the students. All students learn differently so the key is to examine exactly how the ELL specialists can move the students and target the differentiated instruction in a meaningful way. The parents are involved to work together with the teachers to foster language learning so the goal of testing proficient can be met on the upcoming NYSESLAT.

Plan for ELL Special Needs Students

For those students with Special needs, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or Lab-R scores. Special Education teachers as well as subject teachers are consulted in an effort to stream line all instructional efforts to achieve higher performance goals. The ELL coordinator and ELL specialists work closely with the Individual Education Plan (IEP) team to verify which students have IEPs. The IEP specialist in the building is asked to supply those ELL specialists a copy of the most recent IEP for given students. The ELL specialists are to review and better understand the assessments that have been established thus far for the ELL. There is constant communication between the ELL teachers and IEP team in terms of any changes or updates that have been made. There are special needs ELLs who have other support services (speech, occupational therapy, physical therapy etc.) besides ESL/TBE so there is communication between all support service providers so that the best needs of the student is met. The instruction of ESL/TBE is catered to the student based upon the specific outline in the student's IEP.

In addition, Title III provided an extended week program for ELLs in SY 2010-11. If granted this year, ELLs attend small group sessions after school and on Saturdays in which English social and academic language skills are practiced through reading and writing activities. The program further supports ELLs in both **Intervention Programs for ELLs (AIS)** reading and mathematics to ensure readiness for state tests.

Instructional materials including technology/instructional materials in Content Areas (as scheduling permits as well as need) and during the extended day plan. PS/IS 202 utilizes instructional materials that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology. Instruction/review.

ESL – We use the Scott Foresman ESL program with both hardcover and workbook for newcomers to advanced proficiency levels grades K-8. We also use The Transitional Student Support Plan (ELLS that pass NYSESLAT/Transitional students for 2 years) in conjunction with the ESL program. There are various numerous books, educational magazines and games that are geared to support ELLs with their second language acquisition. There are also authentic materials that are used which vary from all proficiency levels and grade bands. All should arise. Observation and assessments will determine when the student is ready to finally exit the program. At the beginning of the school year, the ELL coordinator works closely with the testing and data coordinator to ensure that the former ELLs (those who have tested proficient on the NYSESLAT) are given all testing accommodations accordingly for up to two years after testing out. Former ELLs meeting the test accommodations guidelines are tested in a separate area and are given extended testing time on all mandated city/state exams. They are also provided bilingual glossaries (in the language available) on the math, science and social studies exams (where applicable). We currently do not have any blind ELL students or ELL students requiring large print but we verify if there are any changes or any new ELL students who require these accommodations. There is also a monitoring of performance of ELLs reaching proficiency in case there is a need for continued academic support during the transitional period of 2 years. The ELL specialists work closely with the classroom teachers for performance and feedback and meet with administration if there a need for further support and reevaluation.

Native Language Support

Future Plans for ELL Programs – Native Language support is given in the form of peer-interaction whenever necessary, as well as by the use of bilingual dictionaries and text in Spanish, whenever needed. The ESL teachers use methodologies in academic content area instruction to develop English language skills. The focus of the ELL programs are to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking, using CALLA/ TPR and other effective methods as

necessary. The allotted time for ESL instruction is determined by the student's English language proficiency level. Students at the Beginning and Intermediate Native language support staff. levels receive 360 minutes of ESL instruction weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly. We would like to work

closer with the parents and community to investigate what plans can be made to better support our ELLs during school hours as well as outside of the building.

Theresa Mulvey – Bilingual Teacher

The plan is to continue to support ELLs through strong ELL programs that are inclusive of all staff and serves students in the ELL classes as well as the general education class.

Janet Thomas - Content Area Teacher

Equal access to all programs

Ramona Courton - Content Area Teacher

ELL students are provided with the opportunity to participate in all after school activities (when scheduled/offered) and are scheduled for AIS services as are all students at PS/IS 202K. The school does not discriminate and all ELLs are welcome and encouraged to participate in all programs and events offered at the school. ELLs are afforded equal access to all school programs such as school shows, events, workshops.

After school programs for ELLS

Currently there is not an additional after school program for ELLs in the school building besides the 37 1/2 minutes of instruction but parents are given access to Professional Development home language while they are continuing their second language acquisition. This information is shared with parents at parent-teacher conferences, parent orientation and workshops. The parents are advised that maintaining the home language is an asset and big support of second language acquisition.

TEMPLATE - MAY 2010

Support Services

PD plan for teachers and staff working with ELLS

A qualified ELL instructor will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

Staff development will include training for all teachers using ESL methodologies. Training will be done by certified ELL teachers as well as the CFN Specialist for ELL Curriculum and Instruction. All classes have ELL students and teachers will be trained in the strategies that can be incorporated into the balanced literacy program that will enhance the English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

- **Sheltered Instruction Observation Protocol (SIOP)** A program model for teaching grade-level content in a way that is understandable for ELL students while at the same time promoting their English language development. SIOP was developed by researchers at the Center for Research in Education, Diversity, & Excellence in response to the variability in learning design and delivery of sheltered instruction methods. It uses a variety of sheltering strategies in a unified, structured way. Research using a control group design has compared ELL students in classes whose teachers had been trained in implementing SIOP to "Realia" is a term for any real object used in the classroom to create connections with vocabulary words that have ELL students are introduced with various activities at the school. Many of the parents are invited to join in for READ ALouds and observations not only with the ELL teachers but with all teachers at the school. Research is involved with books, films, etc. as well as professional students, and field trips to name a few. There are many teachers who are proficient in Spanish which is 98% of the dominant home language for the ELLs at our school. We also have a BIA parent volunteer who are proficient in both English and Spanish. We offer parents translation services for a language that is not immediately offered by a professional at the school by bringing the necessary trained translator special ISL based needs instructional materials that the good examples of graphics, text, vocabulary definitions, graphic

• Strategies for including culture. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Storytelling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draw question on their own experiences, and allow meetings to open family room that is offered whenever parents would like to come in to volunteer and can send a powerful message of respect and cultural appreciation. A final part of a student's educational plan so it is imperative that parents needs are monitored and addressed consistently. **TEMPLATE- MAY 2010** 37

organizers, big-book and transparencies. As competency develops, other strategies will include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) as well as the building of academic language will be a pivotal piece and ELL students will be paired with non-ELs. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent. There will be a focus not only on formal but informal assessments as well.

For school year 2010-11, PS/IS 202 will continue the citywide program for literacy. The daily instructional schedule currently requires teachers to include additional literacy instruction. All grades follow the Balanced Literacy model which includes the reading and writing workshop. In addition, upper grade teachers are required to incorporate a skill instruction period.

ELA/ESL

The literacy program includes at least 175 minutes of literacy instruction with a 120 minute block for all grades in the morning. The 120 minute morning block includes the assessment of Balanced Literacy, which focuses on read-aloud, guided reading, shared reading and independent reading. These results are another way of forming a better understanding of the skills that need to be addressed in terms of listening, reading and writing. It allows the various support teams to better address some of the ways in which students struggle and periodic assessments to see if they are consistent in their performance. The success of the ELL program is measured in many ways. We evaluate the success of our programs for ELLs by assessing all the relevant data, feedback from teachers, parents, students and the community. It is also measured by the advancement of the ELLs on the NYSESLAT, by improvements in reading/writing and speaking/writing activities, by the common level of proficiency in every day settings including academic activities, and by the performance of ELLs on ESL content standards. There is always the month program for all ELLs at PS/IS 202 have every advantage as all the other students and to provide support for yearly success even after testing out of the programs.

Mathematics

The Everyday Math core curriculum program is used for math instruction. Seventy-five minutes of instructional time in math is provided every day, with at least 60 minutes in a single block. Math centers have improved school wide, with the purchase of materials to support skill instruction and problem solving. During ESL instruction, ELLs in the upper grades are exposed to mathematical language and functions using ESL methodologies.

Science /Social Studies

PS/IS 202 has a program for content area instruction that utilizes cluster teachers for primary instruction in both Science and Social Studies.

All classes receive two periods a week of instruction in each subject. Cluster teachers meet regularly to plan instruction based on the state standards and the core curriculum. Units are planned and classroom teachers receive an outline each month of the topics to be covered.

This allows teachers to support content area instruction in the classroom. Cluster teachers are also provided with their own classrooms, providing the opportunity for the development of instructional environments that support student learning. This is particularly important in Science. It is expected that this program will continue.

