



**P.S. 203 FLOYD BENNETT**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 203 FLOYD BENNETT**  
**ADDRESS: 5101 AVENUE M**  
**TELEPHONE: 718-241-8488**  
**FAX: 718-209-9641**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 332200010203 **SCHOOL NAME:** P.S. 203 Floyd Bennett

**SCHOOL ADDRESS:** 5101 AVENUE M, BROOKLYN, NY, 11234

**SCHOOL TELEPHONE:** 718-241-8488 **FAX:** 718-209-9641

**SCHOOL CONTACT PERSON:** LISA ESPOSITO **EMAIL ADDRESS** LEsposi3@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Pamela Jones

**PRINCIPAL:** LISA ESPOSITO

**UFT CHAPTER LEADER:** Pamela Jones

**PARENTS' ASSOCIATION PRESIDENT:** Stephanie Lopez

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 22 **CHILDREN FIRST NETWORK (CFN):** CFN 301

**NETWORK LEADER:** JOANNE BRUCELLA/Olga Mejia-Glenn

**SUPERINTENDENT:** Linda Waite

**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/rdonlyres/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
Lisa Esposito	Principal	Electronic Signature Approved. Comments: unable to preview -- document failed to generate. Signature page and action plans would not download
Pamela Jones	UFT Member	Electronic Signature Approved.
Nicoletta Gargano	UFT Member	Electronic Signature Approved.
Tracey Braithwaite	Parent	Electronic Signature Approved.
Lizzette Bennett	Title I Parent Representative	Electronic Signature Approved.
Scherrieann Rodney	Parent	Electronic Signature Approved.
Penny Berman	UFT Member	Electronic Signature Approved.
Stephanie Lopez	Parent	Electronic Signature Approved.
Megan D'Onofrio	UFT Member	Electronic Signature Approved.
Christina Mohamed	Parent	Electronic Signature Approved.

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

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

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

□

At P.S. 203 we are constantly looking for ways to obtain the most complete picture of student performance, and we establish an environment where quality informed instruction is offered to all students.

In literacy we use authentic student work coupled with measurement tools to track student progress in reading. A similar approach is used in gathering data in mathematics. Here we track student progress in Everyday Mathematics using authentic assessments for grades K-5 joined with formalized assessments in grades 3-5.

The manner in which we have improved the quality of instruction our students with special needs receive has evolved in a positive direction over the past several years. Our Collaborative Team Teaching classes are identical in rigor and expectation to every other general education class on the grade. Our ESL students, too, receive additional support. Our self-contained classes (12:1 and 12:1:1) also follow the same curriculum as the classes on the grades with the appropriate modifications in place. Participation and access to all school functions are extended equally across the school.

Our school is proud of its affiliation as a Friend of Core Knowledge School. With the shared belief that school should be a place where students' experiences and knowledge are broadened, our responsibility is to increase the scope and depth of what we offer. Core Knowledge offers our students in grades Pre-K-5 a rigorous and scaffolded curriculum. At present we offer our students the Core Knowledge curriculum in History and Geography and Language Arts. Our early childhood grades study the continents, Ancient Egypt, Ancient Greece and our early government. Our upper grade topics include the Vikings, the Middle Ages, Westward Expansion, the American Revolution and the Civil War. Our Core Knowledge Specialist provides instruction through additional topics of interest across the upper grades (Ancient Rome, China, etc). This year we are excited to expand into Pre-K. Our Kindergarten follows the Core Knowledge sequence in additional content areas of art and science.

Our school's involvement with Character Education and Positive Behavior Interventions and Supports (PBIS) has aided us in our desire to create an environment where instruction is productive. Our SOAR program (**S**how self-control; **O**n Task; **A**ct kindly and follow directions; **R**esponsible and respectful) is the visual enactment of PBIS and Character Education.

We believe the narrative above supports our school's Mission statement: *We are dedicated to having all our students achieve high academic standards and raising the level of academic rigor and*

*accountability for our entire school community. Through high quality standards-based instruction, within the setting of a nurturing environment, all of our students will develop social, civic and technological skills to create a community of life long learners.*

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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									
<b>School Name:</b>	P.S. 203 Floyd Bennett								
<b>District:</b>	22	<b>DBN #:</b>	22K203	<b>School BEDS Code:</b>					
<b>DEMOGRAPHICS</b>									
<b>Grades Served:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	69	52	64		94.6	95.4	TBD		
Kindergarten	134	123	101						
Grade 1	144	172	142	<b>Student Stability - % of Enrollment:</b>					
Grade 2	138	139	172	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	136	139	149		90.9	95.79	TBD		
Grade 4	158	150	142						
Grade 5	154	154	159	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		73.9	73.9	84.6		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		13	17	TBD		
Grade 12	0	0	0						
Ungraded	2	0	0	<b>Recent Immigrants - Total Number:</b>					
Total	935	929	929	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					5	13	2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	31	32	35	Principal Suspensions	33	42	TBD		
# in Collaborative Team Teaching (CTT) Classes	76	74	65	Superintendent Suspensions	34	12	TBD		
Number all others	29	42	43						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	38	40	37	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	2	8	Number of Teachers	71	71	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	23	24	TBD
				Number of Educational Paraprofessionals	12	12	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	98.6	98.6	TBD
				% more than 2 years teaching in this school	74.6	90.1	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	60.6	66.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	90	90	TBD
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	99.2	99.1	TBD
Black or African American	84.2	83.5	82.1				
Hispanic or Latino	9.7	9.4	10.3				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	2.9	2.5				
White	3.7	4	4.2				
Multi-racial							
<b>Male</b>	49.6	49.1	49.3				
<b>Female</b>	50.4	50.9	50.7				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation 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
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial			-				
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	5	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	84.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	46.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = 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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

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

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

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

The data that is available to us as a school allows much reflection on the performance of our tested students. After reviewing these multiple sources, P.S. 203 has noticed ongoing improvement since 2006. Sadly, with the change in norm criteria this past year, this improvement has been overshadowed by a severe decline in the number of 3's and 4's attained by our population of tested students, even though without this change, tested students would have shown overall improvement through scale scores. Still, as there have always been, encouraging trends emerge that we will be able to build upon this coming school year.

- We, as a professional body of educators, understand the benefits of teaching the individual learner, including differentiation of instruction and pairing group activities. In as much as the support given through AIS has decreased due to budgetary restrictions, we still take proactive methods to support our students every step of their academic journey at P.S. 203. For example, every teacher in the building focuses on supporting five students that he or she has identified needing skill development; we call this *Spotlight 5*. Morning school, from 8:00 to 8:37 Monday through Thursday, is an excellent place where this is happening. Also, each of our Spotlight 5 students has been prescribed specific standardized goals through the use of our Filemaker program. Further, inclusion of a Reading Assist period into the schedules of our Specialists further maintains our increasingly rigorous approach of supporting the long and short term needs of the student body in recessionary times.

As we further disaggregate the General Education population, as per the needs found from the 2007-2008 Quality School Review, P.S. 203 will continue its efforts to enhance the academic program and success for all tested boys and girls:

There are slightly fewer boy students than there are girl students that make up the student body at P.S. 203. From 2006-2010 there has been an increase of boys who have scored at a level 4. An increase of level 1's in the 2009-2010 shows the need to reevaluate the challenges of this subgroup. P.S. 203 has already begun to focus on all tested boys and the specific

needs they present. We continue to increase the number of texts in various genres available to read that will be more pleasing for them, as well as reconsidered clubs and activities that may foster an increasing love of coming to school. P.S. 203 has also recognized the parental role in the lives of their sons by offering evenings of social and academic interest.

Girls make up a slightly larger percent of tested students at P.S. 203. They, too, have achieved more scores in levels 3 and 4 from 2006-2010. Subsequently, they score the fewest level 1's. However, it is still necessary to decrease the number of tested girls who score in level 1 before entering the fifth grade. As always, we continue to support them academically, athletically, and socially. Parents, too, play a large role in their daughters' success and we offer evenings of social and academic interest.

#### ELL Students:

The Department of Education testing results from 2006-2009 has displayed exciting trends of note on the ELA exam. Tested ELL students, over the course of those three years, have significantly reduced level 1 scores. However, this past school year, 2009-2010, there were sad trends in the above statistics. This reinvigorates our intent to increase student achievement for tested ELL students in from level 1 to level 2. The State Math exam delivers the same discouraging results. Our school's determination of raising the achievement level of this population of students is unwavering as this year progresses.

#### Special Education Students:

Tested Special Education students on last year's ELA exam have shown an upward trend on the number of students scoring at level 1. P.S. 203 does recognize the need to build upon this decline, again from level 1 to level 2 and above. The State Math exam delivered the same discouraging results. It should be noted from 2006 through 2009, P.S. 203 enjoyed a significant decrease in the number of Special Education students testing at level 1 and an increase of students scoring in levels 3 and 4. It is recognized that professional development foci of differentiation of instruction and the mutual relationships between Collaborative Team Teachers and para-professionals must be built upon. P.S. 203 will continue to elaborate on the roles of pedagogues in the lives of Special Education students during the 2010-2011 school year through intense, task specific professional developments for para-professionals, as it is our mission to increase their contributions as a whole. Further, we anticipate the support of colleagues from the Department of Education to work closely with our Collaborative Team Teaching staff throughout the year as we implement an Quality Improvement Plan for our Students with Disabilities.

