



**P.S. 205**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 20K205**

**ADDRESS: 6701 20<sup>TH</sup> AVENUE, BROOKLYN, NY 11204**

**TELEPHONE: (718) 236-2380**

**FAX: (718) 331-7299**

## TABLE OF CONTENTS

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

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 205      **SCHOOL NAME:** Clarion School

**SCHOOL ADDRESS:** 6701 20<sup>th</sup> Avenue Brooklyn, New York 11204

**SCHOOL TELEPHONE:** (718) 236-2380      **FAX:** (718) 331-7299

**SCHOOL CONTACT PERSON:** Beth Grater      **EMAIL ADDRESS:** BGrater@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Nicole Ehrlich

**PRINCIPAL:** Beth Grater

**UFT CHAPTER LEADER:** Nicole Ehrlich

**PARENTS' ASSOCIATION PRESIDENT:** Tina Hatzimindakis

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 20      **CHILDREN FIRST NETWORK (CFN):** #409

**NETWORK LEADER:** Neal J. Opromalla

**SUPERINTENDENT:** Karina Costantino

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Beth Grater	*Principal	
Nicole Ehrlich	*UFT Chapter Chairperson	
Konstantina Melas-Hatziminadakis	*PA/PTA President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gulay Bayrasli	Member/Teacher	
Christina Kafkalas	Member/Teacher	
Kristen Alesia	Member/Teacher	
Joann Lentini	Member/Paraprofessional	
GerryLynn Haak	Member/Parent	
Elizabeth Civiletti	Member/Parent	
Beth DiCamillo	Member/Parent	
Kelly Mattarelliano	Member/Parent	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

---

P.S. 205 is a barrier-free school with a perfect blend of general and special education and 50 classes. Fifteen of our 50 classes are 12:1:1 classes including bilingual Yiddish special education and a large population of students who participate in the NYSAA. We have two full day and one half day Pre Kindergarten classes. A Health Coordinator and an IEP/SETTS Teacher support our large special education population. We use a push-in ESL model with six ESL teachers to differentiate instruction during the literacy block. We use Imagine Learning and Leap Frog for all our beginner ESL students. The classroom and ESL teacher collaborate to meet all students' needs.

Every teacher including special education teachers has at least four common preps for lesson planning and curriculum mapping. Additionally, every grade has a professional development period twice a month.

Our extended day program gives 37½ minutes, Monday-Thursday for AIS or Enrichment in literacy, math, art, music, physical education and technology. The programs used for at-risk are Kaplan Essentials Skills, Early Success, Soar to Success, and Great Leaps for math and reading, literature circle and math for enrichment. To support struggling students in literacy and math monthly AIT meetings monitor student progress. A full time literacy coach and part time staff developer work with teachers to improve instruction and deepen knowledge. We have fourteen teachers departmentalized with 6 classes in grades 2-5. One teacher fosters instruction in literacy while the other fosters math and content area. All students will be taught the method for research.

We support higher standards with our Afterschool Science and Social Studies Program, ELLs, Art, and Physical Education Programs. . Y Afterschool and The Brooklyn Chinese Association provide additional after school programs.

P.S. 205 supports the arts with one full time and one part time music teacher. We have a 4 chorus and an orchestra. We participate in Music Memory and Ballroom Dance. Early childhood students also receive violin instruction.

We display data walls for grades 1-5. We have a school wide writing Inquiry Team. Our Inquiry Team meets twice a month after school.

P.S. 205 has a classroom Coffee Shop run by a class of 12:1:1 students combining academics with ADL skills. Two Technology cluster teachers use a new computer lab and 5 rolling lab carts to give all students technology instruction. Special education students who receive APE participate in a basketball tournament and Dance Festival. Two cluster teachers provide geography lessons for all students. A science lab with a rolling science lab cart allows hands on science experiments. The NYC Health curriculum is taught by a Health cluster teacher. The Art teacher provides art instruction and displays student art throughout the school.

P.S. 205 was approved for two DYOs in both literacy and math. The entire school uses the DRA & DWA to monitor for results.

Parent newsletters are sent home monthly in all languages. There are school, grade and cluster newsletter. Teachers are kept informed through the weekly Clarion News, grade and faculty conferences. Book of the Month connects the entire school community with a family component.

Professional Development is provided by America's Choice in ELL. Every other month Marquis Studios provides additional hands on activities integrating art and architecture.

Parent workshops are provided at least twice a month with topics based on student needs and parent requests. Parents can also borrow Leap Frog materials to use at home. English will be

available using the Rosetta Stone in the technology lab three times a week supported by the Parent Coordinator. There are three additional teacher resource rooms providing leveled books, big books and professional books.

P.S. 205 teachers worked cooperatively to design PreK and Kindergarten Progress Reports that are distributed three times a year to parents.

Our Bottom Lines ensure that data is used to plan and set goals:

- To develop rigorous habits and critical thinking in content areas by increasing reading, writing and vocabulary in Science and Social Studies.
- To differentiate the curriculum in order to challenge high achieving students, support strugglers and ELLs through small group instruction.
- To use data to set and track high goals with students for accelerating student learning and regularly inform parents of students' progress.
- To use technology and media strategically and capably. Students employ technology to enhance their learning and to acquire information.

Our school received a Well Developed in the Quality Review and an A on our Progress Report. We all strive to ensure all students reach the highest standards. P.S. 205 is community of learners who work hard to excel.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 205 The Clarion				
<b>District:</b>	20	<b>DBN #:</b>	K205	<b>School BEDS Code:</b>	332

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</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>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	90	70	72		90	70	72		
Kindergarten	128	158	105						
Grade 1	135	129	154	<b>Student Stability: % of Enrollment</b>					
Grade 2	118	145	119	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	128	120	135		93.5	93.5	TBD		
Grade 4	128	120	121						
Grade 5	142	129	119	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		76.9	76.9	86.8		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		15	17	TBD		
Grade 12	0	0	0						
Ungraded	78	47	65	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	940	917	890		25	20	20		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	129	131	122						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions			TBD		
Number all others	23	31	30	Superintendent Suspensions		4	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	36	23	27	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	217	259	249	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	27	18	90	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	84	83	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	41	38	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	15	15	TBD
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.8	100.0	TBD
American Indian or Alaska Native	0.6	0.7	0.6	Percent more than two years teaching in this school	85.7	80.7	TBD
Black or African American	1.6	1.7	1.2	Percent more than five years teaching anywhere	69.0	71.1	TBD
Hispanic or Latino	20.5	21.9	21.8				
Asian or Native Hawaiian/Other Pacific Isl.	47.3	45.5	45.3	Percent Masters Degree or higher	69.0	71.1	TBD
White	29.9	29.4	30.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.7	97.4	100
Multi-racial							
<b>Male</b>	52.8	49.0	49.4				
<b>Female</b>	47.2	49.0	49.4				

2009-10 TITLE I STATUS				
<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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	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	-	-	-				
<b>Other Groups</b>							
Students with Disabilities	✓	✓	-				
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	7	7	1				

### Key: AYP Status

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

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	85	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	50.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	10.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **2009 - 2010 Learning Environment Survey**

#### Trends

- Decrease in the number of teachers and parents completing the survey
- Slight increase in scores for Academic Expectations, Communication and Safety and Respect

#### Accomplishments

- Overall category grade on Progress Report increased from C in 2008-2009 to B in 2009-2010
- 92% of parents are satisfied or very satisfied with the education their child has received
- 97% of teachers agree or strongly agree that our school has clear measure of progress for student achievement throughout the year, yielding a score of 8.1

#### Barriers

- Only 40% of teachers and 55% of parents completed the survey
- Our score for communication is 6.6 indicating that this is an area for improvement

### **Progress Report 2009 - 2010**

#### Trends

- Achieved an overall category grade of B
- Showed a decrease in calculated scores in Student Performance, Student Progress, Additional Credit and Overall Score

#### Accomplishments

- 73% median growth percentile in ELA
- 79% median growth percentile for School's Lowest Third in ELA
- 75% median growth percentile in Math
- 73% median growth percentile for School's Lowest Third in Math
- Received a total of additional credits for gains of ELL and Special Education students in ELA and Math

#### Barriers

- Student performance score of 7.7 yielded a category grade of C
- Percentage of students at Proficiency in ELA is 50.1 which is 19.8% relative to Peer Horizon Schools

- Percentage of students at Proficiency in Math is 70.9 which is 16.6% relative to Peer Horizon Schools

## **AYP 2009-2010**

### Trends

- In good standing in ELA, Math and Science
- Met AYP in Math and Science

### Accomplishments

- Performance Index exceeded Effective AMO for every subgroup in Math and Science
- Performance Index exceeded Effective AMO for 6 out of 7 subgroups in ELA

### Barriers

- Students with Disabilities did not make AYP in ELA
- Performance Index for Students with Disabilities was 5 points below the Effective AMO in ELA

## **We did not have a Quality Review in 2009 – 2010**

### **Quality Review 2007 - 2008**

#### Trends

- The school has moved on at a pace since the last review. Because it has tackled the identified issues with rigor and determination, the school is a better place than it was and students' learning is becoming increasingly accelerated. At the heart of the school's success lie the leadership skills and steely determination of the principal. She is committed to taking the school on to the next level and shows no let up in the pace of change to help this become a reality. She is very well supported by a leadership team who contribute much to the school's many successes because their diverse skills are utilized very effectively in ensuring that students do well.
- This is a school that recognizes the potential of data utilization as a powerful tool for bringing about improvement at many different levels. Key to this is the school's commitment to evaluating and measuring student progress as well as performance by criteria such as gender, ethnicity, subject, grade and class. The work being carried out by the inquiry team is innovative and incisive and is already impacting well on the learning of identified groups of students. The school rightly recognizes that a sharper focus has to be given to how well the higher-achieving students are progressing. Data collection is becoming increasingly sophisticated but the 'drilling down' process does not yet extend to an analysis of how well students are doing within strands of subjects. It is no coincidence that good instruction and good learning produce a winning combination. Much instruction is challenging and engaging, and hoods and maintains the interest and motivation of students. Many teachers make good use of data to match work to the differing achievement of students, although this strong practice is not yet present in very class. Teachers are adept and effective in making students aware of the levels they are working at and what they need to improve their work but the setting of personalized targets or of students setting their own goals is not embedded across the school.
- There are other factors that help make the school what it is, not least the tangible sense of harmony and inclusivity that is at the core of the school's work. There is great diversity in terms of ethnicity and special education needs, but at this school the uniqueness of the individual is recognized, respected and celebrated. The lively and vibrant curriculum with its wide array of enrichment activities enthuses the students and helps bring learning to life. The role students play should not be underestimated because their very good behavior, contagious

enthusiasm and fervent desire to do well are significant factors in creating a culture that is fully conducive to effective learning. Parents greatly value and appreciate the quality of education provided and the school goes the extra mile in keeping them informed about the life of the school, their child's progress and in helping them to be partners in their child's success. When all of these strengths are put together it is clear to see that the school is well placed to continue in its drive and quest for excellence.

