



**P.S. 208K**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 18K208**

**ADDRESS: 4801 AVENUE D BROOKLYN, NEW YORK 11203**

**TELEPHONE: 718-629-1670**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 208      **SCHOOL NAME:** Elsa Ebeling Public School 208

**SCHOOL ADDRESS:** 4801 Avenue D Brooklyn, New York 11203

**SCHOOL TELEPHONE:** 718-629-1670      **FAX:** 718-451-0185

**SCHOOL CONTACT PERSON:** Kristy Parris      **EMAIL ADDRESS:** KParris@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ms. Sandra Cinkay

**PRINCIPAL:** Ms. Kristy Parris

**UFT CHAPTER LEADER:** Ms. Arianne Bershadsky

**PARENTS' ASSOCIATION PRESIDENT:** Ms. Debra Hull

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* None

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 18      **CHILDREN FIRST NETWORK (CFN):** 531

**NETWORK LEADER:** Althea Serrant

**SUPERINTENDENT:** Beverly Wilkins

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

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

Name	Position and Constituent Group Represented	Signature
Ms. Kristy Parris	Principal	

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

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

At Public School 208, we create an environment, which encourages children to become independent thinkers and problem solvers. We believe that every child is a unique, special individual who can learn and achieve our high academic expectations. We, therefore, strive to provide a challenging, flexible curriculum based on standard driven instruction that will meet the needs of all students including English Language Learners and Special Education.

We place strong emphasis on literacy and the personal expression of ideas through speaking and writing.

We are committed to helping children build self-esteem. This will assist them in making informed, reasonable decisions when solving problems which may confront them in our multicultural, every changing world.

We encourage parents to work as partners with the teachers in order to secure the best possible education for their children.

### “Building a Community of Learners”

#### Mission

Opportunities for the professional development of the entire school community, is strongly emphasized at P.S. 208. Teachers are regularly engaged in professional development activities to further enhance their pedagogy. Parents are offered workshops to assist them in working with their children at home. By so doing, our students will excel as readers, writers and users of mathematics and technology.

In developing the whole child we continue to put several programs in place to ensure that our students are offered a strong model of values education. Cross class and grade collaborations are encouraged. Additionally, we have adopted the PeaceBuilders Program in our school. The School Book of the Month is a vehicle by which we challenge our students to think about their own values and morals. At P.S. 208 our students are involved in the Schoolwide Enrichment Model. This is a program that seeks a broad range of talent potentials in all students. Students are exposed to numerous activities which allow them to use higher order thinking skills.

Over the past few years, some of our greatest accomplishments have included:

- Being rated an A school on the New York City Progress Report for three years – 2006-2007, 2007-2008, 2008-2009.
- Making Adequate Yearly Progress (AYP) on the New York State Report Card for all accountability groups in all previous years.

- Maintaining a high sustainability rate for teachers at P.S. 208. Former students have returned to teach at P.S. 208.
- Providing students in all grades opportunities for enrichment as established in our Schoolwide Enrichment Model. Students and families are engaged in Arts Programming during the school day, after school and on selected evening and/or weekend performances.
- At P.S. 208 we have established partnerships and affiliations in developing our students as civic minded, well-informed, critical thinkers:

**Affiliations:** Cultural After School Adventures (CASA), Ballet Tech, Pennies for Patients, Moveable Museum, Common Cents Roundtable, Jump Rope for Heart, PeaceBuilders, Tanzania Sister School Project, Ronald McDonald Family Room, NYC Opera, American Ballet, VH1 Save the Music

**Enrichment Programs:** Ballroom Dance, Muralist, Dance, Violin Residency, Digital Photography, Animation, Chorus, Keyboard Lab, General Student Organization.

These accomplishments have made our school distinctive in the community. These programs/partnerships have enabled P.S. 208 to continue to work collaboratively with parents, teachers and the wider community to secure the best education for all of our students.