Based on the results of a thorough analysis of the data involving the ELLs at PS/IS 202, there are a large number of ELLs that are at a higher proficiency level with the speaking and listening modalities than the reading and writing modalities. Many of them have tested proficient in those modalities; at least 25%. There needs to be more emphasis and work to support better writing and reading skills. The modality that needs the most support is writing. In order to foster higher order learning and thinking, the school is committed to support ELLs with more challenging methods to improve their writing skills as a way of self reflection and thought on their language learning. The school encourages students to take ownership of their learning and goal setting is extremely effective and an important

Section I. Student and School Information

Grade Level(s) K-8 Number of Students to be Served: _____ LEP 75 Non-LEP

Number of Teachers: 3 ELL Teachers Other Staff (Specify) 1 (AIS), 1 (SETSS), (2 SPEECH)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

Public School/Intermediate School 202 is located in the East New York section of Brooklyn, New York in School District 19. This pre-kindergarten through grade eighth school currently serves a population of approximately 984 students from culturally diverse backgrounds. The community is home to many new immigrants from Africa, Ecuador, Guyana, Dominican Republic and Jamaica. According to the latest available ethnic data from the 2010-2011 school year, the majority of our school population is of African descent and Hispanic heritage. The ethnicity of students is:0.5% Caucasian, 68.0% Black, 30.0% Hispanic, and 1.0% Asian and others. The student gender is 50.8% male and 49.2% female. The Free Lunch Program is indicative of the years 2006-2007 which eligibility is 86.3%, 2007-2008, which is 91.1%, and 88.9% for 2008-2009.

PS/IS 202K offers two language instructional education programs for ELLs both Transitional Bilingual Education (Spanish) (TBE) and English as a Second Language-ESL (pullout K-8). The TBE program consists of one self-contained (grade 4, 5) class and one bilingual special needs class (grades 6, 7, 8). The 4/5 and special needs TBE class are taught by licensed bilingual English/Spanish teachers. Within the 4/5 TBE class there are 15 students and 8 bilingual special needs students (6-8). There is 1 ESL pull-out program teacher to service 52 ESL students in monolingual classes in grades K-8. The ESL pull-out teacher provides instruction in English utilizing ESL strategies and methodology. Instruction is focused on building and supporting language and literacy development of ELLS. Bilingual classes use native language instruction for ELA and English for instruction in Mathematics, Science, and Social Studies using bilingual and English as a Second Language methodologies. ***

We use Title III funds to run a supplementary support program for ELLs such as funding our Saturday ELL Academy. This program is offered from November to April for ten three hour sessions. Each group will be served by a certified ESL/Bilingual teacher. There will be three groups of 10-15 students per group for grades 3-8. The focus of the program will be literacy and mathematics to help students meet the state standards as measured on the NYS ELA and NYS Mathematics assessments. The After school program is offered from November to May for two hours a week for 20 weeks. Each group will be served by a certified ESL/Bilingual teacher. There will be three groups of 10-15 students per group in grades 3-8. The focus of the program will also be literacy and mathematics to help students meet the state standards as measured on the NYS ELA and NYS Mathematics assessments. Materials used are Everyday Mathematics, and Math Steps in Spanish, ¡A Navegar, a Spanish Reader, Ciencias, a Spanish Science textbook, and Scott Foresman for Balanced Literacy, Social Studies (Doing History and Scott Foresman, The United States) which are written in English, and the bilingual teachers translate the content into Spanish.

Supplemental Title III programs will take place from November-May in grades 3-8, which will provide twice a week sessions by certified ESL/Bilingual teachers such as:

After school program is specifically targeted to provide that additional support that ELLs need to succeed as they are building their language proficiency. There are Bilingual staff who teach in the After school and Saturday programs There is a family room that always is staffed with a Spanish speaker who is able to assist the school community with language translations.

- ELA for ELLs (grades 3-8, 3 classes of 10-15 students per group) November-May, 2 hours a week for 20 sessions.
- Mathematics for ELLs (grades 3-8, classes of 10-15 students per group) November-May, 2 hours a week for 20 sessions.

Saturday Academy focuses on providing additional support that ELLs need to succeed as they are building their language proficiency in Literacy and Mathematics.

- ESL test prep (grades 3-8, 3 classes of 10-15 students per group) November-April, 3 hour sessions on each Saturday.
- Math test prep (grades 3-8, 3 classes of 10-15 students per group) November-April, 3 hour sessions on each Saturday.

The language of instruction for these Title III programs is English and the service providers are bilingual/common branches licensed teachers. As there are a large number of ELLs who receive these services, monolingual teachers also provide instruction. There are licensed and certified as well.

This program will fund, through Title III, a site supervisor to ensure the safety of the students and quality of instruction for each session including the Saturday Academy.

Students will focus on inquiry and Core Knowledge based curriculum focusing on Social Studies and Science in literacy and math. Content area supplementary libraries will be purchased with Title III funds. Students will participate in various school events and field trips to utilize the skills learned in the classroom. Students (as well as invited parents) will visit the New York Hall of Science, the Botanic Gardens, city parks etc. and produce written works of what they observed and experienced during these events and trips. Admissions will be funded by Title III.

During the day, the Balanced Literacy approach model of instruction is used within the Core Knowledge framework. Programs including ¡A Navegar, a Spanish Reader, Ciencias, a Spanish Science textbook, and Scott Foresman for Balanced Literacy. The Core Knowledge curriculum and bilingual methodologies are integrated into a balanced classroom instruction on a daily basis. The classroom libraries for the bilingual classrooms have both English and Spanish literature across the content areas. For ESL students, we use Hampton Brown's "Avenues" and Scott Foresman's "ESL" textbooks for all grade bands K-8. We also have wave books for the ELL library section, ELL Classroom library, English/Spanish titles, and for grades K, 1, 2, 3, 4, and 5, ELL Oral Language Intervention kits were purchased to support the curriculum of ELL students in the classroom and in the library. Supplemental programs in ELA are utilizing leveled libraries, guided reading books and bilingual word for word dictionaries.

Everyday Mathematics Program complemented with Math Steps in Spanish is used on a daily basis in English and Spanish during the math block of 75 minutes.

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.

There are a minimum of seven professional development programs throughout the year that are offered to all teachers/staff, which are conducted by the ESL teacher, bilingual instructor, literacy coach, math coach, and parent coordinator. The school encourages all ELL Specialists, general education teachers and paraprofessionals to attend various professional development workshops that are geared for teachers who deliver instruction and services to LEP students. Some of these Professional Developments and workshops were:

- October 2009 – NYSESLAT: data driven instruction
- October 2009 – grades K-5 and grades 6-12 PD for ESL Teachers-Working with ELLs
- October 2009 – PD for self-contained teachers with ESL students

Some of the workshops that are covered in our PD programs deal with supporting teachers with various ELL teaching strategies/methodologies, differentiated instruction between language proficiency levels and assessment tools to enhance planning, goal setting and data copulation. PS 202 understands the need to support the teachers who have ELLs in general education classes because they need to foster the learning community to emphasize the improvement of the four modalities of speaking, listening, reading and writing in language learning. In addition, the ELL teachers attend professional development outside of the building organized by the KLSO of the district, Office of ELLs at the DOE and Implementation

departments. The ELL Coordinator turnkeys the information obtained at the workshops to all bilingual teachers, general education teachers and other staff members based on the information at hand. At no cost to Title III.

Parent Involvement Program

There is a family room that always is staffed with a Spanish speaker who is able to assist the school community with language translations. This family center also allows the parents of ELLs to come in and discuss any concerns and offers a platform to voice any needs that are lacking at the school for their children. This allows a true involvement and is an integral part of the connections and open communication that the school provides for ELL parents. There are workshops that are offered a few times a year that deal with various issues to enhance and educate everyone on English Language Learners.

Parent Involvement is one of the crucial factors for the home-school connection for the school community. These areas need to be an ongoing focus of support for ELL students:

- Continue to maintain parent involvement and parent outreach activities as a main focus of the school
- Provide monthly parent workshops that addresses the needs of parents as school partners
- Continuation of a Parent Coordinator to strengthen the home-school relationship
- Continuation of a Family-room as a resource for parents
- Continue to provide parents with school news and events via a monthly school newspaper

At no cost to Title III.

Title III funds will be used to increase parental involvement and participation within the school community. Parents will be invited to attend all Title III field trips and school events, which are related to the inquiry and Core Knowledge based curriculum for Literacy, Mathematics, Social Studies and Science.

Section III. Title III Budget

School: PS/IS 202K-Ernest S. Jenkyns BEDS Code: 331900010202

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,565.21	Saturday Academy 3 teachers x 3 hours x 10 sessions x 49.89= \$4,490.01 1 supervisor x 4 hours x 10 sessions x 52.21= \$2,088.40 After School 3 teachers x 2 hours x 20 weeks x 49.89= \$5,986.80
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1934.79	Content area supplementary libraries focusing on social studies and science
Educational Software (Object Code 199)		
Travel		
Other	\$500.00	Trips to Ellis Island, Botanic Gardens, city parks, NY Hall of Science, etc. (students as well as invited parents)
TOTAL	\$15000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - **Needs were determined through discussions during cabinet meetings with the administrative staff, input from the IEP Team, and with our ELL teachers as well as our ESL teacher.**
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Translation services in our school are required:

- To provide accurate copies of school generated letters/announcements to parents in their native language.
- To have a staff member or parent volunteer available to interpret for parents during the course of the school day.
- To have staff available for translation services during open school parent conferences.
- To have staff available (per session) for parent events outside of the regular school session (open house, parent forum etc.)
- To provide a full translation of the CEP in all appropriate languages to be made available to parents (paid translation service)

These findings will be made available to the school community through the School Leadership Team, through the PA, and written communication to parents.

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.