#### Accomplishments

- The principal is a very effective leader who is the driving force behind the school's quest for excellence.
- School leaders form a dynamic team where individual skills are used to best effect to impact on student learning.
- The school collects a wide array of relevant data which is put to good use to rigorously evaluate student progress as well as performance.
- The outcomes of data analysis are used well to bring about changes in practice at many levels that lead to better learning.
- Much instruction makes good use of data to make learning challenging but fun and to motivate and enthuse students in equal measure.
- The curriculum is underpinned by innovative learning programs and an exciting array of enrichment activities.
- Very good attention is given to where the individual skills of staff can be best utilized for their impact on student progress.
- The school is a harmonious and inclusive place where the diversity of culture, ethnicity and need is fully embraced and celebrated.
- Students are very well behaved, love coming to school, have a genuine voice and share a strong bond of mutual respect with staff.
- The strong links with parents, strengthened by the many workshops, enables parents to be true partners in their child's learning.

#### Barriers

- Ensure that the progress of the higher-achieving students is measured and evaluated as rigorously as that of other groups of students.
- Further drill down into data to analyze how well students are progressing in different strands of subjects.
- Ensure that all teachers emulate the practice of many in how data is utilized to drive instruction and accelerate the learning of students.
- Provide students with more personalized targets and give them a greater say in setting their own goals.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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.

---

**Goal #1 ELA (Reading)** The percentage of students making progress at all levels of proficiency in ELA will increase by 2% by June 2011.

Data shows that 73% of our students made progress on the ELA last year. To increase this trend would be anything above 75% with an ultimate goal of 77%.

- Student work in grades K to 5 will be assessed monthly in ELA (running records) in order to plan instruction.
- Monitoring For Results 4 times a year.
- Planning sheets-whole, small and individualized for conference binders.
- Extended day, students grouped by level for reading.
- Professional development provided by coach, staff developer and Assistant Principals in the area of ELA.
- To incorporate the new Common Core Standards in to our curriculum maps.
- The ESL Teachers push-in daily during the Literacy Block to support ELLs with vocabulary development, reinforcement of the mini lesson, and differentiated instruction in guided reading instruction in grades K-5 from September 2010-June 2011.
- Afterschool ELL Academy
- My Skills Tutor
- Imagine Learning

**Goal #2 Mathematics** The percentage of students making progress at all levels of proficiency in Math will increase by 2% by June 2011.

Data shows that 75% of our students made progress on the Math test last year. To increase this trend would be anything above 77% with an ultimate goal of 80%.

- Student work in grades K to 5 will be assessed monthly in Math (EM assessments) in order to plan instruction.
- Professional development provided by coach, staff developer, America's Choice, Assistant Principals in the area of Math.
- Design Your Own Math Assessments in Grades 3-5 are analyzed twice a year for planning small group instruction.
- Small group targeted instruction in grades 1-5 during extended day.

**Goal #3 English Language Arts (Writing)** The percentage of students making progress in Writing will increase by 2% by June 2011. Our ELA '10 Item Analysis for grade 4 shows our students are scoring 2.3 out of a possible 4 points on Standard 3- Reading, Writing, Listening and Speaking for critical analysis and evaluation. To increase this trend would be to score anything above 2.5% on our ELA item analysis, and to increase the amount of students who are on standard in the area of writing.

- Monthly professional development for teachers K-5 in analyzing student writing to standards-based rubrics, then creating lessons to help student achievement.

- Inquiry Team with a focus on writing.
- Our ESL department along with classroom teachers will analyze the writing samples of ELLs to notice errors in language use.
- Professional development in writing from our Coach, Assistant Principals, Staff Developer and Aviator professional development.
- To incorporate the new Common Core Writing Standards into the curriculum maps.

**Goal # 4 Parent/Staff Communication** To increase communication between parents and the school. Last year the parent survey data shows that in the area of communication our parents rated us a 6.6. Our goal is to increase this by 2% in the 2011 Parent Survey.

- Bi-monthly Parent Workshops with translators.
- Parents receive a free gift such as a hard cover book or math manipulative.
- Translators at Parent Teacher Conferences, twice a year.
- Monthly school newsletters translated into all languages.
- Every other month Grade and Cluster newsletters translated into all languages.
- Grade and Cluster Newsletters.
- Class Websites.
- School aide makes daily contact with parents of students who are absent.
- Family Entertainment days.
- Family Fun Days.
- Book of the Month parent component.

English for Parents three times a week using the Rosetta Stone.

**Goal # 5 Technology** Teachers will use technology and media strategically and capably. Students will employ technology to enhance learning and inquire information. The percentage of students receiving technology instruction will increase 30% by June 2011. Data shows last year 15% of our students received technology instruction in the classroom. To increase this trend with a goal to have 50% of our students receive technology instruction in the classroom.

- 47 out of 50 classes in Pre-K through grade 5 will receive technology instruction. In addition, we have a laptop cart for grades K, 3, 4 and 5, and a lap top cart shared between grades 1 and 2.
- Students in grades 3-5 will learn how to search and access the internet.
- All teachers will receive professional development in using Interactive White Boards.
- Using a variety of digital environments and media (cameras, scanners, white boards, movie cameras and web based applications) to teach students to interact, collaborate and publish with peers, teachers and others.
- Science Technology using Rolling Science lab cart.
- The New Common Core Standards will be incorporated into our curriculum maps.

**Goal #6 ELA/Special Needs** Teachers will use formative assessment data to group students for: school day pull out as well as push in Academic Intervention Services and for Extended Day.

- C4E & Title I SWP funding is used for full time Literacy Coach who provides Professional Development in differentiated instruction and guided reading.
- Students are grouped by reading level based on the DRA across grades.
- Teachers use reading inventories such as the DRA to assess student's comprehension and reading level growth throughout the year.
- Teachers use DRA to monitor for results.
- Under the Phase I Special Education initiative, students' IEP's will be reviewed and students will be mainstreamed in the general education setting for Literacy where appropriate.

**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 (where relevant):** English Language Arts (Reading)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The percentage of students making progress at all levels of proficiency in ELA will increase by 2% by June 2011. Data shows that 73% of our students made progress on the ELA last year. To increase this trend would be anything above 75% with an ultimate goal of 77%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Student work in grades K to 5 will be assessed monthly in ELA (running records) in order to plan instruction.</li> <li>• Monitoring For Results 3 times a year.</li> <li>• Planning sheets-whole, small and individualized for conference binders.</li> <li>• Extended day, students grouped by level for reading.</li> <li>• Professional development provided by coach, staff developer and Assistant Principals in the area of ELA.</li> <li>• To incorporate the new Common Core Standards in to our curriculum maps.</li> </ul> <p>The ESL Teachers push-in daily during the Literacy Block to support ELLs with vocabulary development, reinforcement of the mini lesson, and differentiated instruction in guided reading instruction in grades K-5 from September 2010-June 2011.</p> <ul style="list-style-type: none"> <li>• Afterschool ELL Academy.</li> <li>• My Skills Tutor.</li> <li>• Imagine Learning.</li> </ul>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Curriculum planning days approximately \$5,300.00.</li> <li>• Coach \$100,385.00 C4E.</li> <li>• One AIS teacher \$19,013.00 C4E.</li> <li>• 5 ESL Teachers at \$384,875.00 Fair Student funding.</li> <li>• Afterschool ELL Academy approximately \$30,000.00 TITLE III.</li> <li>• Staff Developer approximately \$24, 000.00.</li> <li>• Assistant Principals TITLE I ARRA \$50,528.00, TITLE I SWP \$73,317.00.</li> <li>• DYO approximately \$2,200.00.</li> <li>• Imagine Learning approximately \$4,000.00 TITLE III.</li> <li>• Non-fiction books approximately \$6,000.00 TITLE III.</li> <li>• Inquiry Team \$3,500.00.</li> <li>• Data Specialist \$1,250.00.</li> </ul>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• ELA Item Analysis.</li> <li>• Monitoring For Results.</li> </ul>

**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 (where relevant):**      Mathematics

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>The percentage of students making progress at all levels of proficiency in Math will increase by 2% by June 2011.</b> <b>Data shows that 75% of our students made progress on the Math test last year. To increase this trend would be anything above 77% with an ultimate goal of 80%.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• <b>Student work in grades K to 5 will be assessed monthly in Math (EM assessments) in order to plan instruction.</b></li> <li>• <b>Professional development provided by coach and Assistant Principals in the area of Math.</b></li> <li>• <b>Design Your Own Math Assessments in Grades 3-5 are analyzed twice a year for planning small group instruction.</b></li> <li>• <b>Small group targeted instruction in grades 1-5 during extended day.</b></li> <li>• <b>Math For All professional development.</b></li> <li>• <b>My Skills Tutor.</b></li> <li>• <b>Inquiry Team with a focus on Math.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• <b>Professional Books approximately \$100.00 TITLE I SWP.</b></li> <li>• <b>Curriculum planning days approximately \$7,000.00.</b></li> <li>• <b>Assistant Principal TITLE I \$50,528.00 and TITLE I SWP \$73,317.00.</b></li> <li>• <b>Inquiry Team approximately \$3,500.00</b></li> <li>• <b>Data Specialist approximately \$1,250.00.</b></li> </ul>
<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>	<ul style="list-style-type: none"> <li>• <b>Everyday Math Assessments.</b></li> <li>• <b>Core Inquiry Team (focus on math).</b></li> <li>• <b>Cross grade representatives (turn keyed information from Core Inquiry Team).</b></li> </ul>

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):**      English Language Arts (Writing)