**SECTION III - Cont'd**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	P.S. 208 Elsa Ebeling						
<b>District:</b>	18	<b>DBN #:</b>	18K208	<b>School BEDS Code #:</b>			18K208

DEMOGRAPHICS											
Grades Served in 2009-10:	<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					

Enrollment:				Attendance: - % of days students attended			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	19	18	18		93.9	94.4	94.8
Kindergarten	81	69	71	<b>Student Stability: - % of Enrollment</b>			
Grade 1	112	99	76				
Grade 2	126	118	107	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	105	127	120		93.4	93.8	97.3
Grade 4	99	111	126	<b>Poverty Rate: - % of Enrollment:</b>			
Grade 5	110	103	112	(As of October 31)	2005	2006-07	2007-08
Grade 6	0	0	0				60.7
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0				
Grade 9	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 10	0	0	0		4	7	9
Grade 11	0	0	0	<b>Recent Immigrants: - Total Number</b>			
Grade 12	0	0	0				
Ungraded	3	2	2	(As of October 31)	2006-	2007-08	2008-
Total	655	647	612				

					07		09
					6.0	4.0	2
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number</b>			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	26	24	22	Principal Suspensions	21	9	4
# in Collaborative Team Teaching (CTT) Classes	10	16	15	Superintendent Suspensions	5	5	3
Number all others	46	49	41	<i>These students are included in the enrollment information above.</i>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				<b>Special High School Programs: - Total Number:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	26	28	29	<b>Number of Staff: - Includes all full-time staff:</b>			
# ELLs with IEPs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	47	50	50
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	7	13	13
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	6	6
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0

American Indian or Alaska Native	0.6	0.3	0.3	Percent more than two years teaching in this school	66.0	76.0	86.0
Black or African American	91.8	91.2	90.7	Percent more than five years teaching anywhere	38.3	46.0	58.0
Hispanic or Latino	5.4	5.8	5.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.5	0.9	Percent Masters Degree or higher	79.0	80.0	86.0
White	2.1	2.3	2.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.5	98.8	98.6
Multi-racial							
Male	47.0	47.5	49.3				
Female	53.0	52.5	50.7				

2010-11 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"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	<input checked="" type="checkbox"/> 2010-11		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURRE School: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURRE identification:					
<b>Overall NCLB/SED Accountability Status (2010-11 Based on 2009-10 Performance):</b>							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
Individual Subject/Area Ratings		Elementary/Middle Level			Secondary Level		
		ELA:	IGS		ELA:		
		Math:	IGS		Math:		
		Science:	IGS		Grad. Rate:		
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad.

							Rate
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√	√				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
<b>Other Groups</b>							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	√				
<b>Student groups making AYP in each subject</b>	4	4	3	0	0	0	

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2009-10		Quality Review Results - 2009-10	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	56.0	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment <small>(Comprises 15% of the Overall Score)</small>	11.1	Quality Statement 2: Plan and Set Goals	
School Performance <small>(Comprises 30% of the Overall Score)</small>	9.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress <small>(Comprises 55% of the Overall Score)</small>	34.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	W	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not 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?

After a review of our accountability and assessment resources our findings show:

- Based upon our New York City Progress Report students at P.S. 208 have continued to show progress in both English Language Arts (ELA) and Mathematics.
- Based upon the new recalculation of performance levels, for the 2009-2010 school year, the number of students performing at Level 3 and Level 4 decreased. Although there was a decrease in the number of students performing at performance Level 3 and Level 4, students have made progress in both ELA and Mathematics.
- For the first time, based upon our New York State Report Card for 2009-2010, Students With Disabilities, did not make Adequate Yearly Progress in ELA. Students With Disabilities have been identified as an accountability group in which Tier I instruction, AIS support and instructional practices for targeted students will be closely examined.
- Student performance was rated C on the New York City Progress Report for 2009-2010. As a school we are carefully examining and adjusting our instructional practices in English Language Arts to support our students in achieving increased performance levels on their New York State Assessments.

### **Performance Trends**

#### **English Language Arts**

- There is a consistent increase of our female students achieving Level 3 & Level 4. From 2006-2010, there was a steady gain of 10 percentage points.
- From 2006-2010, there was an overall gain of 8 percentage points of our male students performing at Level 3 and Level 4.
- There is a steady decrease of students (in both our General Education and Special Education Populations) performing at Level 1.