Written

- **The school will designate individual(s) to translate routine home/school written communications on an as needed basis.**
- **We will utilize existing resources provided by the DOE to ensure that various forms needed by parents are provided in their correct native language.**
- **The school will use outside vendors to translate formal documents such as the CEP.**

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

Oral

- **Oral translation services will be made available during the course of the regular school day by qualified staff. Per session stipends will be available if such services are conducted outside of regular work hours (lunch/prep).**
 - **Oral translation services will be provided during open school conferences by qualified staff in the same manner as referenced above. If services by paraprofessionals and/or school aides are required during evening conferences, per session stipends will be provided.**
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>.
- **Appropriate signs will be posted throughout the building using those available on the DOE website (free) and through the purchase of signage not otherwise available.**
 - **The school's safety plan contains procedures for ensuring parents in need of language assistance services.**
 - **Interpretation of services of all school letters will be available to all non-English speaking parents via school personnel interpreters.**
 - **All school documents and letters will be provided to all non-English speaking parents in their native language.**
 - **When school temporarily cannot provide required translation in one or more covered languages a notice on the face of the English document in the covered language indicating how a parent can request free translation services or interpretation of such document.**
 - **Interpretation will be provided to the parent within the school building or via telephone.**

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,493		\$10,493
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$52,464	*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **96%**
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.
 - **An extension for the license has been granted to the teacher**

* 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.

Statement of Parent Policy

P.S./I.S. 202 is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

P.S./I.S. 202 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **P.S./I.S. 202** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. **P.S./I.S. 202** will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

The key areas identified contributing to a partnership that supports greater student achievement are as follows:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - Communication will be in a form that families find understandable and useful. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- **P.S./I.S. 202** will coordinate and integrate Title I parental involvement strategies through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

***On January 29, 2010, the school's Parent Involvement Policy will be evaluated.

Professional Development:

Monthly professional development for parents provided is by regional parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by this Parent Compact. This policy was adopted by P.S./I.S. 202 since June 28, 2006 and will be in effect for the period of the school year 2008-09. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 3, 2008.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

1. 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.

Title I School-Parent Compact Framework

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

P.S./I.S. 202 will:	The Parent/Guardian will
<p>P.S./I.S. 202, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows: <ul style="list-style-type: none"> All staff members will be involved in Professional Development activities that help to provide high quality instruction within the school building. Curriculum planning will be a part of professional development discussions to help improve instruction to meet the needs of all students. 	<p>Describe the ways in which parents will support their children's learning, such as:</p> <ul style="list-style-type: none"> • Promoting positive use of my child's extracurricular time <ul style="list-style-type: none"> • Monitoring attendance • Making sure that homework is completed • Monitoring amount of television their children watch • Volunteering in my child's classroom • Participating as appropriate, in decisions relating to my children's education. • Promoting positive use of my child's extracurricular time. • Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. • Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of

- 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, these conferences will be held:

November, 2010 Day and Evening

March, 2011 Day and Evening

- Provide parents with frequent reports on their children's progress.
Parents will receive monthly reports of their children's progress via school assessment reports and teacher evaluation reports (report cards).

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

Parents will meet with staff members for consultation via biannual parent teacher conferences, parent forums, parent workshops and via parent-teacher association meetings.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are invited to volunteer on a daily basis at the school via the Parent Leadership Program, PTA initiatives and through participation in school activities coordinated by the Parent Coordinator. Parents participate in assisting as tutors in classrooms, observing their child's school progress, monitoring students during lunch schedules and participating as aides in school activities.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be

Practitioners, the School Support Team or other school advisory or policy groups.

[Describe the ways in which students will support their academic achievement, such as:

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

<p>involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a</p> <p>Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS</p> <p>Section I: Schoolwide Program (SWP) Required Components</p> <p>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.</p> <p>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> <p>P.S./I.S. 202 will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.</p> <ul style="list-style-type: none"> • Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. • On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. <p>2. Schoolwide reform strategies that:</p> <ul style="list-style-type: none"> • Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts, and reading. <ul style="list-style-type: none"> ○ Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. • Provide each parent help provide an enriched and accelerated curriculum. <ul style="list-style-type: none"> ○ 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>meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.</p> <p>P.S./I.S. 202 will use disaggregated student results on State and City assessments Grades 3-8, benchmark assessments, Acuity and Scott Foresman formative assessment, the Early Childhood Language Arts System (ECLAS), and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help the school to determine which educational programs need to be improved.</p>
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As a School wide Program school at P.S./I.S. 202, our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school and key strategies includes:

- Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.
- Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including disaggregated State and City assessments grades 3-8, Acuity and Scott Foresman formative assessment, the Early Childhood Language Arts System (ECLAS), NYS Regents Examinations and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
- Implementation of the New Continuum.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.
- All school-wide reform strategies being implemented in P.S./I.S. 202 are designed to implement the Comprehensive Educational Plan NCLB Addendum.
- At- Risk students have been targeted by the Administrative Cabinet Members and various services have been implemented i.e., individual counseling, group counseling, Staff mentoring, After- School Programs geared towards addressing peer pressure and adolescent needs, along with a plethora of programs geared towards addressing academic needs i.e. Extended Day.

3. **Instruction by highly qualified staff.**

All teachers hired in P.S./I.S. 202 for the 2009-10 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Teachers in P.S./I.S. 202 that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

P.S./I.S. 202 provides extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building.

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./I.S. 202 will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinator.

Professional development for staff will be coordinated in *P.S./I.S. 202* by a Professional Development Team, which includes the Principal, Assistant Principals, Literacy and Math Coaches, Core Knowledge Facilitator, and Teacher Center Specialist. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for *P.S./I.S. 202*. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development (Basic education, GED and ESL classes, computer classes, etc.)
- Parent Coordinator workshops

- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

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

Beginning in the spring of 2008 and continuing throughout the summer, the Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the NYC. Administration recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows. Additionally, ongoing recruitment strategies by the DOE included advertising and recruiting on college campuses in various states and internationally.

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

P.S./I.S. 202 will describe in the CEP (see page 51-Part V-Section L: Parent Involvement and page 75-Action Plan) the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, *P.S./I.S. 202* will hire a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, *P.S./I.S. 202* will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

The Parent Support Offices, located in the Learning Support Center will provide parents with an additional point of entry into the schools system beyond their children's schools. The Office will handle parent concerns and issues that can not be resolved at the school level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week. The Parent Support Officer in the Learning Support Centers will also help coordinate the activities of the Parent Coordinator for *P.S./I.S. 202*.

Additional support for *P.S./I.S. 202* will be provided by the District and by the Central Office, through the Executive Director for Parent and Community Engagement, who will promote engagement, provide customer service center support and work on special projects to develop and enhance parent involvement. In addition, the Senior Instructional Manager for Parent Engagement and her team will work closely with the Executive Director and his team to design and deliver training programs for the Parent Coordinator, staff and parents.

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.

Activities for Teachers:

- Provide transition activities that include talking, singing songs, and playing games with children about growing up and making changes.
- Provide many opportunities for children and their parents to become familiar with the kindergarten setting.
- Give parents accurate information about the skills needed for a child to transition to kindergarten.
- Demonstrate interest and support to each child's family through phone calls and other personal contacts.
- Structure developmentally appropriate classroom practices that promote the PreKindergarten standards
- Provide opportunities for parents to volunteer in the classroom.
- Provide learning activities for parents to do with their children at home.
- Invite elementary teachers to visit preschool classrooms, and preschool teachers to visit elementary school classrooms.
- Coordinate activities between preschools and kindergarten – programs, workshops, visits to school playgrounds, etc.
- Invite preschool groups to attend certain school activities like celebrations, parades, or other special events.

Activities for School Administrators:

- Facilitate development of a transition plan for each child which provides for instruction, support, and assistance through the third grade.
- Enable transfer of each child's preschool records to the elementary school (with parental consent).
- Organize parent meetings where preschool and elementary school staff are available to answer the questions and concerns of parents and families with children entering kindergarten.
- Provide a forum for parents to discuss their perceptions and expectations for kindergarten and elementary school.
- Coordinate meetings between parents and teachers to address the individual educational and emotional needs of each child.
- Provide information about the PA/PTA, which can serve as a link between the parents and the school.
- Inform parents and families about their rights and responsibilities in the school.
- Provide parent education workshops.
- Organize joint in-service training for preschool and kindergarten teachers.
- Link families and children with health and social services in the community
- Send school newsletters and calendars to preschool parents and families.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers will be engaged in ongoing discussions and decision-making processes with P.S./I.S. 202 and administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional

program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

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.**

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	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose
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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.

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

		Schoolwide Program (<u>R</u>)			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<u>R</u>)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

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.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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: _____ **SURR³ 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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: 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.)

The percentage is 1.6% of the student population in STH.

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

The family advocate provides a face to face letter to subjects in question for housing, food stamps and welfare services.