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The percentage of students making progress in Writing will increase by 2% by June 2011. Our ELA '10 Item Analysis for grade 4 shows our students are scoring 2.3 out of a possible 4 points on Standard 3- Reading, Writing, Listening and Speaking for critical analysis and evaluation. To increase this trend would be to score anything above 2.5% on our ELA item analysis, and to increase the amount of students who are on standard in the area of writing.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Monthly professional development for teachers K-5 in analyzing student writing to standards-based rubrics, then creating lessons to help student achievement.</li> <li>• Inquiry Team with a focus on writing.</li> <li>• Our ESL department along with classroom teachers will analyze the writing samples of ELLs to notice errors in language use.</li> <li>• Professional development in writing from our Coach, Assistant Principals, Staff Developer and Aviator professional development.</li> <li>• To incorporate the new Common Core Writing Standards into the curriculum maps.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Approximately \$3,500.00 TL Children First Inquiry Team TITLE SWP.</li> <li>• Curriculum planning days approximately \$5,300.00.</li> <li>• Coach \$103,385.00 C4E.</li> <li>• Data Specialist approximately \$1,250.00.</li> <li>• Staff Developer approximately \$24,000.00.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• ELA Item Analysis.</li> <li>• Core Inquiry Team (focus writing).</li> <li>• Cross grade representatives (turn keyed information from core inquiry team).</li> <li>• EPAL – Grade 3.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

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

**Subject/Area (where relevant):** Parent/Staff Communication

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To increase communication between parents and the school. Last year the parent survey data shows that in the area of communication our parents rated us a 6.6. Our goal is to increase this by 2% in the 2011 Parent Survey.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• <b>Bi-monthly Parent Workshops with translators.</b></li> <li>• <b>Parents receive a free gift such as a hard cover book or math manipulative.</b></li> <li>• <b>Translators at Parent Teacher Conferences, twice a year.</b></li> <li>• <b>Monthly school newsletters translated into all languages.</b></li> <li>• <b>Every other month Grade and Cluster newsletters translated into all languages.</b></li> <li>• <b>Grade and Cluster Newsletters.</b></li> <li>• <b>Class Websites.</b></li> <li>• <b>School aide makes daily contact with parents of students who are absent.</b></li> <li>• <b>Family Entertainment days.</b></li> <li>• <b>Family Fun Days.</b></li> <li>• <b>Book of the Month parent component.</b></li> <li>• <b>English for Parents three times a week using the Rosetta Stone.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b>Family Fun Days approximately \$18,000.00 TITLE I SWP.</b></li> <li>• <b>Translators for Parent Teacher Conferences approx. \$3,000.00.</b></li> <li>• <b>School Aide Title I SWP - \$6,000.00</b></li> <li>• <b>TITLE I SWP \$7,171.00 parent involvement.</b></li> <li>• <b>Foreign Language Books – Approximately \$1,500.00.</b></li> <li>• <b>Parent Folders-\$1,030.00 ARRA.</b></li> <li>• <b>Parent Workshops-\$1,000 TITLE I.</b></li> <li>• <b>Parent Workshops - \$500.00 – TITLE III.</b></li> <li>• <b>Parent books for workshops - \$1,077.00 ARRA.</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review instrument(s) of measure; projected gains</i></p>	<p><b>An increase in PTA meeting and bi-monthly parent workshops attendance. Improvement on our Environmental Survey.</b></p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

**Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will use technology and media strategically and capably. Students will employ technology to enhance learning and inquire information. The percentage of students receiving technology instruction will increase 30% by June 2011. Data shows last year 15% of our students received technology instruction in the classroom. To increase this trend with a goal to have 50% of our students receive technology instruction in the classroom.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• 47 out of 50 classes in Pre-K through grade 5 will receive technology instruction. In addition, we have a laptop cart for grades K, 3, 4 and 5, and a lap top cart shared between grades 1 and 2.</li> <li>• Students in grades 3-5 will learn how to search and access the internet.</li> <li>• All teachers will receive professional development in using Interactive White Boards.</li> <li>• Using a variety of digital environments and media (cameras, scanners, white boards, movie cameras and web based applications) to teach students to interact, collaborate and publish with peers, teachers and others.</li> <li>• Science Technology using Rolling Science lab cart.</li> <li>• The New Common Core Standards will be incorporated into our curriculum maps.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• IIM-The Independent Investigation Method.</li> <li>• Software- Brain Pop &amp; Learning.com.</li> <li>• 1 Science teacher \$103,385.00: TITLE I SWP.</li> <li>• 1 Library Teacher \$89,890.00: many funding sources.</li> <li>• 2 Technology Teachers Fair Student Funding \$153,950.00.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Student will use technology to do research using the Independent investigation method.</li> <li>• To incorporate technology into the curriculum workshops - Approximately \$7,000.00.</li> <li>• Teachers will develop lessons using the Interactive White Board.</li> <li>• Professional Development - \$7,000.00.</li> </ul>

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA/Special Needs

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will use formative assessment data to group students for: school day pull out as well as push in Academic Intervention Services and for Extended Day.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• C4E &amp; Title I SWP funding is used for full time Literacy Coach who provides Professional Development in differentiated instruction and guided reading.</li> <li>• Students are grouped by reading level based on the DRA across grades.</li> <li>• Teachers use reading inventories such as the DRA to assess student’s comprehension and reading level growth throughout the year.</li> <li>• Teachers use DRA to monitor for results.</li> <li>• Under the Phase I Special Education initiative, students’ IEP’s will be reviewed and students will be mainstreamed in the general education setting for Literacy where appropriate.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• AIS Provider C4E \$103,385.00.</li> <li>• SETTS/EIP Teacher \$76,975.</li> <li>• 50% Title I ARRA SWP \$50,527, Title I SWP \$73, 317.</li> <li>• Assistant Principals provide professional development to Special Education Teachers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• DRA will be used 3 times a year to measure student growth.</li> <li>• To reduce the number of students with special needs in performance LEVEL 1 and/or 2.</li> <li>• ELA Scores.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A				
1	25	13	N/A	N/A				
2	52	22	N/A	N/A				
3	35	8	9	N/A				
4	31	15	6					
5	42	32	N/A	N/A				
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Programs include: Guided Reading, Soar to Success, Literature Circles and Reading Recovery. Services are delivered via small group instruction and one-to-one during the school day.</b>
<b>Mathematics:</b>	<b>Programs include: Great Leaps and Mathletics. Services are delivered during extended day via small group instruction.</b>
<b>Science:</b>	<b>Program includes the use of McGraw Hill Science Test Preparation Practice by Princeton Review. Services are delivered after school via small group instruction.</b>
<b>Social Studies:</b>	<b>Programs include the use of The Coach series as well as Comprehensive Social Studies Assessment. Services are delivered after-school via small group instruction.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Services are delivered during the school day through the use of small group interactions, conversations and role playing.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	<b>Services are delivered during the school day through the use of one-to-one conversations and small group interactions, conversations and role playing.</b>
<b>At-risk Health-related Services:</b>	N/A

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

*NCLB/SED requirement for all schools*

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

---

### **Part II ELL Identification Process**

When students first enroll to P.S. 205, they are screened by a trained and licensed ESL teacher within 10 school days of students' enrollment. The ESL team is composed of five teachers of which three are bilingual and fluent in a second language. Ms. Fradkin and Ms. Vidokle are Russian speakers and Mr. Chan is a Chinese speaker. Ms. Grana and Ms. McGuigan are English speakers. When the student arrives at our school, the school secretary calls one of the ESL teachers to come and discuss home language with the family. She matches the family's language with the ESL teacher who speaks that language. When it's not possible to make that match due to an absence or other reason, one of the English speaking ESL teachers is called along with a translator. After this initial step, the ESL pedagogue conducts an interview with the parent to determine the child's home language and the appropriate language Home Language Identification Survey is given to the parent for completion. As soon as the parent completes the form, the ESL teacher determines if the child is eligible for testing with the Language Assessment Battery-Revised edition. This test determines English proficiency level. If the child scores below proficiency on the LAB-R he or she becomes eligible for state-mandated ELL services. Spanish speaking students are also administered the Spanish LAB. Once students are identified as ELLs, they are administered the New York State English as a Second Language Test in the spring. Students who score below proficiency continue receiving ELL services. Students who score at or above proficiency are no longer ELLs.

During the beginning of the school year, the ESL teachers along with administrative support and our parent coordinator, Ms. Fisher, hold at least one parent orientation meeting. Its purpose is to inform parents of the three program choices. Parents are provided agendas and asked to sign in. The Orientation Video for Parents of English Language Learners is viewed by parents first in English and then in their native language. They are divided by language in the school auditorium for the second viewing. They are given a Parent Survey/Program Selection Form also known as Appendix D and a parent brochure. Both these documents are in their native language. If a parent's home language is not available, a translator helps facilitate this process. If a child registers during the school year, the ESL pedagogue follows this process but in a one-on-one meeting right after the student is identified as an ELL. The ESL teacher provides the parent with the documents and they view the video in the parent coordinator's office. The parent can ask questions and have discussions with the ESL teacher and or translator. Parents can select a Transitional Bilingual Program with native language instruction that descends in intensity from first language to second language. Parents can also choose a Native Language Program where instruction is delivered in English and Native Language at a 50% rate for each. Lastly, parents can choose a Freestanding ESL Program where instruction is given in English 75% of the time and native Language support at 25% of the time. The parent can then make their selection. We strive to retain all documents by going through this process on the day of registration. The student is placed into program based on their level of proficiency and parent selection. In both cases namely the beginning or during the school year, the parent is given an entitlement letter based on their choice and within ten days of registering. For the past few years, between 90 and 95% of parents of P.S. 205 ELLs are selecting ESL. Our program model is aligned with parental choice.

### **Part III: ELL DEMOGRAPHICS**

P.S. 205 is committed to provide a high quality education to all students both in general education as well as special education. Our school population is composed of 890 students. 31% of the student population are English Language Learners. P.S. 205 currently has five bilingual Yiddish classes in special education with a total of 32 students. There are 3 in kindergarten, 8 in first grade, 6 in second grade, 5 in third grade, 4 fourth graders and 7

fifth graders. Students in the Bilingual Yiddish classes are instructed in both English and Yiddish. We do not have students in ESL self-contained classes. The remaining ELLs are serviced in heterogeneously grouped classes via the push-in model. Each of the five ESL teachers are assigned to a particular grade which they service via the push-in model. The students who are Beginner and Intermediate receive 360 minutes of service per week. The Advanced students receive 180 minutes of service per week. The ESL teacher pushes-in to the classrooms for ELA- during reading, writing and word work. The language used in these classrooms is English. Students are taught with an emphasis on vocabulary of the content being taught as well as through the use of modified language structures and visual aids. There are 37 Kindergarten, 78 grade one, 48 grade 2, 41 grade 3, 37 grade 4 and 38 grade 5 students.