- For 2009-2010, in ELA, students who receive SETSS made an overall proficiency gain of 4.5%. In our CTT class, students showed a 38.9% proficiency gain in ELA.

### Mathematics

- From the years 2005-2010, we have consistently shown a steady increase of students performing at Level 3 & Level 4 in both our General Education and Special Education Populations.
- For 2009-2010, in Math, SETSS students showed an 18.2% proficiency gain..
- Fewer of our students are performing at a Level 1. In 2010, only 6 of our students performed at a Level 1 in Mathematics.

### Accomplishments

- We received an A rating on New York City Progress Report 3 years in a row. In 2009-2010, we received a B.
- Grants received – VH1 Save the Music, Town Hall Grant, CASA Cultural After School Adventures
- Violin residency, Chorus
- Continued implementation of the School Wide Enrichment Model
- Successful Integrated Co-Teaching class in terms of student performance
- Arts programming with reduced funding
- Gradual but continued student progress
- Improved delivery of instruction in mathematics
- Decertification of special education students
- Learning Leaders Program
- Increased parental outreach/participation
- AIS Programs are in place to address the needs of our students
- Based on the school's data, students in the (lowest third) are provided with small group instruction
- Students are recognized for academic and talent accomplishments.

### Aids

- Annual Curriculum Night in September
- Open School Week
- Parent Workshops
- Increased communication with parents by use of technology school website.
- Family Entertainment Nights

## **Barriers**

Some of the most significant barriers to our school's continuous improvement are:

- Increased class size in grades one through five.
- Reduced personnel to provide AIS due to budget cuts.
- Single, working parents, unable to attend school functions due to time constraints.
- A large mobile immigrant population who are in need of Academic Intervention Services.

## 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

1. By May 2011, students in grades 3, 4, and 5 will demonstrate progress toward achieving state standards as measured by a 3% increase in students, scoring at levels 3 & 4 on the NYS ELA Assessment.
  
2. By May 2011, students in grade 5 will demonstrate progress toward achieving state standards as measured by a 2% increase in students' scoring as levels 3 and 4 on the NYS Math Assessment.
  
3. By June 2011, 90% of teachers will develop and utilize curriculum maps in literacy to establish greater coherence in instruction evidenced by at least 80% of students improving by at least 3 Fountas and Pinnell reading levels.
  
4. By June 2011, parent involvement will increase by 5% as evidenced by increased parent attendance at Parent Teacher Association meetings, more parent volunteers at schoolwide functions and better attendance at parent workshops.
  
5. By June 2011, we will increase the use of technology by 5% to support differentiated instruction as evidenced by the use of computer-based programs in the content areas.