Student success on New York State exams at P.S. 203 can be attributed to the strong commitment by all staff members whose desire it is to mold young minds into the leaders of the future. The collaboration of several teams at P.S. 203 supports the individual goals set by a student's Individualized Education Plan with those of the classroom teacher. We pride ourselves on this collaborative practice and understand that it takes input from different sources to attain those high standards. Our classroom teachers spend time targeting skill development at an early age, identifying weaknesses and offering a variety of solutions so that students will begin building their "tool boxes" well in advance of the testing grades. After appraising the Quality School Review Report for the 2006-07 and 2007-08 school years, P.S. 203 recognizes that we have already begun to improve upon current approaches for raising the achievement of the students who are in most need of improvement, especially in literacy, and will continue to take proactive steps to augment, perfect, and reflect on the status of our current practices in light of the results from last year's State Tests.

We, as a community of life long learners, look forward to incorporating more Core Knowledge into our academic lives.

Our commitment to raising achievement in ELA and Math is further promoted through the productive work initiated by our Teacher Teams, or Collaborative Inquiry practices. Staff members on every grade meet to discuss and review all forms of relevant student assessments, especially those online, like Acuity and Skills Tutor, to enhance student achievement through effective and concise planning. This in turn facilitates the meticulous process of meeting and/or reevaluating our S.M.A.R.T. Goals and overall Action Plan to rehabilitate the identified grade-wide difficulty. Our staff can then problem solve as high functioning teams in order to prepare lessons, differentiate instruction, and, eventually, meet the needs of their students on an individual basis. All Teacher Teams/Collaborative Inquiry work can be found on grade specific ARIS "wikis."

On Task; **A**ct kindly and follow directions; **R**esponsible and respectful) is the visual enactment of PBIS and Character Education. With the entire P.S. 203 staff on board, inclusive of teachers, para-professionals, school aides, and administration, we anticipate a decrease in the number of negative behavioral problems school wide, with targeted focus in the school cafeteria and in our brand new school yard. These expectations are ongoing and are immediately disseminated to any new admits, or visitors to our school, to ensure a smooth transition into the climate of success we have worked so hard to create. Currently, our student body is receptive to the benefits of making positive choices, and that has impacted on tone and student achievement.

## 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.

Annual Goal	Short Description
<input type="checkbox"/> By <input type="checkbox"/> June 2011, the percentage of all students in Grades K-5 reaching grade level proficiency in ELA will improve by <input type="checkbox"/> 3-5% as measured by the Fountas and Pinnell Assessments.	<input type="checkbox"/> <input type="checkbox"/> In order to maintain a continued increase in the number of students reaching grade level proficiency in ELA, as noted in a comparison of past student benchmarking data, it has been determined that we should engage in a collaborative process with key school staff to identify students in greatest academic need in literacy and develop strategies for improvement.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, the percentage of all Students in Grades K-5 who reach grade level proficiency in Mathematics will increase by <input type="checkbox"/> 3-5% as measured by mathematics benchmarking results.	<input type="checkbox"/> <input type="checkbox"/> In order to maintain a continued increase in the numbers of students reaching grade level proficiency in mathematics, as noted in a comparison of past mathematics benchmarks, it has been determined that we should engage all key school staff in a collaborative process that will ensure that all at-risk students receive instruction and intervention prescribed for their individual needs in mathematics.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, the numbers of parents/guardians participating in Parent Involvement events will increase by 5% as measured by sign in sheets at meetings, workshops, and events.	<input type="checkbox"/> <input type="checkbox"/> Based on the results of a parent/guardian survey, it was determined that Parent Involvement activities/opportunities should be designed (in timing and content) to address the limited availability parents/guardians have to become involved in their child(ren)'s school. Offering a wider range events and times they are scheduled, coupled with incentives that mirror the PBIS incentives for the students, will add cohesiveness to our home-school partnerships. This will increase the overall involvement of parents/guardians in their child(ren)'s school.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, the number of Tier 2 students will increase their performance in Tier 1 initiatives by <input type="checkbox"/> 8% as measured by "in-flight" progress reports (flight plan), office referrals and occurrence reports.	<input type="checkbox"/> <input type="checkbox"/> To continue to support the Safety and Respect component of our School Environment, based on the data in our school's Progress Reports, we will further employ PBIS (Positive Behavior Interventions and Supports) Tier 2 intervention strategies, where small groups of students who have not been responsive to Tier 1 school wide initiatives will receive targeted support so the total numbers of students embracing Universal PBIS principles will increase.
<input type="checkbox"/> By June 2011, 50% of all teachers with established	<input type="checkbox"/> In an effort to offer and sustain a level of professional growth that will have a positive impact on academic gains, as noted in

<p>Professional Goals within the Standard for Planning Instruction and Designing Learning Experiences as outlined in the California Standards for the Teaching Profession will increase at least one proficiency level within that Standard's descriptors.</p>	<p>a comparison of past School Progress Reports, we will provide professional development opportunities strategically targeted to raise the level of professional practice and increase student achievement.</p>
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## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, 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.

**Subject Area**

**ELA**

(where relevant) :

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, the percentage of all students in Grades K-5 reaching grade level proficiency in ELA will improve by <input type="checkbox"/> 3-5% as measured by the Fountas and Pinnell Assessments.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Target Population All students in grades K-5</p> <p><u>Staffing</u></p> <p>Classroom teachers, Literacy Team, Content Specialists, Data Specialist, supervisors, AIS teacher(s), consultants,</p> <p style="text-align: center;">Actions/Strategies/ Activities</p> <ul style="list-style-type: none"> <li>· Further implementation of Balanced Literacy for 120 minutes in Grades K-5</li> <li>Ongoing schoolwide implementation of Fountas and Pinnell Benchmarking assessment in Grades K-5. monitored monthly</li> <li>Training of teachers new to the school/program in implementation of Fountas and Pinnell Benchmarking and offering of Professional Development in Balanced Literacy</li> <li>Continued support for all others previously trained             <ul style="list-style-type: none"> <li>· Continued use of Making Meaning on grades K-5</li> <li>· Adherence to pacing and scope and sequence as put forth in CAB Planning Guides for Literacy</li> <li>· Administration of ECLAS-2 and use of results to identify student needs in grades K-3</li> </ul> </li> </ul>

- Administration of periodic assessments via Predictives and Instructionally Targeted Assessments for identification of student needs in Grades 3-5

Expansion of circulation of the current collection of leveled materials in the Literacy room which now includes more titles for upper grade males, the younger grades, books of high interest and low readability for older less accomplished readers, and texts of high readability yet developmentally appropriate for younger more accomplished readers leading to i  
Continued reinforcement of staff development in Writing Workshop with a focus on using assessments to inform instruction and raising the level of questioning, particularly during conferences

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- Intervisitations, modeled lessons, collaborative planning opportunities, and curriculum mapping
- Waterford Early Reading program in Grades K-1 to provide diagnostic and prescriptive individualization of independent instruction (with accompanying staff development)
- Wilson Foundations for most-at-risk lower grade students and Wilson Reading program for most-at-risk upper grade students
- Quick Reads, Think Alongs and Think Reading in comprehension for at risk students
- Leap Frog technology (Leap pads and Leap Track), SkillsTutor, and Acuity with accompanying Professional Development where needed

On-going assessment using Fountas and Pinnell Benchmarking as well as rubric-based structures for evaluation

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Reduced class size wherever possible

#### Implementation Timeline

Sept 2010-June 2011 for students-Balanced Literacy implementation in grades K-5, daily 120 minutes per day for grades K-5

Sept 2010-June 2011-- ongoing Fountas and Pinnell assessment, monitored monthly

Sept 2010-June 2011 – for staff – Professional Development 2-3x per year 45-60 minutes each during school day

Sept 2010- June 2011—Monthly Grade Conferences and additional Collaborative Teacher Team meetings focusing on evaluating student work and goal setting (Filemaker)

Sept 2010-June 2011—Implementation of Waterford Early Reading Program (Grades K-1), Making Meaning (Grades K-5), Leap pad/Leap Track, and SkillsTutor (Grades K-5)

Sept 2010-April 2011—Skill of the Week lessons and tracking (Grades 3-5)

Sept 2010-June 2011—Literacy Team meetings 1-2 times per month

Sept 2010-June 2011—Extended Day sessions AIS in literacy (37 ½ minutes two days per week)

Sept 2010- October 2010 – administration of ECLAS-2

Sept 2010- June 2011—AIS (Foundations, Wilson Reading, New Heights, Acuity, Skillstutor, Leap Track/Leap Frog technology and QuickReads) small group instruction for Grades K-5, initializing in Sept.