### B. Years of Service and Programs

There are 312 ELLs in our school. We have three SIFE students and 254 newcomers. We have 56 ELLs in years 4-6 and 83 Special Education students. There are 2 long-term ELLs. The breakdown of ELLs in the 0-3 years, 4-6 years, 6 years completed is on page two of the LAP Worksheet.

### C. Home Language Breakdown and ELL Programs

In our Transitional Bilingual Yiddish Program we have 3 Kindergarten, 3 grade one, 8 grade two, 6 grade three, 5 grade four and 4 grade five. For the number of ELLs by grade in each language group in our ESL program please refer to page three of the LAP Worksheet.

### D. Programming and Scheduling Information

Instruction in our Freestanding English as a Second Language Program is delivered via the push-in model. The ESL teacher in collaboration with the classroom teacher provide instruction during the literacy block. The ESL teacher provides scaffolds in vocabulary and reading comprehension strategies in order to enable access to language for our ELL students. Students are placed in classes according to proficiency levels to ensure mandated number of minutes is provided. We also have a Chinese Native Language Literacy after-school program.

P.S. 205 addresses the needs of SIFE students by providing them with additional instruction during the extended day program as well as participation in a Spanish Native Language Program. In order to address the needs of ELLs in U.S. schools for less than three years, P.S. 205 would like to incorporate the use of an after-school program for ELLs as well as the use of Imagine Learning; a computer based program focusing on language development. Additionally, P.S. 205 uses Rigor; a content based program to address the needs of these students. Special needs students who are identified as ELLs receive ESL services via the push-in model and co-teaching.

In order to meet the individual needs of targeted ELLs in need of intervention programs, P.S. 205 groups students by area of need for instruction in ELA, Math and the content areas. In the area of ELA, students are given additional instruction in guided reading via a Reading Recovery teacher as well as instruction using the Soar to Success program. Students who are Spanish speaking receive additional support through the Spanish Native Language program. In order to continue transitional support for ELLs reaching proficiency on the NYSESLAT, these students are placed in the push-in model classrooms. Although, they are not targeted for ESL services, they are still in the classroom with the extra support of an ESL teacher.

The programs and initiatives that P.S. 205 incorporates for ELLs have been extremely successful as our NYSESLAT scores indicate. Currently, P.S. 205 will continue utilizing the programs that are in place and will not discontinue anything.

ELLs are offered equal access to all school programs. All intervention and enrichment programs are open to all students in P.S. 205 including ELLs. Our students are grouped heterogeneously during the school day. During the ELL after-school program, students are grouped by need. The Spanish Native Language program offers additional support to our Spanish speaking population.

P.S. 205 utilizes a variety of instructional materials to address the various needs of its ELL population. Materials include Imagine Learning, Rigor, Native Language Libraries, Leapfrog, English Picture Dictionaries and Rigby, On Our Way to English.

Native language support is given in our Bilingual Yiddish classes through instruction in both Yiddish and English. All of P.S. 205's support services for ELLs and resources utilized correspond to ELLs ages and grade levels.

In order to assist newly enrolled ELLs before the beginning of the school year, the classroom teachers as well as the ESL teachers spend a few days on curriculum mapping and modifying instruction for ELLs through the use of appropriate language structures.

#### F. Professional Development and Support for School Staff

All teachers at P.S. 205 receive 7.5 hours of ELL training. P.S. 205 continues to use America's Choice as our sole provider of professional development services for all teachers of ELLs as well as teachers of classes that do not have ELLs. Our focus continues on perfecting our instruction through the use of Modified Guided Reading for ELLs as well modifying the language structures of the genre elements to make them accessible for ELLs. P.S. 205 incorporates the use of departmentalized classes in grades 2-5. Teachers on a grade will pair up, with one teacher teaching literacy while the other teaches content and mathematics. This approach allows for all students including ELLs to transition easily from elementary to middle school while being prepared for the structure of middle school. Teachers receive ongoing support in teaching their subject area during professional development periods and cross grade meetings.

#### G. Parental Involvement

P.S. 205 is committed to developing a close partnership with parents. Monthly parent workshops for both early childhood and childhood grades give parents the opportunity to be involved in their child's education. Workshops are based on the needs and requests of parents. They incorporate topics such as getting students prepared for State assessments, knowing the State Standards and where a child should be by the end of the year, homework tips and becoming familiar with the curriculum and approaches to teaching that are being utilized in the classroom. Classroom teachers invite parents to publishing parties to celebrate student work. Parents of all children including those of ELLs attend monthly P.T.A. meetings. Parents are invited to open school week as well as orientations with the classroom teachers in the beginning of the school year. P.S. 205 collaborates with Marquis Studio in the delivery of parent workshops to our parents. Our parent coordinator encourages parents to attend these meetings.

## Part IV Assessment Analysis

A. Our school uses DRA from grades K through five to assess literacy skills of our ELLs. An analysis of proficiency levels data of LAB-R shows that lower grades (kindergarten, first and second) have a greater concentration of beginner and intermediate ELLs. Whereas the upper grades (three, four and five) have lesser amounts in these two proficiency levels. There's a moderate number of advanced level students in the lower grades and lower numbers in the upper grades.

B. The NYSESLAT modalities of listening and speaking results for grades one and two show a greater number of students who haven't yet mastered them; therefore, a significant emphasis is placed on listening and speaking in these grades. The ESL push-in model in place facilitates activities collaborated on by the classroom and the ESL teacher to aid students in these areas. Students also participate in Imagine Learning, a computer program designed for ELLs. Grades one and two reading and writing results show a great concentration of ELLs at the beginner and intermediate levels. The push-in model takes place during the literacy block where the ESL scaffolds lessons and works in small groups with ELLs. Students receive guided reading instruction. A look at grades three, four and five listening and speaking results shows a lesser number of students at the beginner and intermediate levels. Most students in these grades are at the advanced level for listening and speaking. These two modalities are still supported by instruction in grade appropriate vocabulary. In reading and writing for grades three and four most students are at the intermediate and advanced levels. In grade five they're mostly in the advanced level. Students are grouped according to their level and skill. They are provided differentiated instruction. New York State Standards are followed and implemented through the America's Choice program.

## 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) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

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

**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.

---

The data provided below is based on the 2009-2010 CEP School Demographics and Accountability Snapshot.

P.S. 205, situated in the Bensonhurst section of Brooklyn, is a medium sized, accessible, urban school with a diverse population of 890 students in Pre-Kindergarten through Grade 5. The total number of classes in the school is forty five, fifteen of which are self contained special education classes. Both monolingual English and bilingual classes serve our student population in special education. Our general education students are serviced through monolingual classes.

According to the latest available ethnic data, 30.2% of the students are White, 1.2% are Black, 21.8% are Hispanic or Latino, and 45.9% are Asian and others. Approximately, 17% of the students have Individualized Educational Plans (IEP's) and receive instruction in self contained classes and related services, such as speech and language, counseling, occupational therapy, physical therapy and adaptive physical education. Additionally, 31% of the students are English Language Learners (ELL's) with Chinese as the dominant language among the vast majority. P.S. 205 is a Title I school.

P.S. 205 will provide an after school ELL Academy for Grades 2-5 Beginner, Intermediate and Advanced ELL students. The program will take place for 37 sessions in nineteen weeks, two days per week for one hour long sessions. Teachers will participate in professional development every two weeks for a half hour. Three licensed ESL teachers as well as ten classroom teachers, one art teacher and one gym teacher will work during those 37 sessions servicing a total of ten classes comprised of ELL students grouped by level of English language proficiency as well as reading level. The three licensed ESL teachers will serve as consultants for the ten classroom teachers by modeling effective modified guided reading on a rotating basis in the ten classrooms as well as by providing professional development to the classroom teachers and to assist them with lesson planning. Additionally students will participate in art and gym on a rotating basis thus allowing for planning time for the classroom and ESL teachers.

The program will take place on Tuesdays and Thursdays from 3:00 p.m. – 4:00 p.m. Instruction will be in English. The programs will address the areas of listening, speaking, reading and writing in English Language arts with a focus of nonfiction reading in the Content Areas. Vocabulary instruction in the content areas will be incorporated. This Title III program will supplement the regular mandated ESL instruction that the children receive. In order to address the diverse needs of our ELL's, P.S. 205 will incorporate the use of National Geographic's Windows On Literacy Language, Literacy and Vocabulary Program. The Windows On Literacy Language, Literacy and Vocabulary Program provides scaffolded instruction to meet the needs of diverse learners through the use of leveled nonfiction texts with a focus on academic language and vocabulary as well as reading comprehension and fluency. The program will offer the students leveled books to meet their individual reading and language needs. P.S. 205 will purchase 25 additional Imagine Learning License Renewals for the use of 25 students during the after school ELL Academy. The Imagine Learning software is currently being utilized during the extended day program as well as throughout the school day for our beginner ELL's. In order to supplement the instruction taking place during the school day using the Imagine Learning software, the beginner ELL's attending the after school program will benefit from the software during time allotted for small group individualized instruction.

One Supervisor will oversee the program on the days that the teachers attend professional development. On the remaining days, a supervisor whose regular working hours are from 8:00 – 4:00 will oversee the program.

P.S. 205 is committed to providing ongoing parental involvement. Using the Title I 1% parental involvement funds, P.S. 205 provides at least two parent workshops per month during the school day for our parents of ELL's. Additionally, P.S. 205 provides English classes for our parents of ELL's using the Rosetta Stone program. In order to supplement the parental workshops and classes taking place already, P.S. 205 will offer parents of ELL's two parent support workshops after school which will be given by Brienza's Academic Advantage. Topics addressed at these workshops will include community resources for parents of ELL's as well as maintaining native language in the home setting. Books will be purchased in Native Languages to be distributed to parents so this can be accomplished.

---

**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.

---

As projected follow-up from the 2009-2010 school years' ELL workshops, six days of professional development will be conducted for ESL teachers. The workshops will be conducted by our part time staff developer. These workshops will supplement the additional professional development workshops funded through our Title I 5% and 10% professional development funds provided to all teachers of ELL's (classroom teachers) as well as the ESL teachers. The focus of the workshops will be "Delivering Targeted Instruction for English Language Learners" as well as a focus on writing and ELL's. The training will assist the ESL teachers of P.S. 205 in integrating ELL language skills and strategies to support language acquisition and accelerate students' academic language, investigate applications and discussions in the current research around ELL's and work towards defining a vision of what ELL instructional excellence looks like in classroom situations. An additional focus will be on the instruction of writing for ELL's.