**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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By May 2011, students in grades 3, 4 and 5 will demonstrate progress toward achieving state standards as measured by 3% increase in students, scoring at levels 3 &amp; 4 on the NYS ELA Assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Provide instruction in a comprehensive literacy program for 120 minutes per day within a print rich literacy environment which will provide daily opportunities for read alouds, shared reading, guided reading, and independent reading. All literacy instruction will be aligned with the new Common Core State Standards in English Language Arts and with New York State Learning Standards. The Extended Day provides 100 minutes per week of enrichment activities to reinforce literacy skills for targeted at risk students. Assigned homework in a specific reading skill while providing students with the metacognitive strategies (How to...) in identifying said skills and strategies (charts in classrooms and stapled in notebooks). Students will read twenty five books (at least four about one subject, by a single author or in one genre). Provide instruction in varied types of writing (reports, responses to literature, narrative accounts and narrative procedure). Provide instruction in the conventions of language, usage and grammar. Provide enrichment based Summer School for targeted at risk students. Provide instructions in appropriate test taking strategies. Provide for the continual assessment of student achievement. Identify students for intervention in (Title I funded AIS program through checklists completed by classroom teachers and results from standardized tests and assessments).</p>
<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>• Small group instruction</li> <li>• Title I</li> <li>• TL Fair Student</li> <li>• Title III</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Acuity Assessments - 1 Predictive Test (Jan), 2 Instructionally Targeted Assessments (November, March). In-house Practice ELA tests administered, September, March. Specific targets (Fountas and Pinnell levels) are set for each student based on Fountas and Pinnell Assessment which is administered three times a year and/or ECLAS-2 level for January and May in Kindergarten. Based on school's data, students in the lowest third will be provided with small group instruction.</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 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By May 2011, students in grade 5 will demonstrate progress toward achieving state standards as measured by a 2% increase in students’ scoring as levels 3 and 4 on the NYS Math Assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Provide instruction in a comprehensive mathematics program for 75 minutes per day, which will provide continual assessment of student achievement utilizing Everyday Mathematics. Provide class sets of materials for all teachers involved in program implementation through the use of daily differentiated activity. Provide instruction in basic math skills, games, test prep, problem solving, using manipulatives, and technology (calculators and computers) as aligned with the New York State Learning Standards and Curriculum Evaluation Standards. Teachers will identify students for intervention and AIS providers will provide small group instruction.</p>
<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>• Small group instruction</li> <li>• TL Fair Student</li> <li>• Title I</li> <li>• Title III</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>	<ul style="list-style-type: none"> <li>• Four Periodic Assessment Tests</li> <li>• Quarterly Assessments (November, January, March and June)</li> <li>• In-house Assessments (Pre, Mid-Year and Post)</li> <li>• Teacher/Student Goal Setting</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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

**Subject/Area (where relevant):** Professional Teaching Standards

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 90% of teachers will develop and utilize curriculum maps in literacy to establish greater coherence in instruction evidenced by at least 80% of students improving by at least 3 Fountas and Pinnell reading levels.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers’ lesson plans will reflect on students’ prior knowledge, life experience and interests to achieve learning goals. Instruction will be differentiated according to students’ diverse needs. Literacy skills and strategies will be planned and aligned to the NYS standards. Teachers’ will be receiving professional development and professional literature. Time for planning and looking at student data during Teacher Team meetings will be provided.</p>
<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>• TL Fair Student</li> <li>• Title I</li> <li>• Title III</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>	<ul style="list-style-type: none"> <li>• Curriculum Maps will include activities and assessment.</li> <li>• Curriculum Maps will be revised based upon student data.</li> <li>• Literacy Tracking Sheets will be reviewed in Dec/Jan, March and May to note student progress.</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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, parent involvement will increase by 5% as evidenced by increased parent attendance at Parent Teacher Association meetings, more parent volunteers at schoolwide functions and better attendance at parent workshops.</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>• The School Leadership Team will create attendance sheets for all school functions.</li> <li>• Parent Coordinator will conduct parent workshops.</li> <li>• School Messenger will be used to inform parents of meetings, workshops, special notices and student attendance.</li> <li>• School website used as a tool for most current information for parents.</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>• Title I</li> <li>• PTA funding</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>	<ul style="list-style-type: none"> <li>• Parent surveys and questionnaires.</li> <li>• Attendance at Parent Teacher Association meetings. (Sept., Jan., Mar., May)</li> <li>• Attendance at Family Entertainment Nights.</li> <li>• Parent Learning Leaders volunteers. (Sept., Jan., May)</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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, we will increase the use of technology by 5% to support differentiated instruction as evidenced by the use of computer-based programs in the content areas.</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>• Teachers will continue to receive Professional Development in the use of technology.</li> <li>• Teachers will begin to integrate technology to instruction through the use of the SMART Board.</li> <li>• Differentiation will be enhanced by the use of web based programs, Study Island, and Imagine Learning.</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>• TL Fair Student</li> <li>• RESO A Grant (2009-2010)</li> <li>• Title I</li> <li>• Title III</li> <li>• PTA funding</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>	<ul style="list-style-type: none"> <li>• Teachers in grades K through 3 will continue to assess ECLAS-2 results and students’ Fountas &amp; Pinnell levels. ECLAS-2 results and Acuity will be used to note students’ progress and areas of need. Teachers in grades 3 through 5 will continue to download the results from the Acuity website to further guide their instruction.</li> <li>• Literacy Tracking Sheets – Dec/Jan, March, May (Fountas &amp; Pinnell reading levels)</li> <li>• Through continued Professional Development teachers will become more comfortable with communicating via the computer in order to share information. Intervals of periodic review of assessments using technology in November, January, February, April and June.</li> <li>• By May 2011, students in grades 1-5 will have access in the use in Study Island.</li> </ul>