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. 202 Ernest S. Jenkyns					
District:	19	DBN:	19K202	School		331900010202

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	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	54	54	54		89.6	90.4	89.9
Kindergarten	89	110	92				
Grade 1	139	103	93	Student Stability - % of Enrollment:			
Grade 2	123	127	102	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	110	121	127		91.7	93.0	91.3
Grade 4	113	113	114				
Grade 5	110	100	91	Poverty Rate - % of Enrollment:			
Grade 6	99	90	85	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	79	93	87		91.1	88.0	95.8
Grade 8	105	62	92				
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		15	62	91
Grade 12	0	0	0				
Ungraded	1	3	2	Recent Immigrants - Total Number:			
Total	1022	976	939	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	7	5

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	61	49	46	Principal Suspensions	4	11	9
# in Collaborative Team Teaching (CTT) Classes	10	17	18	Superintendent Suspensions	4	4	13
Number all others	37	33	36				

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	21	21	TBD	Number of Teachers	80	81	70
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	17	11
# receiving ESL services only	46	48	TBD				
# ELLs with IEPs	3	18	TBD	Number of Educational Paraprofessionals	4	4	10

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
	4	3	21	% fully licensed & permanently assigned to this school	100.0	100.0	98.4
				% more than 2 years teaching in this school	75.0	77.8	91.4
				% more than 5 years teaching anywhere	60.0	70.4	87.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	91.0	94.3
American Indian or Alaska Native	0.6	0.7	0.4	% core classes taught by "highly qualified" teachers	92.9	90.8	94.8
Black or African American	68.3	67.3	66.1				
Hispanic or Latino	29.7	30.5	32.5				
Asian or Native Hawaiian/Other Pacific	0.9	0.7	0.5				
White	0.4	0.5	0.4				
Male	50.7	50.6	50.1				
Female	49.3	49.4	49.9				

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,					
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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:

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

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:			NR	
Overall Score:	12.5	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	5.6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	5.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	0					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.3					

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 309	District 19	School Number 202	School Name Ernest Jenkyns
Principal Pauline Smith-Gayle		Assistant Principal Leslie Rosales	
Coach		Coach	
Teacher/Subject Area Carlyn Green/Content Area		Guidance Counselor Sherril Smith	
Teacher/Subject Area Susan Oh / ESL		Parent Josilenny Abreu	
Teacher/Subject Area		Parent Coordinator Robyn Julian	
Related Service Provider		Other	
Network Leader		Other	

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

C. School Demographics

Total Number of Students in School	936	Total Number of ELLs	71	ELLs as Share of Total Student Population (%)	7.59%
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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.

PS/IS 202 is a Title I school located in the East New York section of Brooklyn. The school is an elementary to intermediate grade school serving approximately 936 students from Kindergarten to Eighth grade. There are a small number of students that are in a self contained Special Education classes. The school participates in the Universal free-lunch program, as over ninety percent of the students are eligible.

Currently, the school is a Kindergarten to Grade eight barrier-free school, with an enrollment of 936 students. Out of the 936 students, there are 71 students who are eligible to receive English Language Learner (ELL) services. There is 1 self contained Special Education bilingual class (Spanish and English) for grades 6 to 8. The data for the school shows that the ethnic composition of the student population is 83% Black, 15% Hispanic and 2% other.

There are 59 students in the ESL program. The program is designed as a pull-out model. The ESL teacher works closely with all of the classroom teachers and serves students in discreet ESL instruction in a separate class. There are also 12 special education bilingual students in a self contained class. There are ELLs in all grades and at all proficiency levels: Beginning, Intermediate and Advanced. The home language of the students is Spanish except for two students whose home language is Fulani. Students travel to another classroom to receive ESL instruction which is provided by one ESL teacher. The intermediate/upper grade sixth, seventh and eighth special education bilingual students go out of the classroom for prep and other content area classes such as math, science and social studies. The ESL teacher uses methodologies in academic content area instruction to develop English language skills. The ESL program is designed to help students acquire English language proficiency in listening, speaking, reading, writing and critical thinking using the Cognitive Academic Language Learning Approach (CALLA) method as well as Total Physical Response (TPR) with some students.

The allotted time for ESL instruction (pull-out) is determined by the students' English language proficiency levels. Beginning and Intermediate level students receive 360 minutes (8 periods) of instruction weekly, while Advanced level students receive 180 minutes (4 periodos) per week.

There are 72 ELLs presently on register at PS/IS 202. The ELLs are spread across all grades: K - Grade 8 Most of the ELLs speak Spanish as their first language except for 2 students who speak Fulani. The breakdown of ELLs across the grades is as follows:

GRADE	K	1	2	3	4	5	6	7	8
ELLs	5	8	3	8	8	3	15	14	7

ELL Identification Process & Parent Choice:

Students that are in the ELL programs were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to receive ESL services. Students that score below the state designated level of proficiency on the LAB-R are entitled to services. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in a parent/newcomer orientation. We accommodate all languages either in house or with the use of the DOE translation services dept. At the orientation, information is given on the programs available (DVD outlining all ELL programs offered as a choice in the language that the parents' native language), state standards, assessments and expectations for their children. Translators are on hand to assist for explanation and question/answer sessions. Parents/guardians choose the program that will best meet their children's needs. Students are placed in the program selected by the parent/guardian. To determine continuing entitlement to ELL services, the NYSESLAT test, is administered

annually to all eligible ELLs. If the students score below the state designated proficiency level, they remain in an ELL program and the parent choice options are revisited. ELL instruction is provided based on the student proficiency level as required by NYSED -CRPart 154 regulations.

The following steps are taken to ensure that new/out of state transfer students who may be ELLs are properly identified.

- Parents/Guardians of all new entrants are required (mandated) to complete a Home Language Identification Survey (HLIS) as part of the registration packet when enrolling their child at our school. Based on the information supplied on the HLIS form (indicates a language other than English is used), an oral interview is conducted by an ELL specialist or other licensed qualified pedagogue in the school. There are Spanish proficient pedagogues available if a translator is needed as well as office assistants. If necessary, other translation services will be used for those who are fluent in a language that is not represented on staff. We will supply other language translators as needed for an interview when needed for a specific language that is not represented.

- If the HLIS form indicates that a language other than English is used in the home (if checked off one question Part I: questions 1-4 and two questions Part II: questions 5-8), the student is deemed Language Assessment Battery-Revised (LAB-R) eligible and the student is administered the LAB-R within 10 school days of registration. The parent/guardian is advised of the mandated LAB-R testing based upon the HLIS form that was submitted.

- The parent/guardian is notified in writing (in the language specified) to advise of the LAB-R results. If the student has tested proficient, they will not be eligible for any language support services. As time passes should the student show a need of language support services, the classroom teacher and ELL specialist can re-visit and investigate the situation at that time. If the student has tested at a beginner, intermediate or advanced proficiency level on the LAB-R, the parent is given the choice of language support services they wish to have for their child (dual language, transitional bilingual education (self-contained - based on number of students eligible/available to open classes accordingly) or pull-out/push-in ESL services. Entitlement letters in both English and Spanish (dominant at our school) are sent out to the parents with program selection forms so that the school is firm on the parent choice. All of the parent choice letters are maintained in the commulative student files and the ELL Coordinator keeps a copy in a secure filing cabinet.

- All new entrants whose HLIS indicate a home language of Spanish and has scored at or below LAB-R cut scores must also take the SPANISH LAB test at the time of initial enrollment at our school (within 10 business days). This allows the ELL specialists to have a better understanding of the Spanish home language proficiency in all modalities. This information is also shared with the classroom teachers and administrators. All results of LAB-R/SPANISH LAB testing and applicable records are kept by the ELL coordinator and monitored throughout the school year.

The pedagogues who are responsible for conducting the initial screenings, and administering on the HLIS and LAB-R/SPANISH LAB-R are proficient in English and/or English and Spanish.

Licensed Pedagogues:

Susan Oh – ESL Teacher/ ELL Coordinator

Theresa Mulvey – Special Education Bilingual Teacher

At the beginning of the school year, the results of the Spring NYSESLAT results are pulled and reviewed. The data is administered to the data specialist, administrators, those common branch teachers who have ELLs and ELL specialists. Once the results have been reviewed, the eligible ELLs are logged into either the appropriate bilingual classes or ESL pull-out program schedule based upon their grade level and language proficiencies. Once again, the parent choice options for language support programs are revisited for those who have not tested proficient and the appropriate entitlement letters will go out. Those who have tested out will receive a non-entitlement transition letter indicating the results of the exam.

ELL students are identified not only by the HLIS form and results of the LAB-R but other sources combined to ensure that all potential

ELLs are identified. There is also further investigation where a print out of the RLER report is done at least once a month to monitor new admit students to also verify if any students are LAB- R eligible. Once a student is deemed eligible for language support services (based upon the results of the LAB-R and or information from previous schools for transferring ELLs), the school communicates with the parents not only in person, but in writing as well as a beginning of the year ELL parent orientation for new ELLs. There are Spanish speaking pedagogues available for translation during orientations, workshops and meetings scheduled throughout the year. Also, the school will provide a translator for those parents who speak other languages. We made use of the Translation unit and various tools from the EPIC box when necessary.