**Section III. Title III Budget**

School: P.S. 205 BEDS Code: \_\_\_\_\_

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$29,949.37	1. 587.75 hours of per session for 15 teachers (total # of hours for all 15 teachers) @ \$49.89 per hour = <b>\$29,322.85</b> 2. 12 hours of per session for 1 supervisor @ \$52.21 per hour = <b>\$626.52</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$3,134.00	1. Professional development provided by a staff developer in "Delivering Targeted Instruction for English Language Learners" @ \$439.00 per day for six days = <b>\$2,634.00</b> 2. Two parent workshops for parents of ELL's given by Brienza's Academic Advantage @ \$250.00 per workshop = <b>\$500.00</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$8,966.02	1. National Geographic Windows on Literacy Language, Literacy and Vocabulary Packs @ <b>\$7,193.02</b> 2. Books in Native Languages for Parent Workshops @ <b>\$1,500.00</b> 3. Chart Tablets for teachers to write on for anchor charts for lessons @ <b>\$273.00</b>
<b>Educational Software (Object Code 199)</b>	\$3,750.00	Imagine Learning License Renewals for after school program- 25licenses @ \$150.00 per license = <b>\$3,750.00</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$45,799.39	

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

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

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

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

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

#### **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.
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.
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>.

**BUDGET PLAN FOR TRANSLATION/INTERPRETATION SERVICES  
2010-2011**

**District: 20      School: PS 205, The Clarion School      Allocation: \$5,900**

**Name of Person Preparing the Form: Leonie Forde, Assistant Principal**

**Telephone Number: (718) 236-2380**

**Principal's Signature: \_\_\_\_\_**

***Written Translation Needs Assessment***

Our assessment of written translation needs and our major findings are based on the analysis of data as described in our 2010-2011 Comprehensive Educational Plan (CEP).

Our assessment of written and oral translation needs and our major finding are based on the analysis of data as described in the School Statistics and Budget Report. Data indicates that 22.89% of our student population consists of English Language Learners, with 20.81% Hispanic and 43.70% Asian. Chinese is the dominant language. Our school services students in 4 Bilingual Yiddish classes. Our student population also includes students whose dominant home languages are Albanian, Arabic, Cantonese, Hebrew, Mandarin, Russian, Spanish, and Urdu.

**Goal**

Our goal is 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.

**Proposed Written Translation Services**

PS 205 has a richly diversified staff and student population. Several of our special education students have IEP mandated Alternate Placement Paraprofessionals who speak, read and write a variety of languages. Many of our teachers also have a second language, some of which include the languages of our students and parents; Arabic, Hebrew, Mandarin, Russian, Spanish and Yiddish.

Our plan is to employ some of these bilingual paraprofessionals at a per session rate, to translate important notices and correspondences that are sent home.

## **Oral Interpretation Needs Assessment**

Parents whose dominant language is other than English, frequently come to school for meetings such as Parent Teacher Conferences and IEP conferences. In order to provide better communication of information to these parents, we would need interpreters in the language of the parent. Communication could include information about the school's academic program and student's participation, as well as information about a student's academic performance and approaches to increasing achievement. Other areas we would need to communicate to the parent are to enhance parents' understanding of data, academic standards assessments and tests, and to increase overall parent participation in school activities.

Our plan is to employ these bilingual paraprofessionals at a per session rate, to provide translations during PTA meetings, and sometimes IEP conferences.

### **Goal**

Our goal is 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.

### **Proposed Oral Interpretation Services**

We plan to provide oral interpretation services to parents whose home language is other than English.

We propose to post positions for per session employment of paraprofessionals to provide interpretations to parents at various meetings as described earlier. We also propose to hire interpreters for our evening Parent Teacher Conferences through Legal Interpretation Services, (LIS) which is a New York City Department of Education, (NYCDOE) vendor.

### **Budget Narrative**

We will use our allocated funds in the amount of **\$5,900** as described below.

<b>Budget Category</b>	<b>Explanation</b>
<p>Purchased services such as contractual translation or interpretation services for <u>both</u> PM sessions (1-3 and 5:30-7:30) of parent teacher conferences, <u>2 times</u> during the school year.</p> <p><b><u>1<sup>st</sup> Parent Teacher Conference</u></b></p> <p><b>(1:00 - 3:00pm)</b>  <b>Four</b> Chinese interpreters would be hired for <b>two</b> hours at the rate of <u>\$81 per hour</u>. = \$162  \$162 x 4 = <b>\$648</b></p> <p><b>Two</b> Spanish interpreters would be hired for <b>two</b> hours at the rate of <u>\$47 per hour</u>. = \$94  \$94 x 2 = <b>\$188</b></p> <p><b>One</b> Albanian Interpreter would be hired for <b>two</b> hours at the rate of <u>\$75 per hour</u>. = \$150  \$150 x 1 = <b>\$150</b></p> <p><b>(5:30 - 7:30pm)</b>  <b>Four</b> Chinese interpreters would be hired for <b>Two</b> hours at the rate of <u>\$81 per hour</u>. (\$162)  \$162 x 4 = <b>\$648</b></p> <p><b>Two</b> Spanish interpreters would be hired for <b>Two</b> hours at the rate of <u>\$47 per hour</u>. = \$94  \$94 x 2 = <b>\$188</b></p> <p><b>One</b> Albanian Interpreter would be hired for <b>two</b> hours at the rate of <u>\$75 per hour</u>. = \$150  \$150 x 1 = <b>\$150</b></p>	<p>We will hire interpreters to translate during our evening Parent Teacher Conferences, through Legal Interpretation Services, (LIS) which is a New York City Department of Education, (NYCDOE) vendor.</p>

**TOTAL = \$1,972**

**2<sup>nd</sup> Parent Teacher Conference**

**(1:00 - 3:00pm)**

**Four** Chinese interpreters would be hired for **two** hours at the rate of **\$81 per hour.** = \$162  
 $\$162 \times 4 = \mathbf{\$648}$

**Two** Spanish interpreters would be hired for **two** hours at the rate of **\$47 per hour.** = \$94  
 $\$94 \times 2 = \mathbf{\$188}$

**One** Albanian Interpreter would be hired for **two** hours at the rate of **\$75 per hour.** = \$150  
 $\$150 \times 1 = \mathbf{\$150}$

**(5:30 - 7:30pm)**

**Four** Chinese interpreters would be hired for **Two** hours at the rate of **\$81 per hour.** (\$162)  
 $\$162 \times 4 = \mathbf{\$648}$

**Two** Spanish interpreters would be hired for **Two** hours at the rate of **\$47 per hour.** = \$94  
 $\$94 \times 2 = \mathbf{\$188}$

**One** Albanian Interpreter would be hired for **two** hours at the rate of **\$75 per hour.** = \$150  
 $\$150 \times 1 = \mathbf{\$150}$

**TOTAL = \$1,972**

**TOTAL of both PTCs = \$3,944**

<p>Per session positions for paraprofessionals to provide <u>translations and interpretations</u> for parents.</p> <p><b><u>Paraprofessional bulk jobs:</u></b>  <b>Three</b> paraprofessionals speaking Arabic, Cantonese, and Spanish to provide <b><u>interpretation</u></b> services for <b>a total of three</b> hours (1hr. each) at a rate of \$31.55 per hour. (<math>\\$31.55 \times 3 = \\$94.65</math>)  <math>\\$94.65 \times 3 =</math> <b>\$283.95</b></p> <p>Per session rate as per collective bargaining agreement. \$31.55 for paraprofessionals.</p> <p><b>Total: \$283.95</b></p>	<p>Paraprofessionals would be hired at a per session rate, as per the collective bargaining agreement.</p> <p>They will provide interpretation services for parents whose dominant language is other than English.</p>
<p>Supplies and materials</p> <p>Paper at a proposed budget of \$858.05</p> <p><b>Total: \$1, 672.05</b></p>	<p>Paper to print translated copies of documents sent or given to parents. Documents include letters, other agendas, notices and consent forms.</p>
<p>Local travel for staff providing translation/interpretation services</p> <p>N/A</p>	
<p><b>Totals</b> TL Translation Services <b>\$798</b>  Title 1 Translation Services <b>\$2, 152</b></p> <p><b>TOTAL: \$2, 950</b></p>	

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$ 717,052	\$210,096	\$927,148
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 7,171	\$ 2,101	\$ 9,272
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 35,853	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 71,705	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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

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

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

## **I. General Expectations**

P.S.205 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - That parents are encouraged to be actively involved in their child’s education at school;
    - That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S.205 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:  
Action: The School Leadership Team will act as a consultative body for development of the school parental involvement plan.
2. P.S.205 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Action: The School Leadership Team will act as a consultative body to involve parents in the process of school review and improvement.

3. P.S.205 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Action: We will report to parents on their children’s progress regularly, allow parents to have access to school personnel for conferences and allow for open access to the school to observe program activities. In addition, we will increase the number of parent workshops to offer support to parents in working with their children at home, include instructional information at PTA meetings to increase parent participation, and provide translators to facilitate communication.

4. P.S.205 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

Action: Upon selection of students who will receive academic interventions, parents will be given the opportunity to observe a lesson between their child and teacher. This opportunity will allow parents to view first hand the kind of instruction their child will receive. They will be provided with instructional strategies that they can use at home with their child.

5. P.S.205 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 school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

Action: A survey will be conducted to collect data from parents with regard to participation by parents in parental involvement activities offered throughout the school year. In addition, an evaluation of the effectiveness of our parental involvement policy will be included.

6. P.S.205 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
  - i. the State’s academic content standards
  - ii. the State’s student academic achievement standards
  - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:
    - Pamphlet (in English and translated versions) that provide instructional information
    - Homework Help Ideas (in English and translated versions)
    - Resource Information (in English and translated versions)
    - Annual workshops on state assessments will be provided in addition to workshops held on ARIS our DY0 in ELA and Math. Curriculum Conferences will also inform parents of grade wide standards and curriculum components.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:  
Action: Parents will receive bi-monthly newsletters outlining the units of study. Dial-A-Teacher parent workshops are also provided to facilitate with daily homework. These methods will help parents in supporting their child's academic success. Parent Workshops are offered twice a month in all areas of education based on parent surveys.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:  
Action: Our Parent Coordinator will meet regularly with staff members to communicate common parental concerns and provide strategies for effective and increased parental outreach efforts.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
Action: A parent lending library will be established for literacy and mathematics. This will allow parents to borrow books related to their child's curriculum.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:  
Action: All school communications to parents will be sent in English and translated versions and translators will be provided at all P.T.A. meetings.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

#### School Goals for Parental Involvement

- We will meet regularly with parents to explain school programs and activities. Meeting times will be varied to support parent attendance
- We will report to parents on their children's progress regularly
- Parents will have access to school personnel for conferences
- We will send monthly school newsletters and bi-monthly grade newsletters with translations.
- Parents will have open access to the school to observe program activities
- We will increase distribution of instructional resources for parents which may include handbooks, homework helper ideas, resource information, etc.
- Parents will maintain an active role on the school leadership team
- We will increase the number of parent workshops offered to parents to provide support for parents in working with their children at home
- We will provide translators at all P.T.A. meetings
- We will increase the use of translated correspondence to parents
- We will continue offering parent ESL classes
- We will offer school and class websites

## IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by attendance at school leadership. This policy was adopted by the Clarion School on 12/17/09 and will be in effect for the period of 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 31, 2010.