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

***Directions:*** All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	0	0	6	0	0	0
1	20	20	18	18	8	0	0	0
2	24	20	20	20	8	0	0	0
3	32	30	26	26	10	0	0	0
4	25	20	18	18	26	0	0	0
5	29	25	14	14	20	0	1	0
6								
7								
8								
9								
10								

**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>	Wilson Program - Small groups - children are serviced on the average of 2 days per week in the Afterschool Literacy/ Math Program. Study Island is used in grades 2, 3, 4. TheGreat Leaps reading program is delivered in a one to one setting for approximately twenty-five minutes, three times per week.
<b>Mathematics:</b>	Services are provided for small group instruction using the Everyday Math Program. Grades 4 and 5 also receive small group instruction using Math Steps.
<b>Science:</b>	Services are provided for small group instruction, performance tasks and content based science, using measuring up to the NYS Learning Standards.
<b>Social Studies:</b>	Services are provided for small group instruction using high quality, scientifically based research assessments to drive instruction.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Services are provided during the day in the Guidance Counselor’s office. These services include the following: small group counseling, 1:1 crisis counseling, social skills training and anger management.
<b>At-risk Services Provided by the School Psychologist:</b>	Services are given during the school day in the School Based Support Team room. Services include crisis counseling, 1:1, and in the classroom when needed.
<b>At-risk Services Provided by the Social Worker:</b>	Services are provided in the form of crisis intervention, at risk counseling on a 1:1 basis, in the classroom or outside of the classroom as needed.
<b>At-risk Health-related Services:</b>	504 services provided by the Department of health nurse in accordance with the Department of Education and Department of Health policies.

## 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) LAP to this CEP.

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Language Allocation Policy  
2010-2011

### 1. LAP Team Members and Meetings

The members of the LAP team are Kristy Parris - Principal, Cordell Herdsman and Nakoley Renville - Assistant Principals, Alisa Lifshitz - ESL Teacher, Sandy Cinkay - Literacy Coach, Frank Salisbury - Math Coach, Iona

**Part C: For schools that will receive Title III ELL Supplemental Services for 2010-11:**

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**

### Form TIII – A (1)(a)

Grade Level(s) 2-5                      Number of Students to be Served: 26                      LEP X                      Non-LEP  
Number of Teachers                      5                      Other Staff (Specify) 1 Administrator

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

#### **Title III, Part A LEP Program**

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

Public school 208’s Title III Afterschool Literacy Institute is designed to supplement instruction for English Language Learners. The program was developed to increase English proficiency and literary skills among ELL’s. The Title III program helps to increase instruction in literacy and language development. The ESL Teacher is NYS certified and licensed to teach ESL.

The Title III Afterschool Literacy Institute will target ELL’s in grades 2,3,4,5 and provide instruction on Tuesday’s and Wednesdays from 3:15 p.m. to 5:15 p.m. A licensed ELL teacher and four classroom teachers will collaborate on instruction and lesson planning. Instruction will be provided to beginning, intermediate and advanced ELL students in balanced literacy and English language skills. The emphasis of the program will be based on standard based instruction using the workshop model. The students will be involved in activities using the Imagine Learning English program. ESL techniques will be utilized in shared reading, guided reading, read-aloud, modeled writing, independent writing, vocabulary development and phonemic awareness. There will be 29 ELL students served by this program. The Program will run from January 4<sup>th</sup> through February 16, 2011 and 4 Saturdays in April.

The students that were selected for this program were selected using the data from their NYSELAT scores. The data revealed when improvement was needed in listening, reading, speaking, or writing. There will be five groups of students and five teachers based on this data. There will be a Newcomer, Beginning, Intermediate and Advanced grouping. The supervisor will assist in the set up of the computer part of the instruction, making sure the computers are functioning and ready for use. She will help with supply distribution, dismissal as well as bus scheduling.