October 2010-June 2011—Goal setting and Spotlight 5 targeted instruction, initializing in October and re-visited throughout the year

October 2010-June 2011-- Collaborative Teacher Team meetings to monitor progress towards meeting established literacy goal

October 2010- May 2011—Rubric based assessment of writing with supervisory review after each published genre (Grades K-5)

November 2010-- ITA #1 in ELA (Grades 3-5)

Jan 2011-- ECLAS-2 for Grade K

Jan 2011-- E-PAL for Grade 2

Jan 2011-- Predictive ELA Assessment #1 (Grades 3-5)

March 2011 – AIIP after school for Grades 3-5, 3 hours per week

January 2011- May 2011 -- Family ELA Nights/Reading Series (Jan/ Feb 2011-- Gr. 3-5), (April/May 2011 – Grade Pre-K-2);

March 2011-- ITA #2 (Grades 3-5)

May 2011 —New York State ELA exams (Grades 3-5)

May 2011-- Kindergarten ECLAS-2 second administration (optional); Grades 1-3 required second administration

May 2010-- NYSESLAT administration

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□  Conceptual Consolidation of Personnel Services</p> <p><b>Classroom teachers (includes reduced class size): \$3, 717, 499</b></p> <p><b>Supervisors: \$250, 295</b></p> <p><b>AIS teachers: \$150,590</b></p> <p><b>Library teacher: 75,295</b></p> <p><b>Clusters and support services: \$381,642</b></p> <p><b>Paraprofessionals: \$809,163</b></p> <p><b>Per Session: pending Title I Committee approval \$6, 147</b></p> <p><b>Per Diem: \$100,000</b></p> <p><u>Conceptual Consolidation of OTPS</u></p> <p>Curriculum and Staff Development (includes Data Specialist): \$86,000  Textbooks: \$19,020  Supplies: \$30,000  Educational Software (e.g. Filemaker for Goals, Student Growth Monitor, SkillsTutor, etc.): \$8,693</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□  Ongoing throughout the school year, the pedagogical staff will use the following as indicators of accomplishment:</p> <ul style="list-style-type: none"> <li>Tracking sheets from Benchmarking maintained on an ongoing basis all grades – reviewed by supervisors 3 times per year</li> <li>Running records, goal-setting sheets, and conference notes to be maintained on an ongoing basis and to be reviewed in collaboration with supervisors at conferences 3-5 times per year</li> <li>Rubric-based assessments of student writing – reviewed by teachers and students on</li> </ul>

	<p>an ongoing basis (portfolios, conferences, etc), and supervisors to review 4 times a year</p> <p>NYSESLAT (Spring Administration)</p> <p style="padding-left: 40px;">Standardized test scores (Grades 3, 4, and 5)</p> <p>Use of ARIS and ARIS Connect</p> <p style="padding-left: 40px;">ECLAS –2 twice a year (Grades K-3) E-PAL Grades 2 and 3 (winter administration).</p> <p style="padding-left: 40px;">Waterford individualized plans/progress charts (teacher review weekly, supervisor review three times a year)</p> <p><b>Projected Gains</b> Fountas and Pinnell levels will progress for 85% of all students every 3 months</p>
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**Subject Area  
(where relevant) :**

**Mathematics**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, the percentage of all Students in Grades K-5 who reach grade level proficiency in Mathematics will increase by <input type="checkbox"/> 3-5% as measured by mathematics benchmarking results.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Target Population</p> <ul style="list-style-type: none"> <li>• All students in grades K-5</li> </ul> <p>Staffing</p> <p style="padding-left: 40px;">Coach, Supervisors, Math Team, Classroom teachers, content Specialists, paraprofessionals</p> <p>Actions/Strategies/Activities</p>

Full implementation of Everyday Math in grades K-5  
Goal setting for students (Filemaker) with particular focus on targeting interventions for students most -at-risk in mathematics  
60 minutes math block in Grades K-2, 75 minutes in grades 3-5

Pacing and Scope and Sequence provided by CAB in Mathematics and aligned with the NYS Standards in Mathematics  
Strand of the Week aligned to NYS standards (Grades 3-5)  
Professional development, mentoring, modeling and collaboration by Math Coach and Math Team, utilizing ARIS Connect and ARIS to examine data and resources  
Opportunities for Professional Development intervisitations  
Increased utilization of mathematics manipulatives that may prove beneficial to the different modalities of our male and female populations  
Family Math Nights

100<sup>th</sup> Day activities to develop number sense  
Expanding upon Journal writing in mathematics in grades K-5  
Administration of Indig Math Assessment as benchmarks for Grades 2-5  
Collaborations to create rubric-based assessments  
Raise the level of Accountable Talk and heighten quality of questioning in mathematics  
Periodic Assessments in Mathematics three to four times a year for grades 3-5  
Everyday Mathematics Checking Progress Unit Assessments and conferences with supervisors 3-4 times a year (Grades 1-5) and Guidepost assessments in Grade K  
Representation of all grades on Professional Development Team and Math Team (including before/after school programs like AIP and Extended Day morning program)  
Implementation Timeline

Sept 2010-June 2011 CAB in Mathematics pacing and Scope and Sequence for Everyday Mathematics via planning guides

Sept 2010-June 2011 implementation of Everyday Mathematics 60-75 minutes per day (Grades K-5)

**Sept 2010-June 2011—Checking Progress Unit Assessments in Everyday Math administered 10 times per year (Grades 1-5); Guidepost assessments in Grade K**

	<p><b>Sept 2010-June 2011—Checking Progress Unit Assessment results and student work reviewed with teacher and supervisor (1:1) 3-4 times per year (Grades 1-5)</b></p> <p>Sept 2010- June 2011—Monthly Grade Conferences focusing on student work and goal setting</p> <p>Sept 2010-June 2011—AIS (Britannica Smart Math, Math Fact Fluency, Leap Track/LeapFrog and Acuity technology, and SkillsTutor) small group instruction for Grades K-5</p> <p>Sept 2010-June 2011—Math Team meetings 1-2 times per month</p> <p>Sept 2010- June 2011—Extended Day AIS in mathematics (37 ½ minutes two days per week)</p> <p>September 2010-June 2011—Benchmark assessment in mathematics ( Indig assessment in Grades 2-5 in the fall and Grade 2 in the spring to determine students most-at-risk in mathematics and Checking Progress Unit assessments for Grades 1-5)</p> <p>Sept 2010-February 2011—Hundred Day Activities (cumulative)</p> <p>October 2010-June 2011—Goal setting (via Filemaker) and Spotlight 5 targeted instruction, initializing in October and re-visited throughout the year</p> <p>November 2010—Instructionally Targeted Assessment (ITA) #1 in Mathematics (Grades 3-5)</p> <p>January 2011 Predictive Math Assessment #1 (Grades 3-5)</p> <p>January 2011-March 2011—Strand of the Week lessons and tracking</p> <p>February 2001 -March 2011 – Family Math Nights (Grades 3-5)</p> <p>February 2011-March 2011—AIP in Mathematics after school (Grades 3-5 academic intervention) 3 hrs/wk</p> <p>March 2011-- ITA #2 in Mathematics (Grades 3-5)</p> <p>April 2011—New York State Mathematics exams (Grades 3-5)</p> <p>May2011- June 2011—Post Assessment for benchmark in Mathematics (Grade 2)</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Conceptual Consolidation of Personnel Services</p> <p>Mathematics coach (includes AIS component): \$101,129</p> <p>Supervisors: \$250, 295</p> <p>Classroom teachers (includes reduced class size): \$3,717,499</p> <p>Cluster teachers/AIS teachers: \$251,719</p>

	<p>Paraprofessionals: \$764,245  Per Session: Pending approval of Title I committee: \$7,147  Per Diem: Pending budget appeal</p> <p><u>Conceptual Consolidation of OTPS</u>  Textbooks: \$19,020 + funding pending budget appeal  Supplies: Funding pending budget appeal  Educational Consultant (includes Data Specialist): \$86,000  Educational Software (e.g. Filemaker, SkillsTutor, Britannica Smart Math, etc.): \$8,693</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Ongoing throughout the school year, the pedagogical staff will use the following as indicators of accomplishment:</p> <p style="padding-left: 40px;">Rubric-based assessments of student work – reviewed by teachers and students on an ongoing basis (portfolios, conferences, etc), and supervisors to review 3 times a year.</p> <p style="padding-left: 40px;">Everyday Mathematics pacing calendars and assessment, ongoing and reviewed at 1:1 conferences between teachers and supervisors 4 times a year.</p> <p style="padding-left: 40px;">Standardized Test scores (Grades 3-5)</p> <p style="padding-left: 40px;">Periodic Assessments including Predictives and Instructionally Targeted Assessments three times a year.</p> <p style="padding-left: 40px;">Strand of the Week sheets (Grades 3-5)—reviewed by supervisors 2 times a year.</p> <p style="padding-left: 40px;">Math Benchmarks (Fall and Spring administration)</p>

	<p>Projected Gains</p> <p>Secure goals on Checking Progress assessments will be mastered by 85% of all students with a minimum of 75% accuracy.</p>
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**Subject Area**  
(where relevant) :

**Parental Involvement**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, the numbers of parents/guardians participating in Parent Involvement events will increase by 5% as measured by sign in sheets at meetings, workshops, and events.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Target Population All parents/guardians in Grades Pre-K-5</p> <p>Staffing Supervisors, Parent Coordinator, SAPIS, teachers, coach, SLT, PTA, and outside content specialists (e.g. consultants)</p> <p>Actions/Strategies/Activities Supervisors, Parent Coordinator, SAPIS, teachers, coach, and/or PTA to coordinate scheduling of academic and/or socially-based parent/guardian workshops, meetings, Family Nights, taking into consideration varying times of day/week/year to maximize parental/guardian attendance Creation of surveys and distribution of the same 2-3 times per year to determine topics of interest for events—translated where possible Implementation of ARIS Parent Link Data Center at 203 (netbooks, laptop, desktop available for parent/guardian use) Use of School Messenger system to contact families by phone of upcoming events</p>

Use of school's monthly calendar to notify families of events a month in advance to allow for adequate time for families to schedule

"Launching" of PILOT program, formulated by 2009-2010 SLT, to mirror the students' SOAR program (PBIS-based incentive program for positive behavior). Points can be accumulated for parent/guardian participation and redeemed (2 times per year) for goods at adult SOARport.