The school has also opted-in to administer all ELL periodic assessments throughout the year as another assessment tool to drive instruction to help support ELLs before the New York State English as a Second Language Achievement Test (NYSESLAT). Also, many of the ELLs are also offered Academic Intervention Services (AIS) if needed. The self- contained bilingual teachers not only uses the ELL periodic assessments to evaluate ELLs but they also participate in the many other ITA diagnostic and predictive assessments in English Language Arts. All the ELL teachers apply other informal and formal assessments to drive instruction and the lessons are constructed upon the needs of the ELL students based upon their specific performances in the four modalities of speaking, listening reading and writing on the NYSESLAT. The raw score of each modality is converted to a scale score and reviewed so that the teacher can begin to take the steps needed to support each ELL in the skill they are needing the most help. The English as a Second Language (ESL) teacher works closely with the homeroom/cluster teachers. Formal as well as informal progress reports are distributed at least three times a year and they are reviewed and discussed. The ELL teachers also participate in the inquiry teams of each grade.

Licensed Pedagogues:

Susan Oh – ESL Teacher/ ELL Coordinator
Theresa Mulvey – Bilingual Teacher

Parents are advised of the program choices (Dual language, Transitional Bilingual Education and Pull-out/Push-in ESL – you can indicate dual language based on the demand and number of students to open a class) that our school offers. The parents are advised at the time of enrollment (orally) by a licensed pedagogue and they are also advised in writing (English and Spanish) as well as a DVD shown during orientations. The school also offers parent orientation at the beginning of the school year (and continuous as necessary) to explain the ELL programs that the school offers. The ELL coordinator, bilingual specialists and the parent/family coordinator work closely together to offer various workshops throughout the year to invite ELL parents to come in and participate in their child's learning. Not only are the ELL programs explained but many other information is shared such as how to support literacy at home with ELLs. Parents are also encouraged to set up meetings with ELL teachers to discuss progress and support of ELLs throughout the year as well as preparation for the NYSESLAT mandated test in May and the mandated state exams. These workshops are offered by:

All ELL Pedagogues and related support staff:

Susan Oh – ESL Teacher/ ELL Coordinator
Theresa Mulvey – Bilingual Teacher

Parent/Family Coordinator: Robyn Julian

Testing Coordinator/AIS coordinator: Linda Thurston

The ELL Coordinator ensures that entitlement letters, parent surveys and program selection forms are distributed to entitled students and is collected/filed/secured once the forms are returned. Important letters such as the parent choice for services are stored in the cumulative student files (copies to ELL Coordinator).

Susan Oh – ELL Coordinator

Returned forms are stored in secure files and copies are stored with the ELL Coordinator in Room 207 (secure/locked cabinet file).

Trend in parent choice letters:

Parents/guardians choose the program that will best meet their children’s needs. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation. At the orientation, information is given on the programs available, state standards, assessments and expectations for their children. Students are placed in the program selected by the parent/guardian.

There have been a reduced number of parents requesting self-contained transitional bilingual classes after reviewing the parent surveys and program selection forms from the past few years. There is a larger demand (approx. 75%) for pull-out ESL services where the entitled students is in a monolingual English self-contained classroom but is offered either 180 minutes (advanced proficiency) or 360 minutes (beginner and intermediate proficiency) of ESL support services during the week.

The ELL specialists, data specialists, inquiry team members and LAP team participants meet to discuss the trends based on the feedback from parents. The ELL Coordinator and the parent coordinator are responsible to advise parents of program choices. The administrators are also on hand to supply information to ELL parents. ELL parents are given ample opportunities to discuss the best program offerings for their child whether it is in- person meetings or parent orientation meetings. There is always a family room available with a Spanish speaking coordinator and many parent volunteers to assist with any inquiries as well. Again, the recordkeeping of parent choice letters is maintained by the ELL coordinator where the proper documents are stored in the cumulative student files and copies are kept in the ELL coordinator's secured file cabinets.

The school offers as many ELL programs as requested dependent on parent choice and need. Based on parent feedback, communication, meetings, workshops and orientations, there is a strong need to build alignment between parent choice and program offerings. Much of the research is conducted in the first few months of the school year but there is continuous support and investigation throughout the school year to monitor the needs of all ELLs at our school. The parents are assured that they have rights and are entitled to parent choice on ELL programs and offerings at the school whether it is orally, written, participation at meetings or at workshops.

A review of the Parent Survey and Program selection forms for the past two years indicates that the larger majority of the parents chose the ESL program. There are parents choosing bilingual programs but there have not been enough enrollement numbers as of yet to open a full class of 15.

The ESL program is aligned with the parents’ requests.

ELL Programs:

Students that are in the ESL program at PS/IS 202 are students that were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to receive ESL services as detailed above.

Students that score below the state designated level of proficiency on the LAB-R are entitled to services. PS/IS 202 has less than 8% of the school's population which is a smaller number of ELLS spread out over all of the grades from Kindergarten to Grade 8 as compared to some other schools. The program that best serves the students at this time is the freestanding ESL program. The majority of the ELL students participate in the ESL Pull – Out model (currently 83%) that is designed to best meet the language needs of the ELLs. There are a total of 59 ESL students. The other 17% of ELLs (12 students) are Special Education Bilingual Education students that are services per their IEPs (Grades 6, 7, 8 only).

Number of ELLs in ESL Pull-Out Education Programs by grade and proficiency level is:

Grade	Beginners	Intermediate	Advanced
K	5	0	0
1	8	0	0
2	3	0	0

3	2	5	1
4	3	3	2
5	1	1	1
6	5	2	7
7	2	2	2
8	1	2	1

Number of ELLs in self contained Special Education Bilingual by grade and proficiency level is:

Grade	Beginners	Intermediate	Advanced
6	0	0	1
7	5	1	2
8	2	1	0

Home Language Breakdown and ELL Programs:

Most ELLs at PS/IS 202 are speakers of Spanish except two students who are Fulani speakers.

Language Groups Represented at PS/IS 202 K.

Grade	Spanish	Fulani	Other
K	4	1	
1	7	1	
2	3	0	
3	8	0	
4	8	0	
5	3	0	
6	15	0	
7	14	0	
8	7	0	

□□□

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	8	3					12
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	5	8	3	8	8	3	14	6	4					59
Total	5	8	3	8	8	3	15	14	7	0	0	0	0	71

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	19
SIFE	10	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	11

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	6	4	6	3		3	3		3	12
Dual Language										0
ESL	37	2	4	14	4	3	8		2	59
Total	43	6	10	17	4	6	11	0	5	71

Number of ELLs in a TBE program who are in alternate placement: 11

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							1	8	3					12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														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
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	1	8	3	0	0	0	0	12

**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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

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	4	7	3	8	8	3	14	6	4					57
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1											0	2
TOTAL	5	8	3	8	8	3	14	6	4	0	0	0	0	59

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.

Program and Schedule Information:

PS/IS 202 has a free standing, pull-out heterogeneous ESL program that provides all language arts and subject matter instruction in English through the use of specific instructional strategies. Support is also provided in the students' native language by pairing students of the same language group. There is 1 certified ESL teacher that serves the ESL student population. She facilitates student comprehension and linguistic summary where needed to ELLs as part of the language program instructional support by consulting with the other ELL specialists in the building. We also have a self-contained special education bilingual class for grades 6 to 8 served as per IEPs for those eligible ELLs. There is 1 certified special education bilingual teacher that serves the special education bilingual students for the middle school grades.

Students receive mandated instruction and are scheduled for ESL instruction according to their proficiency level as required by NYSED,

CR Part 154 Regulations. Instruction is provided in heterogeneous, content specific pull out ESL classes for grades Kindergarten to Grade 8.

Staff ensures that all students receive the mandated minutes of ELA instruction per week. In addition, student additional instruction provided for academic intervention services (AIS) through the daily Monday to Friday schedules and the extended 37 1/2 minutes program.

Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. A Balanced Literacy approach is used that is consistent with the ELA approach in most literacy classes.

Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples, state assessments, observations, conferences and general assessments are taken and reviewed on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus on the programs are an improvement of academic English skills in an effort to aid students with their overall academic work in their grade span and preparation for the NYSESLAT test each year.

PS/IS offers a freestanding ESL program which uses the pull-out model. The program is available for ELLs in all grades and at all proficiency levels: Beginning, Intermediate and Advanced. Students travel to another classroom to receive ESL instruction which is provided by a certified teacher. The teacher uses the Content Based Second Language Instructional Model as well as variants of Total Physical Response (TPR). Content will be the focus of instruction, but the primary objective of instruction will be to promote language learning through listening, speaking, reading and writing in English. There is also emphasis placed on vocabulary knowledge and development of academic language. The ESL teacher shares common planning period with some of our classroom teachers in order to maximize English Language Acquisition for ELLs. ESL strategies are infused into content instruction.

Once all of the ESL students are identified, the ESL teacher works with one of the scheduling specialist (Mr. DeSanno) to schedule the program for all grades K-8. All of the teacher/students schedules are compared to ensure that students are pulled out for their mandated ESL support time during the appropriate periods. Students are not to be pulled during content area subjects or any other mandated subjects that they are required to be in the self-contained classes for. There are multiple proficiency levels so the students are grouped usually by grade level and working groups vary and change with the lessons at hand.