The Imagine Learning English program will be incorporated into the after-school program. Students will have the opportunity to use computers to enhance their reading, writing, speaking and listening skills. The program automatically assesses student performance and adapts instruction to the individual student.

Students will meet in their assigned classrooms for one hour of literacy instruction. The lesson should start out with a read-aloud. The teacher chooses text from the library that develops skills and concepts that he/she is working on with the class. Shared reading would take place. The teacher chooses texts from the library that are more challenging for the students. Students join in, although they are slightly behind the teacher as he/she reads. The texts support the skills and concepts that he/she is working on with the class. The teacher does a mini-lesson. Students will be engaged in small group literacy activities designed to support their instructional needs. Some of the activities are listening comprehension, reading comprehension, fluency, phonemic awareness, word study, integrated vocabulary, partner reading, and explicit comprehension strategies.

The lessons taught to the ELL student will focus on reading skills, such as main idea, finding details, summarizing, fact/opinion, comparing, contrasting, drawing conclusions, cause/effect, character analysis, sequence of events and author's purpose. Comprehension strategies will also be taught. Students will learn to use questions to clarify unfamiliar ideas. They will learn to use context clues and text evidence to open the door for new concepts and vocabulary. Students will learn how to monitor comprehension (keeping track of their thinking as they read.) Students will have opportunity to practice these strategies during the reading lessons taught.

ELL students will work in the computer lab for one hour using the Imagine Learning English program. Each ELL student will work at his/her own pace. The lessons that the students will work on are vocabulary, nouns, verbs, adjectives, adverbs, listening comprehension, conversation (phrases), songs and charts, phonemic awareness, letter recognition and reading fluency and comprehension. The Imagine Learning English program provides targeted first language support for English learners by translating key vocabulary words customizing activities and using L1 fade technology. This technology provides language support as needed, which gradually fades as the student progresses. Imagine Learning also provides reports, certificates of achievement and letters for parents in their primary language, so families can stay involved in their children's progress.

Student's progress is continually monitored and assessed. Easy to read True Data reports and graphs provide real time data for teachers, parents and administrators to review. The Imagine Learning English program helps develop emergent literacy skills. It helps strengthen phonemic awareness. It helps the ELL student recognize and read sight words and decodable words. It also helps to practice fluency by echo reading. This program strengthens listening skills by having the student listen and respond to a story. This program helps the ELL student expand their vocabulary by practicing new words in a variety of contexts. With the Title III funds we will purchase licenses and headphones for each individual student.

Parents of ELL's will have the opportunity to participate in the Imagine Learning English staff development. They will be instruction on how to use the program and given sample activities that their children will be doing. They will be informed about the assessments their children will be given. They will be instructed on how to interpret the data that will be sent home. Title III afterschool programs will begin January 4, 2011 and proceed through February 16, 2011.

Saturday Test Prep Academy will target ELL's in grades 3, 4, 5 and provide students with instruction in literacy and math. This will take place on four Saturdays: April 2<sup>nd</sup>, 9<sup>th</sup>, 16<sup>th</sup> and 30<sup>th</sup> from 9:00 a.m. to noon. This Saturday Test Prep Program will assist ELL's in practicing and reinforcing basic math and literacy skills. The Saturday Test Prep Program will be used to scaffold the ELL's learning and move them into higher levels of literacy and math achievement on the State tests.

For the ELA component of the program, we will be using the book, Reading Trends by Abrams and Kaplan Advantage. For the math component, we will be using NYS Coach, Math and NYS Progress Coach by Triumph Learning.

During the literacy part of the program, teachers will adapt ESL techniques to read-aloud, shared reading, guided reading, accountable talk, modeled writing, vocabulary development and independent writing. Literacy test prep will focus on the language skills of listening, speaking, reading, and writing. During math test prep, the use of hands on activities and manipulatives will help the ELL succeed on the State tests.