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

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

#### School-Parent Compact:

P.S.205, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-

#### School Responsibilities

P.S.205 will:

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

- We will provide high quality curriculum and instruction to all students using small group, large group, and individualized instruction in order to enable all students to meet the State's academic achievement standards.
2. Hold parent-teacher conferences (at least twice annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held both in the daytime and evening to enable the greatest possible parent participation.
  3. Provide parents with frequent additional reports on their children's progress. Specifically, the school will provide three formal reports (report cards). Frequent reports to parents on their child's progress will be made available through Grow reports, Princeton Review, and informal teacher assessment.
  4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during daily preparation periods, as well as designated parent teacher conferences and parent curriculum conferences days. Teachers are available by phone or by individualized appointments during daily preparation periods.
  5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during daily preparation periods, as well as designated parent teacher conferences and parent curriculum conferences days. Teachers are also consistently available by phone or by individualized appointments.
  6. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities during Parent Week, monthly assemblies and writing celebrations.
  7. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
  8. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
  9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (P.S.205 being a SWP school services all students with Title I funds), and will encourage them to attend.
  10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

11. Annually provide to parents during September curriculum conferences information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
13. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

**SIGNATURES:**

<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
---------------	------------------	----------------

<b>DATE</b>	<b>DATE</b>	<b>DATE</b>
-------------	-------------	-------------

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

(Refer to Appendix 1, pages \_\_\_\_\_)

3. Instruction by highly qualified staff. All of our staff are highly qualified and teaching under the correct license.
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.

Title I 10% Tuition Set-Aside And 5% Highly Qualified Plan  
2010-2011

As per the BEDS survey the staff at P.S. 205 are all highly qualified. Since we are all highly qualified, P.S. 205 intends to combine the 10% Tuition Set-Aside and 5% Highly Qualified funds to use towards professional development for our teachers.

P.S. 205 will incorporate a variety of professional development opportunities to meet the needs of our staff. P.S. 205 will use a large portion of the funding to support our professional development that via the P.S. 205 Assistant Principals and Literacy Coach. In order to support the

ongoing classroom instruction in English Language Arts, a part-time staff developer will work in the classrooms alongside the teachers of grades 3-5. This work will be accomplished through a model of collaboration, team teaching and planning for effective instruction.

Professional development will focus on the National Common Core Standards as well as developing rigorous habits and critical thinking in the other focuses include content areas, differentiating curriculum to challenge high achieving students to support strugglers and ELL's moving data to set goals to accelerate student learning.

Through this ongoing professional development P.S. 205 will enable all children to meet the state student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. N/A
6. Strategies to increase parental involvement through means such as family literacy services. Refer to page 6.
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. N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. P.S. 205 utilizes Monitoring for Results in reading through the use of the DRA 2 three times a year. Teachers analyze the assessment, plan for instruction and monitor student progress in reading. The Annuity Profile Sheet is used to monitor student's growth in writing as well as plan for instruction. Teachers have designed their own assessment in mathematics by creating teacher created math assessments to monitor student's growth and plan for instruction.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Refer to appendixes A1, pages 23&24.
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. N/A.
11. Strategies to attract high-quality highly qualified teachers to high-need schools. N/A
12. Strategies to increase parental involvement through means such as family literacy services and family fun nights.

13. 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.
14. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Teachers give feedback regarding assessments on an ongoing basis. Based on their feedback in the genre of writing, they have developed profile sheets to match the writing genre.
15. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards are serviced during our extended day program which is grouped according to need in reading and math.
16. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

### ***Explanation/Background:***

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal				\$602,323*		
Title I, Part A (ARRA)	Federal				\$207,995*		
Title II, Part A	Federal				\$127,907		
Title III LEP, TITLE III Immigrant	Federal				\$ 45,800*		
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

\* Does not include 10%, 5%, 1% mandated set asides

#### 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.

---

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

1. Use program resources to help participating children meet the State standards. P.S. 205 will use a variety of resources to help participating children meet the State standards. Ongoing professional development via the Literacy Coach with a focus on the National Common Core Standards as well as best practices will ensure quality instruction for all in the classroom. Through team teaching lesson modeling and using data to drive instruction, students will be given the opportunity to succeed based on their individual needs. ELLs , low achieving students as well as special education students will be given the opportunity to participate by means of differentiated instruction.
2. Ensure that planning for students served under this program is incorporated into existing school planning. P.S. 205's bottom lines for the 2010-2011 school year ensure that planning for ELLs and Special Education students as well as low achieving students is incorporated by differentiating the curriculum in order to support their needs through small group instruction.
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; - 8:02 students are grouped by level and need across the school.
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and – IIM, Literature Circle, Math Enrichment and Enrichment Clubs, Readers Theater.
  - c. Minimize removing children from the regular classroom during regular school hours; 100% push in model to reduce class size.
4. Coordinate with and support the regular educational program; - all students must be brought to the standards, use of rubric checklist.
5. Provide instruction by highly qualified teachers; - 100% highly qualified teachers who continue to receive PD to further their professional growth.
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; PD focus on Common Core and differentiating instruction throughout the school year for all school personnel.
7. Provide strategies to increase parental involvement; and web site, online communications.
8. Coordinate and integrate Federal, State and local services and programs. Federal, State and Local funding sources will be woven together to facilitate the achievement of our Bottom Lines which includes our high achieving students, low achieving students, ELLs and Special Education students. The Bottom Lines include:

- To develop rigorous habits and critical thinking in content areas by increasing reading, writing and vocabulary in Science and Social Studies.
- To differentiate the curriculum in order to challenge high achieving students, support strugglers and ELLs through small group instruction.
- To use data to set and track high goals with students for accelerating student learning and regularly inform parents of students' progress.
- To use technology and media strategically and capably. Students employ technology to enhance their learning and to acquire information.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

---

School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

---

### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) One who lives a group home.
2. Please describe the services you are planning to provide to the STH population. Funds are provided to this student for class trips, school supplies clothing if needed.

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 205 Clarion					
<b>District:</b>	20	<b>DBN:</b>	20K205	<b>School</b>		332000010205

**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	70	72	71		94.9	94.8	95.5
Kindergarten	158	105	139				
Grade 1	129	154	110	<b>Student Stability - % of Enrollment:</b>			
Grade 2	145	119	150	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	119	135	122		93.5	93.5	94.0
Grade 4	120	121	132				
Grade 5	129	119	119	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		76.9	86.8	86.8
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		15	17	8
Grade 12	0	0	0				
Ungraded	47	65	68	<b>Recent Immigrants - Total Number:</b>			
Total	917	890	911	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					25	20	20

<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	131	122	131	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	4	1
Number all others	31	30	38				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	23	27	TBD	Number of Teachers	84	83	78
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	41	38	10
# receiving ESL services only	259	249	TBD				
# ELLs with IEPs	18	90	TBD	Number of Educational Paraprofessionals	15	15	43

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.8	100.0	100.0
				% more than 2 years teaching in this school	85.7	80.7	92.3
				% more than 5 years teaching anywhere	69.0	71.1	83.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.7	0.6	0.4	% core classes taught by "highly qualified" teachers	98.7	97.4	100.0
Black or African American	1.7	1.2	0.8				
Hispanic or Latino	21.9	21.8	22.6				
Asian or Native Hawaiian/Other Pacific	45.5	45.3	45.4				
White	29.4	30.2	30.6				
<b>Male</b>	51.0	50.6	52.3				
<b>Female</b>	49.0	49.4	47.7				

#### 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:

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

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</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>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	57.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.8						

<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)

**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>CFN 409</b>	District <b>20</b>	School Number <b>205</b>	School Name <b>Clarion</b>
Principal <b>Beth Grater</b>		Assistant Principal <b>Jessica Riccio</b>	
Coach <b>Feiga Mandel</b>		Coach <b>Literacy</b>	
Teacher/Subject Area <b>Daniel Chan/ ESL</b>		Guidance Counselor <b>Sharon Oberstein</b>	
Teacher/Subject Area <b>Tara McGuigan/ ESL</b>		Parent <b>Tina Hatziminadakis</b>	
Teacher/Subject Area <b>Julie Grana</b>		Parent Coordinator <b>Joyce Fisher</b>	
Related Service Provider <b>Faigy Aberbach</b>		Other	
Network Leader <b>Neal J. Opromalla</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>5</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>5</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>819</b>	Total Number of ELLs	<b>277</b>	ELLs as Share of Total Student Population (%)	<b>33.82%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## 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.

When students first enroll at P.S. 205, they are screened by a trained ESL teacher. The ESL team is composed of five teachers of which three are bilingual and fluent in a second language. Ms. Fradkin and Ms. Vidokle are Russian speakers, Mr. Chan is a Chinese speaker. Ms. Grana and Ms. McGuigan are English speakers. When the student arrives at our school, the school secretary calls one of the ESL teachers to come and discuss the home language with the family. She matches the family's language with the ESL teacher who speaks that language. When it's not possible to make that match due to an absence or other reason, one of the English speaking ESL teachers is called along with a translator. After this initial step, the ESL pedagogue conducts an interview with the parent and child to determine the child's home language and the appropriate Home Language Identification Survey is given to the parent for completion. As soon as the parent completes the form, the ESL teacher determines if the child is eligible for testing with the Language Assessment Battery-Revised edition. This test determines English proficiency level. If the child scores below proficiency on the LAB-R, he or she becomes eligible for state-mandated ELL services. Spanish speaking students are also administered the Spanish LAB. The LAB-R and the Spanish LAB are administered to eligible students within the first 10 days of their enrollment. Once students are identified as ELLs, they are administered the New York State English as a Second Language Test in the spring. Students who score below proficiency continue receiving ELL services. Students who score at or above proficiency are considered former ELLs. Those who continue receiving ELL services will be placed in classes that receive push-in ESL services. In general, students who are classified as Advanced by the New York State English as a Second Language Test and the LAB-R are placed in the same class (along with other Non-ELLs). Those classified as Beginners and Intermediates are usually grouped with Non-ELLs as well. Therefore all classes are still heterogeneously grouped. All classes with ELLs receive push-in services (360 hours for Beginners and Intermediates and 180 for Advanced).