Enlist support of translators for events using the school's Talk and Listen system

#### Implementation Timelines

Sept. 2010-June 2011—Scheduling of academic and/or socially-based parent/guardian workshops, meetings, Family Nights, taking into consideration varying times of day/week/year to maximize parental/guardian attendance

Sept. 2010-June 2011—Use of School Messenger system to contact families by phone of upcoming events

Sept. 2010-June 2011—Use of school's monthly calendar to notify families of events a month in advance to allow for adequate time for families to schedule

Sept. 2010-June 2011—Monthly PTA meetings

Sept. 2010-May 2011—Monthly Grade Assemblies recognizing Students of the Month

Sept. 2010- Nov. 2010-- Implementation of ARIS Parent Link Data Center at 203 (netbooks, laptop, desktop available for parent/guardian use)

Sept. 2010-Oct. 2010—"Launching" of PILOT program where points can be documented and accumulated for parent/guardian participation (redeemable 2 times per year for goods at adult SOARport)

Sept. 2010- Nov. 2010—Creation of surveys and distribution of the same 2-3 times per year to determine topics of interest for events—translated where possible

Sept. 2010-Oct. 2010—Parent Orientations and Information Nights

- Oct. 2010-Nov. 2010—Harvest Festival and Picture Days

November 2010—TBD workshops/events in response to surveys

November 2010—Annual Read Aloud Day

November 2010—Parent Teacher Conferences

December 2010—Holiday Performances and Concerts

December 2010—Adult SOARport PILOT points redemption

Jan. 2011-Feb. 2011-- Distribution of survey to determine topics of interest for events—translated where possible

Jan. 2011-May 2011—Core Knowledge Performances Grades Pre-K- 5

Jan. 2011-Mar.2011—Family Reading and Family Math Nights series of 3 each (Grade 3-5 students and their parents/guardians)

	<p>Feb. 2011-April 2011-- TBD workshops/events in response to surveys  February 2011—February Holiday Performances  March 2011—Parent Teacher Conferences  April 2011-May 2011—Adult SOARport PILOT points redemption  April 2011-May 2011—Changing and Growing Seminars (Gr. 4-5 boys/girls and trusted adult)  May 2011—Annual Science Fair  May 2011—Annual Field Days  May 2011—Bedtime, Bears and Books—Annual Literacy Event for Pre-K- Gr. 2 students and their parents/guardians  June 2011—Annual School Carnival  June 2011—Annual School Gala</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> <u>Funding</u></p> <p>Conceptual Consolidation of Personnel Services</p> <p>Supervisors: \$250,295  Teachers: \$376,475  Math Coach: \$101,129  Parent Coordinator: \$38,480  SAPIS: \$52,186  Teacher Per Session: Pending Title I Committee approval \$3,500  Teacher Per Diem: \$1,000</p> <p>Conceptual Consolidation of OTPS</p> <p>SLT Stipends: \$3,000  Consultants: pending Title I Committee approval  Supplies: \$2000 pending Title I Committee approval  Software for School Messenger: \$3,000</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Ongoing, throughout the school year, sign in sheets at meetings and events, participation in PILOT redemption opportunities, and visual assessment of attendance at large gatherings will be used to determine percent increase in parent/guardian involvement as indicators of accomplishment of goal.</p> <p>Surveys and tabulation of results</p> <p>ARIS logins</p> <p>Projected Gains  Increased parental/guardian participation by 5% when compared to prior years.</p>
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**Subject Area  
(where relevant) :**

**Character Education (PBIS)**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, the number of Tier 2 students will increase their performance in Tier 1 initiatives by <input type="checkbox"/> 8% as measured by "in-flight" progress reports (flight plan), office referrals and occurrence reports.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Target Population  All students in Grades 3 and 4</p> <p>Staffing</p>

Lead PBIS teacher, PBIS team, classroom teachers, paraprofessionals, Pupil Personnel Team, SAVE room teacher, supervisors, school aides, custodial and office staff, crossing guards, SSAs, and substitute teachers \_

Actions/Strategies/Activities

Full value contracts in each classroom

Universal lessons created by PBIS team and modeled in larger spaces as identified by needs assessments

Expansion of Check-In/ Check-Out approach for Tier 2 students by increasing the numbers of adults involved in checking in and checking out

Daily communications as a support for parents/guardians of Tier 2 students

Monitoring student behavioral progress via OORS incident reports

Monitoring incident patterns via SWIS

Celebration periods for classes earning many gold tickets

Celebrating individual achievement by earning green tickets

Student and class affirmations during morning announcements

Maintaining the SOARport Gift Shop to redeem green tickets for a variety of items and expand to include an adult SOARport for participants in PILOT program

Recognition of students displaying outstanding application of the Character Education Value of the Month during Student/Citizen of the Month assemblies

Inclusion of PBIS/Character Education value of the month on daily Morning Message

#### Implementation Timeline

Sept 2010—Creation of Full Value Contracts in all classrooms

Sept 2010-October 2010—Review previous year's data to identify students for "in flight" program

October 2010- June 2011—Implementation of Check-in Check -out for in flight students (following goal setting there is a daily checking in at line-up and end of the day)

Sept 2010- June 2011—PBIS Team meetings (possibly every other week)

Sept 2010-June 2011—Whole school (universal) lessons in various common spaces (school yard, auditorium, morning line-up locations, hallways, cafeteria, modifications for location to include topic of newly refurbished restrooms) initially in fall with a focus on most recently renovated spaces, and refresher lessons throughout the year as needed

Sept 2010- June 2011—Expansion of incentive program to include adults (PILOT program for parents/guardians)

Sept 2010- June 2011—Lesson plans to facilitate classroom exploration of Character Education values (every 1-2 months) supported by daily morning announcements praising students who embody Character Education values with possible expansion of offering 37.5 minutes for students who are socially at-risk but not academically at-risk

Sept 2010- May 2011-- Monthly recognition of Student/Citizen of the Month at grade assemblies

Sept 2010- June 2011—Data entry onto SWIS system to track office referrals, where possible

Sept 2010- June 2011—Distribution of Green and Gold SOAR tickets (school wide incentive plan) and PILOT cards to parents/ guardians

Sept 2010- June 2011—Class and individual visits to SOARport Gift Shop monthly, based on 30 tickets. Adult visits 2 times a year

October 2010- June 2011—SOAR dances/goodies for classes with largest numbers of gold tickets

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Funding</p> <p><u>Conceptual Consolidation of Personnel Services:</u></p> <p>Classroom teachers (includes PBIS Team members): \$4,020,886</p> <p>Cluster teachers (includes Lead PBIS teacher): \$1,103,004</p> <p>SAVE room teacher: \$75,295</p> <p>Pupil Personnel Committee (includes SBST, IEP teacher, Guidance Counselors, supervisors): \$710,311</p> <p>Paraprofessionals: \$944,146</p> <p>School aides: \$218,644</p> <p>School Secretaries: \$154,888</p> <p>Teacher Per Diem: \$4,000</p> <p>Teacher Per Session: \$1,000</p> <p><u>Conceptual Consolidation of OPTS :</u></p> <p>Software for maintaining SWIS: \$700</p>

	Supplies: pending budget availability
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Ongoing throughout the school year, Lead PBIS teacher and administrators will use the following as indicators of accomplishment:</p> <ul style="list-style-type: none"> <li>Faculty Conferences and/or professional development agendas</li> <li>In-Flight (goal/progress) sheets reviewed daily</li> <li>Availability of and access to teacher professional resources and texts</li> <li>Sample lessons 1- 2 times a year</li> <li>Exemplary student behavior growth in targeted areas on the P.S. 203 campus; auditorium, lunchroom, school yard, hallways, and classrooms, etc. as documented on SWIS</li> <li>Assessments indicating increase in student skills and achievement</li> <li>OORS incident reports documented daily and reviewed monthly or more frequently if needed</li> </ul> <p>Projected Gains</p>

	The number of students school wide responding to PBIS Tier 1 Universal strategies will increase by 8%, improving the overall climate of the school as evidenced in surveys and OORS reports
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**Subject Area  
(where relevant) :**

**Professional Development**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 50% of all teachers with established Professional Goals within the Standard for Planning Instruction and Designing Learning Experiences as outlined in the California Standards for the Teaching Profession will increase at least one proficiency level within that Standard's descriptors.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p>Target Population</p> <ul style="list-style-type: none"> <li>· All teachers Grades Pre-K-5</li> </ul> <p>Staffing</p> <ul style="list-style-type: none"> <li>· Math Team, Literacy Team, classroom and content specialists, lead teachers, external content specialists, and supervisors</li> </ul> <p>Actions/Strategies/Activities</p> <p>Expand upon teachers' personal reflection of their instructional practices and individualized goal-setting (conducted in June) as outlined in our school's schema based upon the California Standards for the Teaching Profession as their individual focus for the year</p> <p>Align resources that could be offered to foster teacher movement along the continuum for the descriptor(s) they identified</p>

Support teachers in the use of and access to resources needed to move along the continuum of the descriptors by providing professional development opportunities (offered/self-sought) to facilitate movement towards goals that are closely linked to student growth

One:one meetings with teachers and supervisors (2 times per year) to determine effectiveness of PD offered/sought, confer about progress along the continuum, review selected goals and generate next steps within the continuum for the Standard

Evaluate the impact of the process on pedagogy via observations and walkthroughs

Common planning time for school teams (Collaborative Teacher Teams, Math, Literacy, etc)

#### Implementation Timeline

Oct. 2010—Collaborative Teacher Teams to collaborate on common goal for students yielding ways to align professional resources with meeting established goals

Oct. 2010-Nov. 2010-- 1:1 conferences with supervisors to establish timeline targets and supports needed to move towards goals