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

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Professional Development will be presented by the ELL teacher. Participants in the professional development will include the afterschool teachers of ELLs. The ELL teacher will demonstrate successful methodology and ESL techniques to increase English proficiency and language development. The workshops will include the use of the computer based, Imagine Learning English program. Teachers will be trained in the use of this program as well as parents.

There will be three afterschool Professional Developments that will take place from 3:15 – 5:15 p.m. The dates are January 3, 2011, January 24, 2011 and February 14, 2011. The first Professional Development will include a preview of materials used with the balanced literacy component of the program. The workshop is titled ESL Techniques to Increase Language Development presented by the ESL teacher. Teachers will familiarize themselves with the materials used. We will be using the Apple Tree Workbooks, STARS program, Taking the High Road to Reading, Writing and Listening, Goodman’s Five-Star Activity Books (mechanics, writing, reading comprehension, fiction and non-fiction and Listen, Read and Write Go For It. Teachers will use these materials to create lessons aligned with the ELL and ELA standards. These materials were selected to increase understanding for the ELL student in listening, reading, writing, and speaking.

The ESL techniques that the teachers will use and provide are visuals, props, body language, speech modifications such as repetition and pauses during speech.

- Sufficient wait time for student responses
- Cooperative learning
- Development of reading strategies such as mapping and writing to develop thinking skills
- Authentic meaningful learning opportunities
- Ample opportunities for students to develop meta-cognitive strategies
- Scaffolding of content and materials to reach learners at all levels. Teachers will use visuals, props, gestures and body language or speech modifications and increased wait time to help the ELL student succeed.
- All students in the program are able to identify lesson content. The lessons’ objectives and instructions should be listed step by step for the ELL learner.
- The desk arrangement in the room should allow for cooperative learning strategies and group work.

On January 24, 2011, the Professional Development session will be titled, Using the Imagine Learning English Program to help ELL students succeed. This Professional Development will take place in the computer lab. It is to be presented by the ESL teacher and a representative from the company. ELL parents will be invited to attend. The training agenda will feature, assessment of student and teacher needs, set up of program, sample student session from student menu, activity menu, teacher guide, review questions and answers and entering students from class lists.

The ELL student using this computer program will be actively engaged in lessons to reinforce vocabulary, listening, comprehension, conversation, songs and chants, phonemic awareness, letter recognition and reading fluency and comprehension.

On February 14, 2011 the Professional Development will be titled, Looking at Progress and Analyzing Assessments from the Imagine Learning English Program. This will be presented by the ESL Teacher. During this professional development teachers will analyze the individual summary report for each student in their afterschool class. The curriculum progress graph will be analyzed. It shows the number of lessons the ELL student has completed out of the total number of lessons taught in each curriculum area. The vocabulary words chart compares how many words the ELL student has mastered versus how many words the ELL student has been taught. The skills table lists the skills taught in each curriculum area and how any items were mastered versus how many were taught.

The Curriculum Progress table details how the student in each curriculum area, is progressing including lesson number, date, skills taught and whether or not the skills were mastered.

Analyzing these reports for the ELL student is critical in helping to drive instruction. It gives the teacher an idea, on what to focus upcoming lessons on. The Imagine Learning English program is an ongoing program also available in the ELL student’s classroom.

The total cost from the Title III Funding will be \$844.62. The cost for four teachers at 6 hours each training rate will be \$545.28. The ESL teacher at 6 hours per session will be \$299.34. The ESL teacher is licensed and certified in Tesol.

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## Description of Parent and Community Participation

Parents of the ELL population will have the opportunity to participate in the Imagine Learning English workshops. This will help them increase their literacy, computer knowledge and awareness of what their children are doing in school. They will be given information on ESL activities they can do at home with their children.

There will be three parent workshops. On January 24, 2011, from 3:15 to 5:15 parents will be introduced to the Imagine Learning English Computer Program. They will use sample programs that their children are using. The parent workshop will show the method of instruction used in the program. It will focus on how the program meets the educational needs of the ELL student and how the program will help the child learn English and meet academic achievement standards.