The ESL teacher picks up the students and as a group travel back to the ESL teacher's classroom. Depending on the age/grade of students, the students are either escorted back to their classrooms or if they are age appropriate (with the teacher's permission), they are given a pass back to class. There are both homogenous and heterogeneous groupings in ESL class depending on the specific targeted modality and or lesson for that period(s). There are times when two grade bands are combined such as Grade K and 1 during the week (based on need) as the teacher becomes more familiar with the students. There are constant changes in grouping and differentiated instruction is a must not only with language proficiency level but overall needs of the students. The ESL teacher advises verbally and in writing to all the classroom teachers who have ELLs. They are advised who the ELL students are as well as the number of periods each week they will be pulled for services and which periods they will be out of their home rooms.

For Transitional Bilingual Education (Special Education - grades 6 to 8):

The split for native language and English instruction is allocated per instructional unit. The breakdown for each day is:

ESL – 90 minutes (using specific ESL strategies and methodologies-see above)

NLA – 90 minutes (taught in the Native Language)

Math –50 minutes (in Native Language) and 10 minutes (in English using ESL)

Social Studies/Science – 35 minutes (Native Language) and 10 minutes (English using ESL methodologies)

Art/Music/PE – 45 minutes (English using ESL and NL).

The TBE students who reach proficiency on NYSASLAT and are transferred to a mono-lingual class would receive additional support

from AIS staff, ELL specialists and classroom teacher on guided reading and Math. The instructional materials used by the bilingual and ESL programs vary by grade. Students in grades 6-8 take interim assessments in this program to monitor their progress. NYSESLAT preparation material are also used during the Winter term. These materials allow the ESL and the Bilingual teachers to better prepare their students for things that will be forefront on the examination; such as which graphic organizers to use, as well as how to navigate the exam itself.

Teachers are currently using the results of the ELL Periodic and Interim Assessments that are administered by the ESL/Bilingual teachers to track and monitor their students' individual progress. Classroom teachers are given access to the results on-line, and encouraged to incorporate what they learn from these results into their instruction. All teachers assist and support ELLs to make content comprehensible to enrich language development by differentiated instruction, uses of dictionaries/glossaries, SMART board, flexible grouping, attention to varied learning styles, comprehension checks (all forms) etc.

Plan for SIFE:

PS?IS 202 has 10 SIFE students who are given extra support services with one on one academic intervention services (as available) to bring the literacy skills as well as the speaking and listening skills to higher proficiencies. If we admit any more SIFE students in the future, we will continue to support their needs with extra services. Some examples may include a bilingual placement with additional pull-out ESL, AIS services and/or after school tutoring (when available). Special Education services are also available for those students who may be in need of it once the proper assessments have been completed. The SIFE students currently enrolled at PS/IS 202 who participate in the ELL program are assessed and monitored throughout the year since they are in need of extra support. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas as detailed above. Not every SIFE student is the same and each has his/her specific needs based upon their histories so it is of utmost importance that all educators are aware of the needs.

To ensure that the mandated number of instructional minutes is provided, the ELL teachers are obliged to submit copies of the program schedules to school leadership officials. A copy of each student's ELL service eligibility and proficiency levels are given to all classroom teachers in writing. All school administrators are supplied copies of ELL schedules, statistics and data throughout the school year.

Plan for ELLs in school less than 3 years/ Newcomers:

Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

Newcomers to the country are immediately serviced with some one-on-one ESL time during the first month which they are made to feel more comfortable in their new setting by developing some "survival" language to begin their communicative competence fluency. While this commences they are assessed via the LAB-R (within 10 days of registration), SPANISH LAB (if applicable) and other diagnostic materials to determine their English Language Proficiency (ELP). The ESL teacher may also push-in to the general education classroom if it is deemed necessary, in order to make the transition as smooth as possible for the student

Plan for ELLs in school 4-6 years :

The ELLs who are receiving service for 4-6 years are offered various support services such as AIS in addition to the mandated ELL support services. Parents are asked to really get involved and work with the students at home with their literacy support and language support. They are closely observed and the goals that are set for them are examined monthly. The push is to concentrate on the modalities that they are having trouble testing proficient on the NYSESLAT. There is close examination of what progress of the 4-6 year ELLs so that they do not fall into the Long-Term ELL pattern. There is professional development (PD) and various workshops are offered to the self-contained classroom teachers with ELLs so they are able to continue to support the needs of these ELLs in all of the content areas. All grade inquiry teams work closely together as ELL students move from grade to grade. There is extreme effort to ensure that all the long

term and short term individual students goals are documented and followed closely so that the students are monitored in their “trouble” areas.

Both the classroom teacher and the ESL teacher use scaffolding and realia. With these approaches the students will develop interpersonal communication skills (the connection between form and structure for English, and their social-functional meaning; develop the ability to use language by actively employing the students’ information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas; use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students).

The ELL programs at PS/IS 202 focus on the following for all ELLs:

- academic rigor; high expectation and goal setting
- the use of ESL methodologies and/or bilingual education methods during instruction;
- alignment of all instruction with the NYS/NYC standards and ESL standards; and
- the recruitment and retention of high quality teachers of English Language Learners.

Plan for ELLs in school 6 years completed or more / Long Term ELLs

Long term ELLs will continue to receive their mandated ESL services plus additional support that will be provided through a Personal Intervention Program and/or additional support with AIS services. There is a review of the Long-Term ELLs progress and target the skills that are keeping the student from testing out on the NYSESLAT. Besides additional AIS services that are offered, there is counseling and various meetings with the student to discuss not only short term and long term goals, but to target the modalities that need the most support. There is support of reflection and peer work that will strengthen the student’s confidence so that the most important goal of testing proficient on the NYSESLAT is evident. The progress is documented and various ESL strategies are investigated to seek the best teaching methods for these students. There are also PD and various workshops to support the monolingual classroom teachers so that they too can participate in the specific ELL needs of the students. All students learn differently so the key is to examine exactly how the ELL specialists can move the students and target the differentiated instruction in a meaningful way. The parents are involved to work together with the teachers to foster language learning so the goal of testing proficient can be met on the upcoming NYSESLAT.

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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.			
NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Plan for ELL Special Needs Students

For those students with Special needs, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or Lab-R scores. Special Education teachers as well as subject teachers are consulted in an effort to stream line all instructional efforts to achieve higher performance goals. The ELL coordinator and ELL specialists work closely with the Individual Education Plan (IEP) team

to verify which students have IEPs. The IEP specialist in the building is asked to supply those ELL specialists a copy of the most recent IEP for given students. The ELL specialists are to review and better understand the assessments that have been established thus far for the ELL. There is constant communication between the ELL teachers and IEP team in terms of any changes or updates that have been made. There are special needs ELLs who have other support services (speech, occupational therapy, physical therapy etc.) besides ESL/TBE so there is communication between all support service providers so that the best needs of the student is met. The instruction of ESL/TBE is catered to the student based upon the specific outline in the student's IEP.

Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the school day (as scheduling permits as well as need) and during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school. In addition, ELLs are invited to participate in all schedules academic enrichment programs. The programs are designed to further support ELL development as well as content area instruction/review.

Transitional Student Support Plan (ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue in the program with the authorization of their parents if the need should arise. Observation and assessments will determine when the student is ready to finally exit the program. At the beginning of the school year, the ELL coordinator works closely with the testing and data coordinator to ensure that the former ELLs (those who have tested proficient on the NYSESLAT) are given all testing accommodations accordingly for up to two years after testing out. Former ELLs meeting the test accommodations guidelines are tested in a separate area and are given extended testing time on all mandated city/state exams. They are also provided bilingual glossaries (in the language available) on the math, science and social studies exams (where applicable). We currently do not have any blind ELL students or ELL students requiring large print but we verify if there are any changes or any new ELL students who require these accommodations. There is also a monitoring of performance of ELLs reaching proficiency in case there is a need for continued academic support during the transitional period of 2 years. The ELL specialists work closely with the classroom teachers for performance and feedback and meet with administration if there a need for further support and reevaluation.

Future Plans for ELL Programs –

The ESL teachers use methodologies in academic content area instruction to develop English language skills. The focus of the ELL programs are to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking, using CALLA/ TPR and other effective methods as necessary. The allotted time for ESL instruction is determined by the student's English language proficiency level. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly. We would like to work closer with the parents and community to investigate what plans can be made to better support our ELLs during school hours as well as outside of the building. The plan is to continue to support ELLs through strong ELL programs that are inclusive of all staff and serves students in the ELL classes as well as the general education class.

Equal access to all programs

ELL students are provided with the opportunity to participate in all after school activities (when scheduled/offered) and are scheduled for AIS services as are all students at PS/IS 202K. The school does not discriminate and all ELLs are welcome and encouraged to participate in all programs and events offered at the school. ELLs are afforded equal access to all school programs such as school shows, events, workshops.

After school programs for ELLS

Currently there is not an additional after school program for ELLs in the school building besides the 37 1/2 minutes of instruction but parents are given access to information where ELLs are able to participate in community and independent after school programs. We are working to offer any additional programs after school. ELLs are afforded the same eligibility to participate in after school programs as other student. The after school program is conducted on Mondays, Tuesdays, Wednesdays and Thursdays through the school 37 ½ minute after school.

In addition, Title III provided an extended week program for ELLs in SY 2010-11. If granted this year, ELLs attend small group sessions after school and on Saturdays in which English social and academic language skills are practiced through reading and writing activities.