Nov. 2010- June 2011—Professional Development opportunities offered, including intervisitations, lunch and learns, collaborations, etc. tailored to teacher goals and move forward the quality of instruction and professional practice

Feb. 2011-Mar. 2011—Teacher-Supervisor conferences 1:1 to identify effectiveness of PD offered/self-sought and establish next steps for moving along the descriptors' continuum  
April 2011- May 2011-- Teachers conduct self-evaluation and gather "evidence" of their progress in preparation for 1:1 conferences

May 2011-June 2011—Teacher-Supervisor professional goal-setting conferences re-convene to share movement and/or challenges along the professional journey and establish "next

	steps” for the following school year
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> <u>Funding</u></p> <p>Conceptual Consolidation of Personnel Services:</p> <p>Classroom teachers: \$4,020,886</p> <p>Cluster teachers:\$1,103,004</p> <p>Supervisors:\$250,295</p> <p>Per Diem: \$8,500</p> <p>Per Session: \$5,000</p> <p><u>Conceptual Consolidation of OTPS</u></p> <p>Consultants: (tent.) \$55,000</p> <p>Software (student programs to differentiate instruction) \$8,693</p> <p>Equipment (e.g. mimio set-ups): \$9,965</p> <p>Supplies:\$5,000</p> <p>Non-contracted services: \$35,735</p>

**Indicators of Interim Progress and/or Accomplishment**

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

□

Ongoing throughout the school year, the pedagogical and supervisory staff will use the following as indicators of accomplishment:

Meeting notes

Conference notes

Observation reports

Lesson plans

CFN and DOE - Professional Development Calendars

Availability of teacher professional resources

Collaborative Teacher Team meetings

Visitation schedules

Professional Development handouts

Continuum of descriptors

Projected Gains

The percentage of teachers with established professional goals, moving forward at least one level along the continuum of the Standard's descriptors, will be 50%

## **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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	32	28	N/A	N/A	1			1
1	82	55	N/A	N/A	1			3
2	137	112	N/A	N/A	1		1	6
3	87	86	N/A	N/A	3			6
4	110	102			4		3	4
5	105	99	35	20	5		3	3
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><input type="checkbox"/></p> <p><b>AIS is provided to Gr. K-5 students as part of our Extended Day program (37.5 minutes for reading two days a week). This before-school intervention is limited to a group size of ten students. It serves over 450 students in reading twice a week for 75 minutes. In addition, an AIS provider services a group of 30 students in Grade 5 using a pull-out model for 45 minutes 1x per week.</b></p> <p><u>Think Reading is administered to 450 students in Grades K-2 and Grades 3-5 respectively two days a week during Extended Day (37.5 minutes). It presents a metacognitive approach to reading to facilitate the students' thinking about their thinking as they read.</u></p> <p><u>The Wilson Reading System is administered to at risk students in grades K-2 during the school day, 3-5x a week for 45-60 minutes each day. Each group consists of 4-6 children. The Wilson Reading System is a research-based program utilizing a multi-sensory, interactive approach "to teach total word structure for decoding and encoding".</u></p> <p>Wilson Foundations , incorporating Wilson Reading System principles, is provided to at risk students in grades 1 and 2.</p> <p><u>"New Heights" instruction is provided to 20 ESL children, grades 2-5, 5x a week during their 45 minute scheduled time. New Heights is a research based audio facilitated program. The teacher monitors students for accuracy, fluency, and comprehension, after they practice reading books at their instructional level with the support of an audiotape.</u></p>
<b>Mathematics:</b>	<p><input type="checkbox"/></p> <p>AIS is provided to Gr. 3-5 students in-school using small group pull-out intervention 45-minutes 3-4x a week. Group size is limited to 10 students and addresses students who scored in the lowest third on 2010 State exams and diagnostic assessment given in the fall of 2010.</p>

	<p>AIS is also provided to Gr. K-5 students as part of our Extended Day program (37.5 minutes for math two days a week). This before-school intervention is limited to a group size of ten students. It serves over 450 students in mathematics twice a week for 75 minutes.</p>
<b>Science:</b>	<p><input type="checkbox"/> AIS in science is provided on an on-going basis during instructional time. Small group and individual instruction occur based on the specific needs of each student. The students who fell short of the promotional criteria in science receive this intervention by the classroom teachers.</p>
<b>Social Studies:</b>	<p><input type="checkbox"/> As teachers determine students' needs in this area, based on teacher-made assessments, former NY State SS exams for in-class use, differentiation of levels of support will be offered.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><input type="checkbox"/> Individual counseling, group counseling, and full-class guidance lessons are provided. For those students who have been placed in the SAVE room on an in-school suspension/removal, guidance counseling is provided. In addition, family-school problem solving meetings and conflict resolutions are conducted as crisis interventions for those at-risk.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p><input type="checkbox"/> Our school psychologist services students on an at-risk basis as needs arise in 1:1 settings.</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p><input type="checkbox"/> Educationally Related Support Services (ERSS) are short term early intervention services provided to general education students in Grades K-5 to help them overcome academic, social, or emotional difficulties so they may improve their academic achievement and</p>

	attendance.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/>  <p>All students in Grades Pre-K -5 are screened for vision and follow-up referrals are made for those students who qualify. In addition, our school staff makes outreach to the families of all students with regard to these results, if indicating the student may be at risk, as well ensuring all students are up-to-date with their immunizations. Our school Nutrition Committee works with our school's Food Service Manager to select menu items that are both nutritious and well-liked. Students who have asthma receive small group sessions 1-3 times a year with our school nurse.</p>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

2-5

**Number of Students to be Served:**

LEP 25

Non-LEP 5

**Number of Teachers** 2

**Other Staff (Specify)** 0

**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.

See attachment Title III proposed plan

**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.

See attachment Title III proposed plan

**Section III. Title III Budget**

—

**School: P.S. 203K**

**BEDS Code: 332200010203**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	\$9,175	<input type="checkbox"/>

- Per diem		2 teachers for 21 weeks at 4.5 hours a week
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0	<input type="checkbox"/>  n/a
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4,229.99	<input type="checkbox"/>  Leap Track Resource Room Kit  Finish Line for ELLs
<b>Educational Software (Object Code 199)</b>	\$0	<input type="checkbox"/>  n/a
<b>Travel</b>	0	<input type="checkbox"/>
<b>Other</b>	\$0	<input type="checkbox"/>
<b>TOTAL</b>	<b>0</b>	

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

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

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

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

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

□

ATS is the first record of the students' languages based on the Home Language Surveys. The information from the survey is transferred to ATS. The ESL teacher copies, and keeps as a record, all surveys. The codes are then compared to the ATS records to see if they are aligned. The school has created a parent survey to be administered early in the year to determine both the need for and the availability of translation services. The survey is a second record and is also completed by the parents. This gives them the opportunity to inform us that they need translation services on specific things such as parent handouts and report cards, etc. The ESL teacher keeps a record of what the parents need. The ESL teacher keeps the surveys that are returned.

- The emergency cards very often have a second language listed if necessary. This would be a third way to show language preference.
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.

□

Surveys were distributed to families who indicated another language on the Home Language Survey. Upon review of the surveys returned, those who requested to receive another language other than English will be able to receive written translations for the handouts that have been or will be translated. Report cards are distributed in other languages so parents will be aware of how their children are doing in school. Teachers are notified of which students do not speak English at home. Our primary languages are Spanish and Haitian. We have adults in the school who translate for children and parents when needed. In addition, parents who responded that they are willing to translate at meetings and conferences will be called upon to service those in our school community in need of such supports.

### **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.

□

The school makes sure notices go out to the ELL students when it comes in other languages. In addition, the Translation Unit for the Department of Education and contracted vendors are resources available to provide translations of school wide notices. When individual communications are needed, the school has enlisted the services of staff members who are able to write in the languages needed. There are also services available where the Parent Coordinator sends a notice in English and it comes back translated in the language requested.

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.

□

As a result of the survey, a group of parents has been established to provide translations services at Parent Teacher Conferences. The Parent Coordinator also has the capability of accessing the Dept. of Education's Translation unit with oral interpretations, if need be. Our Parent Coordinator has been trained by the Dept. of Education's Translations Unit and is considered a recognized translator of Spanish. The school has also purchased a translation device called "Talk and Listen". It will enable us to have up to three individuals translate the ongoing meetings from English into the Native language.

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>.

□

The school identifies the children with another language through the Home Language Survey. The Department of Education's Translation and Interpretation Unit and contracted vendors are also available to translate certain documents. Parents are notified of their rights to have translations available through signage at entrances to our school, main office and Parent Coordinator's office.

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

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$714,656	\$241,221	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 7,147		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$35,735	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$71,466	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2009-2010 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-asiders for Title I ARRA are not required for these areas.

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

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

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

□

**The Floyd Bennett School  
P.S. 203 K  
East 52<sup>nd</sup> Street and Avenue M**

**Brooklyn , New York 11234**

**718-241-8488**

**Fax: 718-209-9641**

Lisa Esposito  
Principal

Brian Sadowski, Assistant Principal

**SCHOOL PARENTAL INVOLVEMENT POLICY**

### PART I – GENERAL EXPECTATIONS

P.S. 203 agrees to implement the following statutory requirements:

- As a Title I Schoolwide Project School (SWP), P.S. 203 will put into operation programs, activities and procedures for the involvement of all parents. The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children such as Family Nights, Read Aloud Day, Information Nights, Promotional meetings, etc.
- In carrying out the Title I, Part A Parental Involvement requirements, to the extent practicable, the school will provide opportunities for the participation of parents with limited English proficiency (LEP), and parents of students with special needs. This will include providing information and school reports in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent through the School Leadership Team and monthly P.T.A. meetings.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including:

- > *Ensuring that parents play an integral role in assisting their child's learning;*
- > Ensuring that parents are encouraged to be actively involved in their child's education at school;
- > Ensuring 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;
- > Ensuring the carrying out of other activities to encourage greater parent involvement.