During the beginning of the school year, the ESL teachers along with administrative support and our parent coordinator, Ms. Fisher, hold at least one parent orientation meeting. Its purpose is to inform parents of the three program choices. Parents are provided agendas and asked to sign in. The Orientation Video for Parents of English Language Learners is viewed by parents first in English and then in their native language. They are divided by language in the school auditorium for the second viewing. They are given a Parent Survey/Program Selection Form also known as Appendix D and a parent brochure. Both these documents are in their native language. If a parent's home language is not available, a translator helps facilitate this process. If a child registers during the school year, the ESL pedagogue follows this process but in a one-on-one meeting right after the student is identified as an ELL. The ESL teacher provides the parent with the documents and they view the video in the parent coordinator's office. The parent can ask questions and have discussions with the ESL teacher and or translator. For example: if a child enters our school in February, he/she has already missed our parent orientation meeting. Therefore, after determining LAB-R eligibility of the child through the parent survey and interview and determining ELL service eligibility through the LAB-R, we will hold an individual parent orientation meeting with this parent. Parents can select a Transitional Bilingual Program with native language instructions that descends in intensity from first language to second language. Parents can also choose a Native Language Program where instruction is delivered in English and Native language at a 50% rate for each. Lastly, parents can choose a Freestanding ESL Program where instruction is given in English 100% of the time. It is also known that if no choice is made, the default choice of the parent will be a Transitional Bilingual Program. The parent can then make their selection. We explain each part of the placement process to the parents in their native language. We strive to retain all documents by going through this process on the day of registration. The student is placed into program based on their level of proficiency and parent selection. In both cases, namely the beginning or during the school year, the parent is given an entitlement letter based on their choice and within ten days of registering. We also call any parent that does not return the parent survey or parent program selection form (appendix D) or try to catch them at dismissal. For the past few years, between 90 and 95% of parents of P.S. 205 ELLs are selecting ESL. Our program model is aligned with parental choice.

## 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	2	3	2	2	2	2								13
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>	6	6	6	6	4	4								32
<b>Total</b>	8	9	8	8	6	6	0	0	0	0	0	0	0	45

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	277	Newcomers (ELLs receiving service 0-3 years)	226	Special Education	73
SIFE	1	ELLs receiving service 4-6 years	49	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	17	0	17	11	0	11	0	0	0	28
Dual Language										0
ESL	208	1	52	39	0	10	2	0	0	249
<b>Total</b>	<b>225</b>	<b>1</b>	<b>69</b>	<b>50</b>	<b>0</b>	<b>21</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>277</b>

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

**C. Home Language Breakdown and ELL Programs**

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

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish	7	2	2	6	6	5								28
Other														0
<b>TOTAL</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>28</b>						

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
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>																			

**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	13	13	11	13	6	5								61
Chinese	30	12	21	20	19	19								121
Russian	1	0	2	2	1	0								6
Bengali	0	0	0	0	0	0								0
Urdu	1	1	0	3	1	1								7
Arabic	5	8	5	2	1	0								21
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	1	0	0	0								1
Albanian	2	0	2	1	1	1								7
Other	2	2	4	0	3	0								11
<b>TOTAL</b>	<b>54</b>	<b>36</b>	<b>46</b>	<b>41</b>	<b>32</b>	<b>26</b>	<b>0</b>	<b>235</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.

P.S. 205 is committed to provide a high quality education to all students both in general education as well as special education. Our school population is composed of 819 students. 33.82% of the student population are English Language Learners. P.S. 205 currently has five bilingual Yiddish classes in special education. Students in the Bilingual Yiddish classes are instructed in both English and Yiddish. The remaining ELLs are serviced in heterogeneously grouped classes via the push-in model. Each of the five ESL teachers are assigned to a particular grade which they service via the push-in model. Mr. Chan services both fourth and fifth grade. The students who are Beginner and Intermediate receive 360 minutes of service per week. The Advanced students receive 180 minutes of service per week. The ESL teacher pushes-in to the classrooms for ELA- during reading, writing and word work. The language used in these classrooms is English. Students are taught with an emphasis on vocabulary of the content being taught as well as through the use of modified language structures and visual aids. Instruction is mainly done through scaffolding grade level work. Also, there is an emphasis on small group instruction, with

students being grouped based on reading levels, reading, and writing needs. For example: students who read on DRA level G will be grouped together during reading and students who require help with past tense verbs will be grouped together during writing. This is done for all students (ELLs and Non-ELLs).

ELA instruction is done in 60 minute blocks. Students receive 60 minutes of reading and 60 minutes of writing daily. They also receive 60 minutes of math instruction daily. ESL teachers co-teach (push in) during at least one ELA block a day. One of those days, the ESL teachers will push-in for 2 ELA blocks. This adds up to 360 minutes a week. For classes with only Advanced ELLs, they push-in 3 ELA blocks a week (adding up to 180 minutes a week). Content (Social Studies and Science) are also done in alternating one hour blocks. Students receive Social Studies and Science instructions 2-3 hours a week. Students also receive further content instruction via Prep teachers. Content Language and vocabulary as well as non-fiction writing is also emphasized during content instruction.

P.S. 205 addresses the needs of SIFE students by providing them with additional instruction during the extended day program. They are given extra instruction to help them in order to address the needs of ELLs in U.S. schools for less than three years, P.S. 205 incorporates the use of an after-school program for ELLs as well as the use of Imagine Learning; a computer based program focusing on language development. Newcomers (ELLs in US schools for less than 3 years) receive small group instruction in the classroom via the push-in model. ELLs who have been in US schools for 4-6 years also receive small group instruction on their level. Grade level work is scaffolded so that each ELL's needs are met. Long term ELLs also receive additional AIS services. Additionally, P.S. 205 uses Rigor; a content based program to address the needs of these students. Special needs students who are identified as ELLs receive ESL services via the push-in model and co-teaching.

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

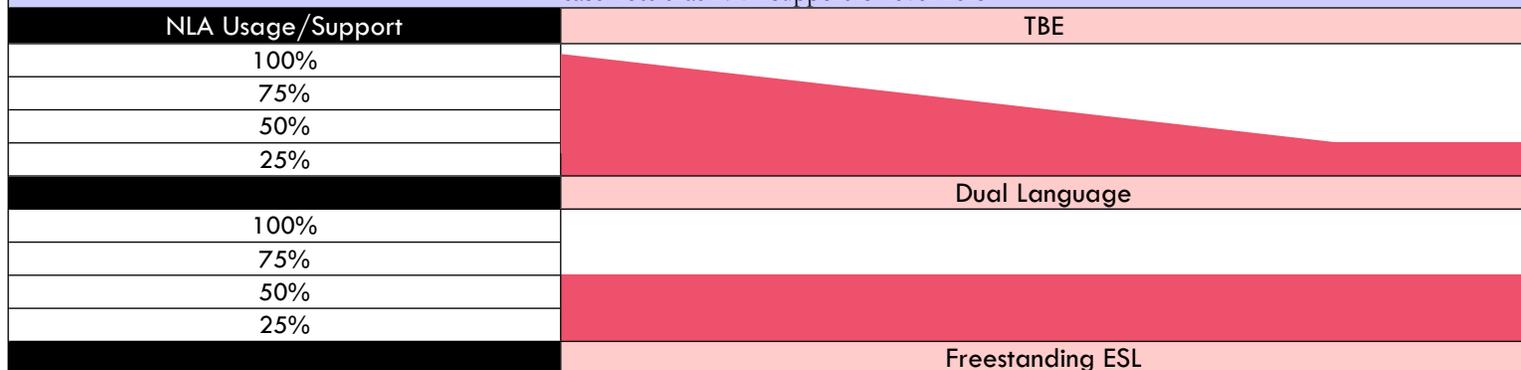
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### 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?

In order to meet the individual needs of targeted ELLs in need of intervention programs, P.S. 205 groups students by area of need for instruction in ELA, Math and the content areas. In the area of ELA, students are given additional instruction in guided reading via an AIS teacher as well as instruction using the Soar to Success program. In order to continue transitional support for ELLs reaching proficiency on the NYSESLAT, these students are placed in the push-in model classrooms. Although, they are not targeted for ESL services, they are still in the classroom with the extra support of an ESL teacher.

The programs and initiatives that P.S. 205 incorporates for ELLs have been extremely successful as our NYSESLAT scores indicate. We will be adding the research program/method IIM to help our students develop their non-fiction research abilities. Currently, P.S. 205 will continue utilizing the programs that are in place and will not discontinue anything.

ELLs are offered equal access to all school programs. All intervention and enrichment programs are open to all students in P.S. 205 including ELLs. Our students are grouped heterogeneously during the school day. During the ELL after-school program, students are grouped by need.

P.S. 205 utilizes a variety of instructional materials to address the various needs of its ELL population. Materials include Imagine Learning, Rigor, Native Language Libraries, Leapfrog, English Picture Dictionaries and Rigby, On Our Way to English.

Native language support is given in our Bilingual Yiddish classes through instruction in both Yiddish and English. All of P.S. 205's support

services for ELLs and resources utilized correspond to ELLs ages and grade levels.

### 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.

All teachers at P.S. 205 receive 7.5 hours of ELL training. P.S. 205 continues to use America's Choice as our sole provider of professional development services for all teachers of ELLs as well as teachers of classes that do not have ELLs. We are receiving professional development in the Writing Aviator Program from America's Choice as well as training in the new National Common Core Standards. Our schools are slowly incorporating these standards via a two-year roll-out. Our focus continues on perfecting our instruction through the use of Modified Guided Reading for ELLs as well modifying the language structures of the genre elements to make them accessible for ELLs. P.S. 205 incorporates the use of departmentalized classes in grades 2-5. Teachers on a grade will pair up, with one teacher teaching literacy while the other teaches content and mathematics. This approach allows for all students including ELLs to transition easily from elementary to middle school while being prepared for the structure of middle school. The students will switch teachers and classrooms before or after lunch. This allows for students to get use to the changing of classes in middle school. Teachers receive ongoing support in teaching their subject area during professional development periods and cross grade meetings.