The program further supports ELLs in both reading and mathematics to ensure readiness for state tests.

Instructional materials including technology/ Instructional materials in Content Areas

PS /IS 202 utilizes instructional materials that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology.

ESL – We use the Scott Foresman ESL program with both hardcover and workbook for newcomers to advanced proficiency levels grades K-8. We also use The Avenues program for grades K-5 in conjunction with the ESL program. There are various/numerous books, educational magazines and games that are geared to support ELLs with their second language acquisition. There are also authentic materials that are used which vary from all proficiency levels and grade bands. All ESL students (K-8) are also given technology time during the week and they work in pairs. There are various websites that are used to promote language learning and proficiency. Technology is also used to foster research for the upper grades. There are frequent scheduled appointments with the library as well so that students can make use of more computers and SMART Boards. Besides the computer, the ESL program uses the television, DVD player and cd player to incorporate various lessons and exercises that foster proficiency in the listening and speaking modalities. There is also a new ACHIEVE 3000 program that has been implemented for use.

Native Language Support

Native Language support is given in the form of peer-interaction whenever necessary, as well as by the use of bilingual dictionaries and text in Spanish, whenever needed. Special Education Spanish speaking ELLs are provided support by the Spanish speaking bilingual education provider that is their teacher.

Native language support staff:

Theresa Mulvey – Bilingual Teacher
Clarissa Finick-Diaz – Content Area Teacher
Janet Thomas - Content Area Teacher
Ramona Courton - Content Area Teacher
Ms. Santiago - paraprofessional
Ms. Torres – paraprofessional

ELLs are encouraged to maintain their home language and it is not discouraged in classes. Students are encouraged to continue expanding their literacy in their home language while they are continuing their second language acquisition. This information is shared with parents at parent-teacher conferences, parent orientation and workshops. The parents are advised that maintaining the home language is an asset and big support of second language acquisition.

Support Services

All ELL students have the support of their teachers, administration, the parent coordinators, the guidance counselors and all staff members. The guidance counselors assist students with middle school and high school requirements. The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, written and oral, is provided to parents in native language to ensure effective communication and parent involvement.

All the support staff including AIS teachers, speech specialists, resource room, occupational and physical therapy specialists, IEP specialists and counselors work together with the students who are ELLs but have other special support services that they are entitled and eligible for. We balance out scheduling and conference on the progress of the student. The main link is the common branch or the special education self contained teacher that all the professionals interact collectively with.

A thorough review of the RNMR report in ATS is examined to identify the specific support needed for each student in each of the four modalities. This investigation is required so that each student's goals can be established in the areas they need the most instruction. The RNMR report is reviewed with all of the other ATS reports linked to ELL data such as the RYOS and RLAT to begin a thorough structure

of the language support needs of the ESL student. We also monitor the RLER report monthly as well as the new admit reports in ATS so that we can ensure that all new entrants are checked for LAB-R eligibility.

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)?

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.

Professional Development

PD plan for teachers and staff working with ELLS

A qualified ELL instructor will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

Staff development will include training for all teachers using ESL methodologies. Training will be done by certified ELL teachers as well as the CFN Specialist for ELL Curriculum and Instruction. All classes have ELL students and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance the English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

- Sheltered Instruction Observation Protocol (SIOP): A program model for teaching grade-level content in a way that is

understandable for ELL students while at the same time promoting their English language development. SIOP was developed by researchers at the Center for Research on Education, Diversity & Excellence in response to the variability, both in design and delivery, of sheltered instruction methods. It uses a variety of sheltering strategies in a unified, structured way. Research using a control group design has compared ELL students in classes whose teachers had been trained in implementing the SIOP to a control group class (taught by teachers not trained in the SIOP model). ELL students in classes whose teachers had been trained in implementing the SIOP outperformed control group students.

- Cognitive Academic Language Learning Approach (CALLA): A program model based on cognitive learning theory, CALLA integrates content-area instruction with language development activities and explicit instruction in learning strategies.
- Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own. Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, demonstrations, and using hands-on learning activities that involve academic language.
- Realia Strategies. "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is appropriate for any grade or skill level. Teachers can defray costs by collaborating on a school wide collection of realia that all can use. When the real object is not available or is impractical, teachers can use models or semi-concrete objects, such as photographs, illustrations, and artwork. The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example.
- Strategies for including culture. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Story-telling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is Show & Tell. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as Misunderstandings. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry.

There are various PD that are attended by the ESL/bilingual teachers throughout the year that is offered by the LSO. Within the school, the ELL coordinator offers professional workshops for the administrators as well as the common branch teachers to attend to learn how they can better support the ELLs in the classrooms. The ELL specialists always turn-key the information that is learned at the PDs outside of the school and informs the administration and other teachers accordingly whether it is new ELL teaching strategies, assessment info and compliance issues. ELL teachers are provided ample opportunities throughout the year to attend various PDs to support them with their learning and teaching. The administration is supportive of the professional developments.

Training of all staff – 7.5 Hours required/ records

A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. Teachers presently working at PS/IS 202 are long time staff members, many of which have completed the required training. For those teachers that must fulfill the training requirement, training will be provided on site by the ELL Specialist of the LSO. The training will be facilitated to staff in Fall and the Spring. Each participant will be awarded a certificate of completion upon completion of the training series. Evidence of these trainings will be filed and secured.

Workshops for ELLs in all content areas cover various topics such as training for data collection and review, how to support ELLs in the classroom, importance of building vocabulary and how assessments can drive instruction in the classroom. There are numerous compliance and data specialists who give instruction and training to those professionals working with ELLs.

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?

ELL parents are involved with various activities at our school. Many of the parents are invited to join in for READ ALOUDS and observations not only with the ELL teachers but with all teachers at the school. Parents are involved with bake sales, flower sales, escorting students on field trips to name a few. There are many teachers who are proficient in Spanish which is 98% of the dominant home language for the ELLs at our school. We also have a PTA parent volunteers who are proficient in both English and Spanish. We offer parents translation services for a language that is not immediately offered by a professional at the school by arranging the necessary trained translation specialist based on need.

The school partners with other community based organizations wo provide workshops or services to ELLs as they do the rest of the school population. We evaluate the needs of the parents with parent surveys, open question and answer sessions, PTA meetings and open family room that is offered whenever parents would like to come in to volunteer, to ask questions or request assistance. Parents are a crucial part of a student's educational plan so it is imperative that parent needs are monitored and addressed consistently.

Parents/guardians choose the program that will best meet their children's needs. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in a parent orientation workshop. At the meeting , information is given on the programs available, state standards, assessments and expectations for their children. Students are placed in the program selected by the parent/guardian. Certain activities are initiated and planned to address the needs of parents which are ongoingly evaluated throughout the school year.

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)	13	3	2	3	1	5	7	3	3					40
Intermediate(I)			5	3	1	2	3	3	2					19
Advanced (A)			1	2	1	8	4	1	1					18
Total	13	3	8	8	3	15	14	7	6	0	0	0	0	77

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

READING/ WRITING	B	13	3	2	3	1	4	7	3	3				
	I			5	2	1	2	2	3	2				
	A			1	2	1	9	5	1	1				
	P				4	3			2					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	6	1		11
4	1	3	1		5
5	6	5	1		12
6	9	3	0		12
7	6	3	0		9
8	4	3	0		7
NYSAA Bilingual Spe Ed			1		1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	1	3	1	2		1		12
4			2		3				5
5	4	2	4	3	1				14
6	3	2	6		2				13
7	4		4		1				9
8	3		2						5
NYSAA Bilingual Spe Ed	1								1

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4	1		2	4	1			12
8	2		3						5

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra 2</u>	1		0	
Math				
Biology				
Chemistry				
Earth Science	1		0	
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)	14	1	8	1				
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 Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The Language Allocation Policy and instruction will focus on specific programs and strategies that will result in the achievement of higher proficiency levels across the content areas. ELL and general education teachers will continue to collaborate on students' needs. Teachers will combine the Cognitive Academic Language Learning Approach (CALLA) and Total Physical Response (TPR) method with the mandated regional Balanced Literacy model. ESL methodologies and techniques will be used in the ELL classrooms as well as in the general education classrooms. Such methodologies include scaffolding and the use of realia, songs, art and role-play to aid in comprehension. ELL teachers use instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, big-book and transparencies. As competency develops, other strategies will include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) as well as the building of academic language will be a pivotal piece and ELL students will be paired with non-Ells. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent. There will be a focus not only on formal but informal assessments as well.

For school year 2010-11, PS/IS 202 will continue the citywide program for literacy. The daily instructional schedule currently requires teachers to include additional literacy instruction. All grades follow the Balanced Literacy model which includes the reading and writing workshop. In addition, upper grade teachers are required to incorporate a skill instruction period.

ELA/ESL

The literacy program includes at least 175 minutes of literacy instruction with a 120 minute block for all grades in the morning. The 120 minute morning block includes the elements of Balanced Literacy/reader's workshop which focuses on read-aloud, guided reading, shared reading and independent reading. Literacy centers have been established and leveled/genre libraries have been set up in all classrooms. PS/IS 202 has, for the past several years, implemented a skill of the week and a writing calendar to ensure adequate and consistent instruction in these areas. These calendars were correlated to enable teachers to make connections between the reading skills being taught and the forms of writing to which the skills were related. PS/IS 202 also implements a Book of the Month program for all grades.