## PART II – DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S. 203 will take the following actions to involve parents in the development of the Parental Involvement plan:  
Through the involvement of the School Leadership Team where there are five (5) parent members, participation of the Parent Teacher Association meetings, and the Annual Title I meeting, the parental involvement policy will be reviewed and developed.
2. P.S. 203 will take the following actions to involve parents in the process of school review and improvement:  
Through the School Leadership Team, all members of the school community discuss and review the academic achievement of the school. Parents will be invited to participate in the PASS review, Quality School Review, and Learning Environment Survey. This information is reported to the parents at the Parent Teacher Association meetings.
3. P.S. 203 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies. The evaluation will be conducted by the Parent Teacher Association and reviewed with the School Leadership Team. Parents' feedback will be considered and changes will be made if appropriate.
4. P.S. 203 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities:
  - The school will provide assistance to parents of children served by the school, as appropriate, in understanding the state's academic content standards; the state's student academic achievement standards; the State and Local assessments; how to monitor their child's progress and how to work with the educators.
  - The school will provide materials and training to help parents work with their children to improve their children's academic achievement through workshops.
  - The school will ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents school wide in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents can understand.
  - The school will hold Parent Orientation meetings for the parents to learn about the grade curriculum and standards.

5. P.S. 203 will maximize parental involvement and participation in their children's education by arranging school meetings at a variety of times; Parent Teacher Association meetings are held in the morning and the evening most usually on alternating months; Parent Teacher Conferences are held twice a year during the afternoon and the evening; phone calls and letters are sent home to contact the parent as needed.

This policy will be in effect for the 2010/2011 school year.

I have received and read the School Parental Involvement Policy and the Parent Compact for the 10-11 school year.

\_\_\_\_\_  
Student's name

\_\_\_\_\_  
Class

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

(diskQ:schoolparentinvolvementpolicy1)

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

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

□

**P.S. 203 VISION STATEMENT: SCHOOL-PARENT COMPACT**

We envision our school as a community where we will provide a meaningful and integrated curriculum; one that will empower all of our students to reach high academic standards, to develop decision making and problem solving skills, and to develop an appreciation of and have experiences in the arts. Our goals will foster the development of each student's positive self-esteem and create a love of learning in an atmosphere of collaboration among supportive educational staff, parents, and the surrounding community.

<p><b>SCHOOL RESPONSIBILITIES:</b>  P.S. 203 will:</p> <ul style="list-style-type: none"> <li>● Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards through the Balanced Literacy Approach: Read Aloud, independent reading, guided reading, phonemic awareness; Accountable Talk; Hands-on mathematics teaching with an emphasis on problem solving; Hands-on science program; Social Studies curriculum and developmental programs in technology, the arts, and Core Knowledge.</li> <li>● Conduct classroom orientations and Information Night early in the school year.</li> <li>● Hold parent/teacher conferences twice a year in November and in March to discuss the individual child's achievement.</li> <li>● Provide parents with frequent reports on their children's progress.</li> </ul>	<p><b>PARENT RESPONSIBILITIES:</b>  We, as parents will support our children's learning in the following ways:</p> <ul style="list-style-type: none"> <li>- Monitoring attendance.</li> <li>- Sending my child to school on time.</li> <li>- Picking my child up on time.</li> <li>- Making sure that homework is completed and signed.</li> <li>- Monitoring the amount of television my child watches.</li> <li>- Monitoring my child's use of the Internet and/or other interactive technologies.</li> <li>- Volunteering in my child's school and/or classroom, as needed.</li> <li>- Participating, as appropriate, in decisions relating to my</li> </ul>
---	---

Specifically, the school will provide reports as follows: State and city assessments, portfolio assessment, report cards three times a year, Predictive and Instructionally Targeted assessments in October, December, January, and May, results of teacher made tests, assessed writing assignments with teacher comments and rubrics. Individual conferences will be arranged as the need arises.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during the school day according to the teacher's schedule. Appointments should be prearranged with the classroom teacher for a mutually convenient time. The Parent Coordinator is always available to act as the liaison between the home and the school.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities during Open School Week in November. If parents wish to observe, this can be arranged with the classroom teacher. In addition, parents are invited to join for special activities (trips, presentations, etc.). If parents wish to become Learning Leaders, training will be arranged.
- Provide parents with an opportunity to view the school's CEP to ensure school's compliance with goals established.

Principal \_\_\_\_\_

Teacher \_\_\_\_\_

(diskQ:school/parentcompact1)

- child'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 region either received by my child or by mail and responding when requested.
  - Participating in the Parent/Teacher Association.
  - Attending school programs such as Family Nights, Read Aloud Day, assemblies, Poem in Your Pocket Day, etc.
  - Ensuring that my child is dressed appropriately for school.
  - Monitoring my child's behavior with peers and staff.

	Parent _____
--	--------------

**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.

Please refer to Sections IV and V in the main body of the CEP.

2. Schoolwide reform strategies that:

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

See Sections V and VI

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.

□

See Sections V and VI

- o Help provide an enriched and accelerated curriculum.

□

See Goal 1

- o Meet the educational needs of historically underserved populations.

□

See Sections IV, V, and VI

- 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.

□

See Appendix 1

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

□

N/A

3. Instruction by highly qualified staff.

□

At P.S. 203 we are anticipating that all of our teachers will be fully state certified for the 2010-2011 school year. To meet that end, 5% of our Title I SWP funds will be set aside to provide equitable financial assistance to those taking courses for completion of their certification requirements in areas of need within the school.

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.

□

Utilizing Title I SWP funds, consultants will continue to be contracted to provide professional development for our staff in literacy. Through their in-class demonstration lessons, collaborative planning, inquiry work, and mentoring, they will assist in ensuring that the implementation of the Uniform Curriculum is of high caliber.

In-school teams, consisting of our coach, teachers, service providers and administrators meet on a biweekly-monthly basis (depending on the team) to address needs identified by staff and CFN. Grade meetings and collaborative teacher team meetings will occur once-twice a month throughout the year, and topics will be differentiated based on a variety of factors (staffing position, grade, content area, etc.) Presenters are teachers, administrators, our coach or consultants—each selected for their area of expertise.

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

□

Insideschools.org visited and toured our school. There have been several potential candidates for teaching positions that have referenced what they have read in the write up on that site as reasons for wishing to interview with us. The Dept. of Ed. Website also provides data to the public that includes our school report card Progress Report and Quality School Review.

When appropriate, we extend the opportunity for potential teaching candidates to tour the building, and schedule and conduct demonstration lessons. Supervisors debrief with candidates as well.

Our school's long standing relationship with local universities keeps us connected with highly qualified new teachers. Student observers can become student teachers who can become appointed staff, if they appear to be a good match to forward our school's mission.

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

Please refer to Action Plans in Section VI

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.

Our school will offer pre-school children attending local CBOs and their parents, and those registering in the spring, an opportunity to tour our kindergarten classrooms in action. Our Parent Coordinator and Pre-K support staff (part-time social worker) will answer questions as well as serve as "tour guides" during this event.

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.

Individual teacher-administrator conferences are held 5-7 times per year regarding student progress. Assessment information is reviewed and collaborations occur to determine next steps that will allow students to meet the Standards.

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.

□

For 2010-2011 students were recommended to participate in Extended Day academic programs by their previous year's teachers with additional recommendations being made by current teachers. In addition every student identified in Grades 4 and 5 as a Level 1 or 2 student will automatically be offered AIS as part of Extended Day. Grade 3 holdovers and Promotion in Doubt students (from the previous school year) will also be addressed. Grade 1 and 2 at-risk students are prioritized based on ECLAS-2 and Benchmarking results. Those involved in inquiry work will meet on a regular basis to ensure that all identified students are serviced. This allows us to accommodate new admits or previously not identified students as needs arise.

Activities in Literacy

The Wilson Reading System is administered to at risk students in grades 3-5 during the school day, 5x a week for 60 minutes each day. The groups consists of 4-7 children. The Wilson Reading System is a research-based program utilizing a multi-sensory, interactive approach to "teach total word structure for decoding and encoding".

Wilson Foundations , incorporating Wilson Reading System principles, is provided to students in Grades K-2 along the same time guides as the Wilson Reading System.

New Heights is a research-based audio facilitated program. The teacher monitors students for accuracy, fluency, and comprehension, after they practice reading books at their instructional level with the support of an audiotape.

Quick Reads program consists of short texts that are designed to be read quickly while obtaining full meaning. The program's function is to improve the fluency and comprehension of the students.

AIPP (pending budget allocations) is an after school intervention program in literacy conducted for about 36 hours during 1½ hour sessions twice a week. Group size is usually limited to 15.

## Activities in Mathematics

AIPP (pending budget allocations) is an after school intervention program in math, incorporating test-taking strategies, conducted for about 36 hours during 1½ hour sessions twice a week. Group size is usually limited to 15.

AIS is also provided to Grade 3-5 students in-school using small group pull-out intervention. Group size is usually limited to 6 students. Support personnel provide pull-out instruction in test-taking strategies 3 periods a week while the classroom teacher remains with a small group of students to continue to provide intervention using similar approaches as well.