### 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?

P.S. 205 is committed to developing a close partnership with parents. Monthly parent workshops for both early childhood and upper grades give parents the opportunity to be involved in their child's education. Workshops are based on the needs and requests of parents. They incorporate topics such as getting students prepared for State assessments, knowing the State Standards and where a child should be by the end of the year, homework tips and becoming familiar with the curriculum and approaches to teaching that are being utilized in the classroom. Invitations to these workshops are sent in English as well as the native language of the parents. Also, translators are available during these workshops. Classroom teachers invite parents to publishing parties to celebrate student work. Parents of all children including those of ELLs attend monthly P.T.A. meetings. Parents are invited to open school week as well as orientations with the classroom teachers in the beginning of the school year. P.S. 205 collaborates with Marquis Studio in the delivery of parent workshops to our parents. Our parent coordinator encourages parents to attend these meetings. Our parent coordinator also acts as a contact person for the parent and often provide the parents with any information on activities within the school or the community.

## 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)	17	19	17	6	5	4								68
Intermediate(I)	23	21	17	8	8	6								83
Advanced (A)	2	17	13	18	16	16								82
Total	42	57	47	32	29	26	0	0	0	0	0	0	0	233

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	0	3	2	2	2							
	I	7	7	4	1	3	3							
	A	17	32	13	10	4	16							
	P	10	9	23	18	17	6							
READING/ WRITING	B	8	9	11	5	4	4							
	I	25	20	19	7	8	7							
	A	2	11	13	19	14	14							
	P	1	7	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	11	3	0	26
4	3	14	3	0	20
5	8	13	5	0	26
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	6	0	8	3	11	1	1	0	30
4	0	0	9	2	6	7	0	1	25
5	1	1	13	3	6	2	1	3	30
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	3	0	5	4	9	4	0	1	26
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	6	3	6	0	7	3	1	0	26
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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

P.S. 205 uses the DRA2 to assess the early literacy skills of our ELLs. The DRA2 assesses the students’ oral reading skills, fluency, decoding, and comprehension skills. Based on their DRA2 levels and specific results, children are grouped based on levels as well as language needs. the data is looked at 3 times a year and is used as a tool for planning instruction.

An analysis of proficiency levels data of LAB-R shows that lower grades (kindergarten, first and second) have a greater concentration of beginner and intermediate ELLs. Whereas the upper grades (three, four and five) have lesser amounts in these two proficiency levels. There’s a moderate number of advanced level students in the lower grades and lower numbers in the upper grades.

NYSESLAT modalities listening and speaking results for grades one and two show a greater number of students who haven’t yet mastered them; therefore, a significant emphasis is placed on listening and speaking in these grades. The ESL push-in model in place facilitates activities collaborated on by the classroom and the ESL teacher to aid students in these areas. Students also participate in Imagine Learning, a computer program designed for ELLs. Grades one and two reading and writing results show a great concentration of ELLs at the beginner and intermediate levels. The push-in model takes place during the literacy block where the ESL scaffolds lessons and works in small groups with ELLs. Students receive guided reading instruction. A look at grades three, four and five listening and speaking results shows a lesser number of students at the beginner and intermediate levels. Most students in these grades are at the advanced level for listening and speaking. These two modalities are still supported by instruction in grade appropriate vocabulary. In reading and writing for grades three and four, most students are at the intermediate and advanced levels. In grade five, they’re mostly in the advanced level. Students are grouped according to their level and skill. They are provided differentiated instruction. New York State Standards are followed and implemented through the America’s Choice program. This data is collected and analyzed by our data specialist as well as classroom teachers and ESL teachers.

## 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

## Part VI: LAP Assurances

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

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

	Other		

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$ 717,052	\$210,096	\$927,148
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 7,171	\$ 2,101	\$ 9,272
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 35,853	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 71,705	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the

information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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

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

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

## **I. General Expectations**

P.S.205 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - That parents are encouraged to be actively involved in their child’s education at school;
    - That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S.205 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:  
Action: The School Leadership Team will act as a consultative body for development of the school parental involvement plan.

2. P.S.205 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:  
Action: The School Leadership Team will act as a consultative body to involve parents in the process of school review and improvement.
3. P.S.205 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:  
Action: We will report to parents on their children's progress regularly, allow parents to have access to school personnel for conferences and allow for open access to the school to observe program activities. In addition, we will increase the number of parent workshops to offer support to parents in working with their children at home, include instructional information at PTA meetings to increase parent participation, and provide translators to facilitate communication.
4. P.S.205 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:  
Action: Upon selection of students who will receive academic interventions, parents will be given the opportunity to observe a lesson between their child and teacher. This opportunity will allow parents to view first hand the kind of instruction their child will receive. They will be provided with instructional strategies that they can use at home with their child.
5. P.S.205 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 school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)  
Action: A survey will be conducted to collect data from parents with regard to participation by parents in parental involvement activities offered throughout the school year. In addition, an evaluation of the effectiveness of our parental involvement policy will be included.
6. P.S.205 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
  - Pamphlet (in English and translated versions) that provide instructional information
  - Homework Help Ideas (in English and translated versions)
  - Resource Information (in English and translated versions)
  - Annual workshops on state assessments will be provided in addition to workshops held on ARIS our DYO in ELA and Math. Curriculum Conferences will also inform parents of grade wide standards and curriculum components.
  
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:  
Action: Parents will receive bi-monthly newsletters outlining the units of study. Dial-A-Teacher parent workshops are also provided to facilitate with daily homework. These methods will help parents in supporting their child's academic success. Parent Workshops are offered twice a month in all areas of education based on parent surveys.
  
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:  
Action: Our Parent Coordinator will meet regularly with staff members to communicate common parental concerns and provide strategies for effective and increased parental outreach efforts.
  
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
Action: A parent lending library will be established for literacy and mathematics. This will allow parents to borrow books related to their child's curriculum.
  
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:  
Action: All school communications to parents will be sent in English and translated versions and translators will be provided at all P.T.A. meetings.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

#### School Goals for Parental Involvement

- We will meet regularly with parents to explain school programs and activities. Meeting times will be varied to support parent attendance
- We will report to parents on their children's progress regularly
- Parents will have access to school personnel for conferences
- We will send monthly school newsletters and bi-monthly grade newsletters with translations.
- Parents will have open access to the school to observe program activities
- We will increase distribution of instructional resources for parents which may include handbooks, homework helper ideas, resource information, etc.
- Parents will maintain an active role on the school leadership team
- We will increase the number of parent workshops offered to parents to provide support for parents in working with their children at home
- We will provide translators at all P.T.A. meetings
- We will increase the use of translated correspondence to parents
- We will continue offering parent ESL classes
- We will offer school and class websites

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by attendance at school leadership. This policy was adopted by the Clarion School on 12/17/09 and will be in effect for the period of 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 31, 2010.

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

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must

outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**School-Parent Compact:**

P.S.205, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-

School Responsibilities

P.S.205 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - We will provide high quality curriculum and instruction to all students using small group, large group, and individualized instruction in order to enable all students to meet the State's academic achievement standards.
2. Hold parent-teacher conferences (at least twice annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held both in the daytime and evening to enable the greatest possible parent participation.

3. Provide parents with frequent additional reports on their children's progress. Specifically, the school will provide three formal reports (report cards). Frequent reports to parents on their child's progress will be made available through Grow reports, Princeton Review, and informal teacher assessment.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during daily preparation periods, as well as designated parent teacher conferences and parent curriculum conferences days. Teachers are available by phone or by individualized appointments during daily preparation periods.
5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during daily preparation periods, as well as designated parent teacher conferences and parent curriculum conferences days. Teachers are also consistently available by phone or by individualized appointments.
6. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities during Parent Week, monthly assemblies and writing celebrations.
7. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
8. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (P.S.205 being a SWP school services all students with Title I funds), and will encourage them to attend.
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
11. Annually provide to parents during September curriculum conferences information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
13. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

**SIGNATURES:**

<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

*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. Refer to pages 11-13.

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

(Refer to Appendix 1, pages 23 - 24)

3. Instruction by highly qualified staff. All of our staff are highly qualified and teaching under the correct license.
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.

Title I 10% Tuition Set-Aside And 5% Highly Qualified Plan  
2010-2011

As per the BEDS survey the staff at P.S. 205 are all highly qualified. Since we are all highly qualified, P.S. 205 intends to combine the 10% Tuition Set-Aside and 5% Highly Qualified funds to use towards professional development for our teachers.

P.S. 205 will incorporate a variety of professional development opportunities to meet the needs of our staff. P.S. 205 will use a large portion of the funding to support our professional development that via the P.S. 205 Assistant Principals and Literacy Coach. In order to support the ongoing classroom instruction in English Language Arts, a part-time staff developer will work in the classrooms alongside the teachers of grades 3-5. This work will be accomplished through a model of collaboration, team teaching and planning for effective instruction.

Professional development will focus on the National Common Core Standards as well as developing rigorous habits and critical thinking in the other focuses include content areas, differentiating curriculum to challenge high achieving students to support strugglers and ELL's moving data to set goals to accelerate student learning.

Through this ongoing professional development P.S. 205 will enable all children to meet the state student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. N/A
6. Strategies to increase parental involvement through means such as family literacy services. Refer to page 6.
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. N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. P.S. 205 utilizes Monitoring for Results in reading through the use of the DRA 2 three times a year. Teachers analyze the assessment, plan for instruction and monitor student progress in reading. The Annuity Profile Sheet is used to monitor student's growth in writing as well as plan for instruction. Teachers have designed their own assessment in mathematics by creating teacher created math assessments to monitor student's growth and plan for instruction.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Refer to appendixes A1, pages 23&24.
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. N/A.
11. Strategies to attract high-quality highly qualified teachers to high-need schools. N/A
12. Strategies to increase parental involvement through means such as family literacy services and family fun nights.
13. 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.
14. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Teachers give feedback regarding assessments on an ongoing basis. Based on their feedback in the genre of writing, they have developed profile sheets to match the writing genre.

15. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards are serviced during our extended day program which is grouped according to need in reading and math.
  
16. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

### ***Explanation/Background:***

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the the school has each program v Indicate page n program activity Check (✓)
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	✓			\$602,323*	✓
Title I, Part A (ARRA)	Federal	✓			\$207,995*	✓
Title II, Part A	Federal	✓			\$127,907	✓
Title III LEP, TITLE III Immigrant	Federal	✓			\$ 45,8000*	✓
Title IV	Federal					
IDEA	Federal					
Tax Levy	Local					

\* Does not include 10%, 5%, 1% mandated set asides

<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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.