Mathematics

The Everyday Math core curriculum program is used for math instruction. Seventy-five minutes of instructional time in math is provided every day, with at least 60 minutes in a single block. Math centers have improved school wide, with the purchase of materials to support skill instruction and problem solving. During ESL instruction, ELLs in the upper grades are exposed to mathematical language and functions using ESL methodologies.

Science /Social Studies

PS/IS 202 has a program for content area instruction that utilizes cluster teachers for primary instruction in both Science and Social Studies.

All classes receive two periods a week of instruction in each subject. Cluster teachers meet regularly to plan instruction based on the state standards and the core curriculum. Units are planned and classroom teachers receive an outline each month of the topics to be covered. This allows teachers to support content area instruction in the classroom. Cluster teachers are also provided with their own classrooms, providing the opportunity for the development of instructional environments that support student learning. This is particularly important in

Science. It is expected that this program will continue.

Based on the results of a thorough analysis of the data involving the ELLs at PS/IS 202, there are a large number of ELLs that are at a higher proficiency level with the speaking and listening modalities than the reading and writing modalities. Many of them have tested proficient in those modalities; at least 25%. There needs to be more emphasis and work to support better writing and reading skills. The modality that needs the most support is writing. In order to foster higher order learning and thinking, the school is committed to support ELLs with more challenging methods to improve their writing skills as a way of self reflection and thought on their language learning. The school encourages students to take ownership of their learning and goal setting is extremely effective and an important part of a student's portfolio.

Part VI: LAP Assurances

school acknowledges that many newcomers may be in "culture shock" so there are procedures in place to aid students during their "silent periods" of learning. There would be a balance in instructional decisions based on constant reflection, goal setting and assessment review

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: 19K202

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:	\$1,000,024	\$153,033	\$1,153,057
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,493	\$1530	12,023
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	50,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$100,000	*	

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

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.

* 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.

Statement of Parent Policy

P.S./I.S. 202 is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

P.S./I.S. 202 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **P.S./I.S. 202** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA

2. **P.S./I.S. 202** will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

The key areas identified contributing to a partnership that supports greater student achievement are as follows:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - Communication will be in a form that families find understandable and useful. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will

provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- **P.S./I.S. 202** will coordinate and integrate Title I parental involvement strategies through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.

- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

***On January 29, 2010, the school's Parent Involvement Policy will be evaluated.

Professional Development:

Monthly professional development for parents provided is by regional parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by this Parent Compact. This policy was adopted by P.S./I.S. 202 since June 28, 2006 and will be in effect for the period of the school year 2008-09. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 3, 2008.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

1. 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.

Title I School-Parent Compact Framework

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

P.S./I.S. 202 will:	The Parent/Guardian will
P.S./I.S. 202 , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents,	Describe the ways in which parents will support their children’s learning,

the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:

All staff members will be involved in Professional Development activities that help to provide high quality instruction within the school building. Curriculum planning will be a part of professional development discussions to help improve instruction to meet the needs of all students.

- 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, these conferences will be held:

November, 2010 Day and Evening

March, 2011 Day and Evening

- Provide parents with frequent reports on their children's progress.

Parents will receive monthly reports of their children's progress via school assessment reports and teacher evaluation reports (report cards).

such as:

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

<ul style="list-style-type: none"> • Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents will meet with staff members for consultation via biannual parent teacher conferences, parent forums, parent workshops and via parent–teacher association meetings. • Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: Parents are invited to volunteer on a daily basis at the school via the Parent Leadership Program, PTA initiatives and through participation in school activities coordinated by the Parent Coordinator. Parents participate in assisting as tutors in classrooms, observing their child’s school progress, monitoring students during lunch schedules and participating as aides in school activities. • Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way. <ul style="list-style-type: none"> • Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way. • Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the 	<p>Practitioners, the School Support Team or other school advisory or policy groups.</p> <p>[Describe the ways in which students will support their academic achievement, such as:</p> <p><u>Student Responsibilities</u></p> <p>We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:</p> <ul style="list-style-type: none"> • Do my homework every day and ask for help when I need to. • Read at least 30 minutes every day outside of school time. • Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]
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Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon

as practicably possible.

- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

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.

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./I.S. 202 will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

P.S./I.S. 202 will use disaggregated student results on State and City assessments Grades 3-8, benchmark assessments, Acuity and Scott Foresman formative assessment , the Early Childhood Language Arts System (ECLAS), and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help the school to determine which educational programs need to be improved.

2. Schoolwide reform strategies that:

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

As a School wide Program school at P.S./I.S. 202, our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school and key strategies includes:

- Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.

- Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including disaggregated State and City assessments grades 3-8, Acuity and Scott Foresman formative assessment, the Early Childhood Language Arts System (ECLAS), NYS Regents Examinations and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
- Implementation of the New Continuum.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.
- All school-wide reform strategies being implemented in P.S./I.S. 202 are designed to implement the Comprehensive Educational Plan NCLB Addendum.
- At-Risk students have been targeted by the Administrative Cabinet Members and various services have been implemented i.e., individual counseling, group counseling, Staff mentoring, After-School Programs geared towards addressing peer pressure and adolescent needs, along with a plethora of programs geared towards addressing academic needs i.e. Extended Day.

3. Instruction by highly qualified staff.

All teachers hired in P.S./I.S. 202 for the 2009-10 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Teachers in P.S./I.S. 202 that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated

competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

P.S./I.S. 202 provides extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building.

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./I.S. 202 will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinator.

Professional development for staff will be coordinated in *P.S./I.S. 202* by a Professional Development Team, which includes the Principal, Assistant Principals, Literacy and Math Coaches, Core Knowledge Facilitator, and Teacher Center Specialist . The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for *P.S./I.S. 202*. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development (Basic education, GED and ESL classes, computer classes, etc.)
- Parent Coordinator workshops
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

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

Beginning in the spring of 2008 and continuing throughout the summer, the Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the NYC. Administration recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows. Additionally, ongoing recruitment strategies by the DOE included advertising and recruiting on college campuses in various states and internationally.

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

P.S./I.S.202 will describe in the CEP (see page 51-Part V-Section L: Parent Involvement and page 75-Action Plan) the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, P.S./I.S. 202 will hire a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, P.S./I.S. 202 will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

The Parent Support Offices, located in the Learning Support Center will provide parents with an additional point of entry into the schools system beyond their children's schools. The Office will handle parent concerns and issues that cannot be resolved at the school level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week. The Parent Support Officer in the Learning Support Centers will also help coordinate the activities of the Parent Coordinator for P.S./I.S. 202.

Additional support for P.S./I.S. 202 will be provided by the District and by the Central Office, through the Executive Director for Parent and Community Engagement, who will promote engagement, provide customer service center support and work on special projects to develop and enhance parent involvement. In addition, the Senior Instructional Manager for Parent Engagement and her team will work closely with the Executive Director and his team to design and deliver training programs for the Parent Coordinator, staff and parents.

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.

Activities for Teachers:

- Provide transition activities that include talking, singing songs, and playing games with children about growing up and making changes.
- Provide many opportunities for children and their parents to become familiar with the kindergarten setting.
- Give parents accurate information about the skills needed for a child to transition to kindergarten.
- Demonstrate interest and support to each child's family through phone calls and other personal contacts.
- Structure developmentally appropriate classroom practices that promote the PreKindergarten standards
- Provide opportunities for parents to volunteer in the classroom.
- Provide learning activities for parents to do with their children at home.
- Invite elementary teachers to visit preschool classrooms, and preschool teachers to visit elementary school classrooms.
- Coordinate activities between preschools and kindergarten – programs, workshops, visits to school playgrounds, etc.
- Invite preschool groups to attend certain school activities like celebrations, parades, or other special events.

Activities for School Administrators:

- Facilitate development of a transition plan for each child which provides for instruction, support, and assistance through the third grade.
- Enable transfer of each child's preschool records to the elementary school (with parental consent).
- Organize parent meetings where preschool and elementary school staff are available to answer the questions and concerns of parents and families with children entering kindergarten.
- Provide a forum for parents to discuss their perceptions and expectations for kindergarten and elementary school.
- Coordinate meetings between parents and teachers to address the individual educational and emotional needs of each child.
- Provide information about the PA/PTA, which can serve as a link between the parents and the school.
- Inform parents and families about their rights and responsibilities in the school.
- Provide parent education workshops.
- Organize joint in-service training for preschool and kindergarten teachers.
- Link families and children with health and social services in the community
- Send school newsletters and calendars to preschool parents and families.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Teachers will be engaged in ongoing discussions and decision-making processes with P.S./I.S. 202 and administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.
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.
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	X			#839,531	X	14-17
Title I, Part A (ARRA)	Federal	X			\$151,502	X	14-17
Title II, Part A	Federal	X			\$22,791	X	14-17
Title III, Part A	Federal		X				
Title IV	Federal			X			

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.

IDEA	Federal	X			125,273	X	14-17
Tax Levy	Local	X			\$3,817,422	X	14-17