## Activities in Science

AIS in science is provided on an on-going basis during instructional time. Small group and individual instruction occur based on the specific needs of each student. The students who fall short of the state criteria in science receive this intervention by classroom teachers.

## Activities in Social Studies

AIS in social studies is provided on an on-going basis during instructional time. Small group and individual instruction occur based on the specific needs of each student. The students who are at risk of not meeting the promotional criteria in social studies receive this intervention by support personnel using push-in and pull-out models.

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.

□

Funds Conceptually Consolidated in the Schoolwide Program will allow us to fund additional personnel to provide AIS to at-risk students. In 2010-2011 we are continuing to fund an early childhood (Grades K-2) in-school AIS position to structure a program that replicates the success we have experienced with intervention for Grades 3-5 (Wilson, Quick Reads, etc.)

Similar funding sources will be consolidated (budget permitting) to conduct after-school programs in literacy, math, social studies, and science ( AIIP).

## **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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$600,308	True	
Title I, Part A (ARRA)	Federal	Yes			\$238,809	True	
Title II	Federal	Yes			\$95,850	True	
IDEA	Federal	Yes			\$409,154	True	
C4E	Federal	Yes			\$96,946	True	
Tax Levy	Local	Yes			\$4,661,271	True	

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<sup>1</sup>**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.

<sup>2</sup>**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.

#### **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.

□

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)

11

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

Our school intends to offer direct support to the students themselves by offsetting the purchase of their supplies, school trip fees and any school related fees that need to be covered in the event of an emergency. Staff members who provide guidance, attendance outreach, transportation, and parent outreach will be in contact with the families of the students in Temporary Housing to help facilitate a positive and successful experience at school. Key staff have already received training with regards to the McKinney Vento Homeless Assistance Act and will assist the school in remaining true to the objectives of that act.

**Part B:**

**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).  
n/a
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.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_22K203\_102810-105643.doc

## 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 <b>Children First CFN 301</b>	District <b>22</b>	School Number <b>203</b>	School Name <b>P.S. 203</b>
Principal <b>Lisa Esposito</b>	Assistant Principal <b>Brian Sadowski</b>		
Coach <b>Jeanne Denaro</b>	Coach <b>type here</b>		
Teacher/Subject Area <b>Angeline Victor</b>	Guidance Counselor <b>Lori Skunca</b>		
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>		
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Juliana Primo</b>		
Related Service Provider <b>type here</b>	Other <b>type here</b>		
Network Leader <b>Joanne Brucella</b>	Other <b>type here</b>		

#### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>952</b>	Total Number of ELLs	<b>44</b>	ELLs as Share of Total Student Population (%)	<b>4.62%</b>
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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.

P.S. 203 is an elementary school located in Flatlands, Brooklyn. We are part of District 22, of the New York City Department of Education. We have about 952 students, 44 being English Language Learners. This is about 4.6% of the school population. We service the ELL students in a Pull-Out program, or a Freestanding English as a Second Language Program, for grades kindergarten through fifth. There is one licensed ESL teacher. We do not have a bilingual or dual language program.

The ESL teacher serves as the ESL testing coordinator for the school. The LAB-R is a test administered based on the questions from the Home Language Survey (HLIS). The HLIS is translated into nine languages. The informal interview is conducted during registration by the ESL teacher or another licensed trained pedagogue. It is initially conducted in English. One of the translated versions is given to the parents, with the help of a bilingual pedagogue, if it is determined that the child speaks another language other than English. The LAB-R is given to a student if the child speaks another language based on the HLIS. This is for only newly enrolled students into a New York City School System and within 10 days of admission. The Spanish LAB is administered to our Spanish speaking ELL students by a Spanish speaking pedagogue.

The breakdown of ELL students by grade in each language is as follows: Kindergarten has 7: 4 Spanish, 2 Haitian and 1 Arabic, first grade has 8: 2 Spanish, 4 Haitian, 1 Russian and 1 Urdu, second grade has 4: 1 Urdu, 1 Spanish and 2 Haitian, third grade has 11: 1 Spanish, 9 Haitian, and 1 Urdu, fourth grade has 9: 2 Spanish, and 7 Haitian, fifth grade has 5: 1 Urdu and 4 Haitian. Progress is measured though the administration of the NYSESLAT on a yearly basis, periodic assessments three times a year, and informal teacher assessments throughout the year. Exam history reports are checked through ATS to determine if a transfer student is an ELL student. This is to ensure that there is no duplicate of the LAB-R exam.

New ELL students, based on the hand scores of the LAB-R, receive Entitlement letters, in English and their native language, to take home so the parents know the children are being serviced. New parents are invited to attend a parent orientation where a video, available in many languages, is shown explaining the ESL, bilingual and dual language programs. Parent handbooks are available. Parents fill out the Survey and Program Selection form. On this form, parents have the option to request a bilingual or dual program. We do not offer such programs in this school. Parents have the option to transfer to another school with bilingual or dual programs. 75% of the time parents select ESL. If the parents do not show, then the packets are sent home with the children. Forms are filed and attendance is taken to keep record. Students who are continuing from last year receive Continued Entitlement letters to let parents know they are still in the program. The ESL teacher keeps record of letters that go home.

The program is created based on the scores form the NYSESLAT and LAB-R tests. Students are grouped according to grade and proficiency levels. The breakdown this year of the LAB-R (kindergarten and new students, who are scored informally) and NYSESLAT (returning students) scores is as follows: kindergarten has 2 beginners and 5 intermediate, first grade has 6 beginners and 2 intermediates, second grade has 3 beginners and 1 intermediate, third grade has 1 beginner, 8 intermediates and 2 advanced, fourth grade has 2 beginners, 4 intermediates and 3 advanced, and fifth grade has 3 beginners, 0 intermediate and 2 advanced. Included in these groups are eight students with IEPs. Four of the IEP students are in self contained classes, two are in Collaborative Team

Teaching (CTT) classes and two are in a General Education class. We have no SIFE students. Students with advanced levels receive 180 minutes weekly, where the beginners and intermediates receive 360 minutes weekly. There are 3 ELLs who have been serviced 4-5 years and 2 who have completed 6 years, the Long-Term ELLs. There are 39 ELLs who have been serviced 0-3 years. Native language support is given to those who need help. We have people on staff who speak Spanish, French, Haitian and Russian. There are parents available who can translate to Urdu.

## 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	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	39	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	2

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<input type="checkbox"/>										
<input type="checkbox"/>										



**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
<b>TOTAL</b>	<b>0</b>									

**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	2	1	1	2									10
Chinese														0
Russian		1												1
Bengali														0
Urdu		1	1	1		1								4
Arabic	1													1
Haitian	2	4	2	9	7	4								28
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>7</b>	<b>8</b>	<b>4</b>	<b>11</b>	<b>9</b>	<b>5</b>	<b>0</b>	<b>44</b>						

## 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.

The pull-out program is created based on the scores from the NYSESLAT and LAB-R tests. Students are grouped according to grade and proficiency levels. The breakdown this year of the LAB-R (kindergarten and new students, who are scored informally) and NYSESLAT (returning students) scores is as follows: kindergarten has 2 beginners and 5 intermediate, first grade has 6 beginners and 2 intermediates, second grade has 3 beginners and 1 intermediate, third grade has 1 beginner, 8 intermediates and 2 advanced, fourth grade has 2 beginners, 4 intermediates and 3 advanced, and fifth grade has 3 beginners, 0 intermediate and 2 advanced. Included in these groups are the eight children with IEPs. Four of the IEP children are in self contained classes. Two are in Collaborative Team Teaching (CTT) classes and two are in General Education classes. We have no SIFE students. Students with advanced levels receive 180 minutes weekly, where the beginners and intermediates receive 360 minutes weekly. This year we have 2 Long-Term ELLs. There are 3 ELLs who have been serviced 4-5 years. There are 39 ELLs who have been serviced 0-3 years. Native language support is given to those who need help. We have people on staff who speak Spanish, French, Haitian and Russian. There are parents available who can translate to Urdu. The NYSESLAT scores show the pattern across modalities that the students do better on the listening/speaking sections rather than the reading/writing sections. Students do better in speaking than listening. They do better in writing than reading. Students learn speaking skills before reading comprehension. This affects instructional decisions. Lessons are created to help the children acquire stronger skills in reading and writing. Time is given to speaking and to listening to others. There are more children on the advanced level in the upper grades because they have been in the country longer, usually, and have the time to acquire more skills.

The goals of the ESL program are to provide academic instruction using ESL methodology and instructional strategies. It is to assist students to achieve the level of proficiency. It is to help meet and exceed New York City and State standards. Content areas are worked on as well as English Language subjects. All four modalities: listening, speaking, reading and writing, are used to strengthen the students' skills. Newcomer ESL lessons are built on themes such as: colors, shapes, numbers, letters, clothing, food, weather, money and time. Vocabulary is enriched in topics such as these which are a necessity to daily conversations. Students learn through modeling, demonstrations, and practicing. Students who are here longer are encouraged to use prior knowledge and learning experiences in their writing on these and other topics. Antonyms, synonyms, homonyms and homophones are encouraged as well. Main idea and details, sequence, inference, predictions, and compare and contrast are skills that are worked on during class. Since we have many students speaking the same language, students are helped by their fellow classmates who speak the same language with peer conversations. If a child doesn't understand the subject then another student can translate for him. Long-Term ELLs have more rigorous lessons and their writing is more detailed using even more knowledge and experiences. Students who are special needs are assisted a little more individually, may have easier tasks according to their IEP levels, and be given a little more time to complete their tasks.

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

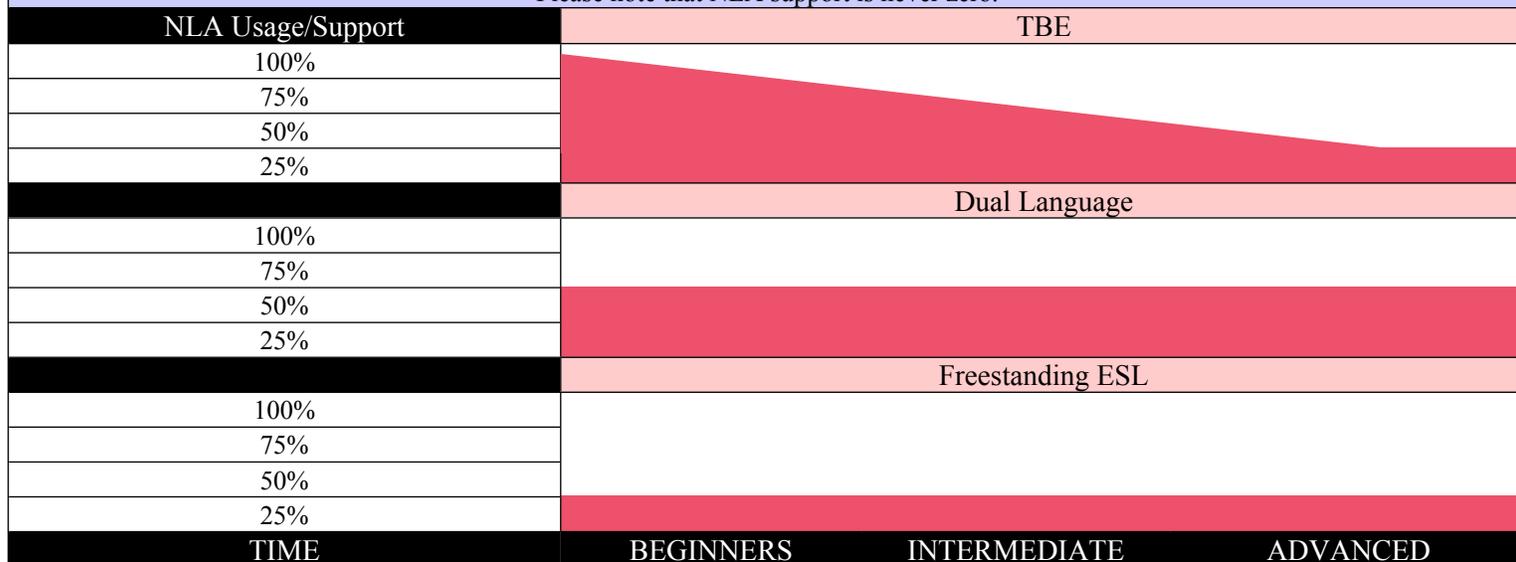
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



## B. Programming and Scheduling Information--Continued

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

Materials used include: Carousel of Ideas, Leap Pad Library, New Heights reading program, Rigby leveled books with topics such as: Animals, Seasons, Plant Growth, Celebrations and Food, Journeys English Language Learning through Science, Fairy Tale and Folktale Big Books, Sequence and Phonics puzzles, Flash grammar books, leveled workbooks such as: Speedy Spelling, Math Options, Hit the Ground Running (idioms), Just Right Reading, Math and Literature Connections, Approach and Connect Math, Connecting Vocabulary and Writing Thesaurus. These books include the different content area subjects, as well as different levels. This enables the ESL teacher to teach a variety of subjects at a variety of different levels.

Standardized tests are offered to the ELL students in their native language. The pattern has been to take the tests in English and keep the translation on the side for assistance during the test. The Periodic Assessment is given three times a year. It is in English and is a good practice for the other tests. Since they take the assessments in English, this is what they become comfortable with on the other tests. These tests are analyzed to find the student's strengths and weaknesses and used to help direct instruction throughout the year. It has shown that students' scores go up as the year goes on.

The Title 3 after school program is offered to students in grades 2-5, including the FLEP (former LEP) children. This is to help strengthen their skills for the upcoming standardized tests. To offer extra help in class is the Leap Pad Program where a student can independently work on his skills.

## 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)?

Paste response to questions 1-5 here

## 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.

Mainstream teachers have professional development at our monthly faculty meetings and grade meetings throughout the year. Faculty meetings include the whole staff, school based support team, principal, and assistant principal. They are informed of the new techniques and strategies to be able to help the ESL students in their classrooms. Information and notes from the meetings are also seen by the secretaries and parent coordinator. The ELL teacher goes to monthly workshops to learn and be able to articulate to the other teachers about differentiated instruction and new planning strategies. The ELL teacher invites the teachers to come to her room to articulate about their students and discuss new strategies for those who need extra help. Attendance is recorded at all meetings. This year our school is creating a Quality Improvement Plan to address progress among our special needs students. Strategies to facilitate learning will be replicated for our ELL students if they prove effective with our ELL students with IEPs.

### 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?

Our parent coordinator is available for parents with questions about our school and programs. She speaks Spanish and helps to make our Spanish speaking parents more comfortable. A packet of school information is given out to the newly enrolled ELL students in English and their language. The ELL teacher works closely with the parent coordinator to ensure the new families are invited to a tour of the school and to have a meeting to introduce the school and its programs. At the moment there are no free programs for parents in the area. We always have our ears open for possible events to invite our parents to. Our social worker speaks Haitian for those parents needing translations to Haitian Creole. He meets with the new Haitian students to make them feel comfortable when they first enter our school. He also works closely with their families.

A translation survey is given out to all families who speak another language. The parents have the option to receive school information, report cards, and other information in their own language. We give our students handouts in their languages by having DOE paperwork translated. Parents are invited to attend PTA meetings and volunteer to help in our bake sales, pumpkin festival, carnival and attend our monthly grade assemblies and Core Knowledge performances. Parents are invited to a yearly full day event with workshops.

## 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)	2	6	3	1	2	3								17
Intermediate(I)	5	2	1	8	4	0								20
Advanced (A)				2	3	2								7
Total	7	8	4	11	9	5	0	0	0	0	0	0	0	44

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

	<b>A</b>		1	2	5	4	1						
	<b>P</b>			1	2	4	6						
READING/ WRITING	<b>B</b>		3	3		2	2						
	<b>I</b>		2	1	6	2	2						
	<b>A</b>				1	3	2						
	<b>P</b>			1		1	3						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	37	61	41	14	153
4	13	69	54	1	137
5	16	75	53	7	151
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	17		71		39		27		154
4	7		58		44		31		140
5	9		75		51		22		157
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		11		67		56		136
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7		10		89		49		155

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

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

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

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 school uses ECLAS-2 and Fountas and Pinnell to assess the students' reading levels and growth. New ELLs score low but after some time they start to catch up to the other students. The ESL teacher works on phonics for the newcomers and younger grades to help with their reading skills. The NYSESLAT scores show a pattern of strength in the speaking skills, with lowest scores in reading and writing. The ESL teacher works on these modalities to strengthen the students' skills. Most tests are taken in English with the native language on the side to help with translations. We learn from the Periodic Assessments that the students are learning even if it may be at a slower pace than the rest of the class. These tests are usually given in English and not the Native Language. The ESL students take the state exams. This is a good measurement to show that the ESL program is successful. The children who are here a few years do as well as the mainstream students.

### Additional Information

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

Paste additional information here

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/27/10
	Assistant Principal		10/27/10
	Parent Coordinator		10/27/10
	ESL Teacher		10/27/10
	Parent		
	Teacher/Subject Area		10/27/10
	Teacher/Subject Area		
	Coach		10/27/10
	Coach		
	Guidance Counselor		10/27/10
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 203 Floyd Bennett					
<b>District:</b>	22	<b>DBN:</b>	22K203	<b>School</b>		332200010203

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	52	64	61		94.6	95.4	94.9
Kindergarten	123	101	139				
Grade 1	172	142	114	<b>Student Stability - % of Enrollment:</b>			
Grade 2	139	172	150	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	139	149	186		90.9	95.8	92.3
Grade 4	150	142	152	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	154	159	145	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		73.9	84.6	84.6
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		13	17	24
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		5	13	2
Ungraded	0	0	1				
<b>Total</b>	<b>929</b>	<b>929</b>	<b>948</b>				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	32	35	36	Principal Suspensions	33	42	31
# in Collaborative Team Teaching (CTT) Classes	74	65	67	Superintendent Suspensions	34	12	9
Number all others	42	43	49				

*These students are included in the enrollment information above.*

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<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	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	40	37	TBD	Number of Teachers	71	71	72
# ELLs with IEPs	2	8	TBD	Number of Administrators and Other Professionals	23	24	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	12	12	26

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.6	98.6	97.1
				% more than 2 years teaching in this school	74.6	90.1	95.8
				% more than 5 years teaching anywhere	60.6	66.2	77.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	90.0	93.1
American Indian or Alaska Native	0.1	0.1	0.2	% core classes taught by "highly qualified" teachers	99.2	99.1	91.7
Black or African American	83.5	82.1	82.4				
Hispanic or Latino	9.4	10.3	9.1				
Asian or Native Hawaiian/Other Pacific	2.9	2.5	2.2				
White	4.0	4.2	5.7				
Male	49.1	49.3	49.9				
Female	50.9	50.7	50.1				

**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**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial			-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	35.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	21.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)