On February 14, 2011 from 3:15 – 5:15 parents will be invited to the workshop, Looking At Progress and Analyzing Assessments from the Imagine Learning English Program. They will look at the Individual Summary Reports for their child and the progress charts will be analyzed and explained. This will help the parent give additional support to their children at home. Additional reading packets will be given out for practice at home.

On February 28<sup>th</sup>, 2011 there will be a parent workshop, How can you Continue to Help your Child at Home to Achieve Reading Success? Parents will get tips to help their child. Some of suggestions would be: set aside a time and place for homework, understand the importance of English language skills, communicate with teachers (use of translators), model learning (one of the greatest ways to help their ESL child learn English is by attempting to learn English themselves), read regularly to your child and go online for resources. There will be no additional costs from Title III funding for these workshops.

### **Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	Instruction – \$12,911.12	One ESL teacher – 20 sessions at \$49.89 = \$1,995.60 Four classroom teachers – 20 sessions at \$49.89 = \$7,982.50 One Administrator – 20 sessions at \$52.21 = \$2,088.40 One ESL teacher – 3 times/2hrs at \$49.89 = \$299.34 Training: 4 teachers – 3 times/2hrs at \$22.72 = \$545.28
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$2,088.88	Imagine Learning English Program - \$2,088.88 14 Licenses for Imagine Learning English Program and headphones.
Travel		
Other		
<b>TOTAL</b>	\$15,000	

**This entire section must be completed for each budget submitted.**

**SECTION XVII**

**BUDGET NARRATIVE**

School District 18

For Title III

BEDS Code 331800010208

**\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2010-2011, the Transferability Form must be submitted online and a hard copy must

be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i> \$10,153.60 \$458.88 <u>\$251.88</u> <b>\$10,864.36</b>	– Classroom teachers ELL teacher and Administrator. – Trainee rate - 4 teachers – Professional Development per session ESL teacher
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i> \$ 4, 135.64	Supplies and Materials: Imagine Learning English program, 24 licenses for program, and 13 headphones.

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10**

**School Building:** P.S. 208 **District** 18

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

Number of Teachers 2010-2011				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
	1					1

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2009-2010 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

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

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

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

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

# SAMPLE STUDENT SCHEDULE 2010-11 (ESL)

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

Indicate Proficiency Level:         Beginning            \_\_\_ Intermediate        \_\_\_ Advanced

School District: **18**                    School Building: **P.S. 208**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 am To: 8:45 am  8:50 – 9:10 INSTRUCTIONAL BLOCK	MATH	READ ALOUD WRITING WORKSHOP	READ ALOUD WRITING WORKSHOP	READ ALOUD WRITING WORKSHOP	READ ALOUD WRITING WORKSHOP
2	From: 9:10 AM To: 9:55 AM	MATH INDEPENDENT READING	SHARED READING GUIDED READING	SHARED READING GUIDED READING	SHARED READING GUIDED READING	SHARED READING GUIDED READING
3	From: 10:00 AM To: 10:50 AM	MULTICULTRAL	ESL	SCIENCE	ESL	ESL
4	From: 10:55 AM To: 11:45 AM	<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	<b>H</b>
5	From: 11:50 AM To: 12:40 PM	READ ALOUD WRITING WORKSHOP	MUSIC	MATH	COMPUTER	SCIENCE
6	From: 12:45 PM To: 1:30 PM	ESL	ESL	ESL	ESL	ESL
7	From: 1:35 PM To: 2:20 PM	SOCIAL STUDIES	MATH INDEPENDENT READING	GYM	MATH INDEPENDENT READING	MATH INDEPENDENT READING
8	From: 2:20 PM To: 3:10 PM		EXTENDED DAY LITERACY MATH	EXTENDED DAY LITERACY MATH	EXTENDED DAY LITERACY MATH	DISMISSAL 2:20 PM



# SAMPLE STUDENT SCHEDULE 2010-11 (ESL)

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

School District: **18**                            School Building: **P.S. 208**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 am To: 8:45 am  8:50 – 9:10 INSTRUCTIONAL BLOCK	READING JOURNAL	ESL	READING JOURNAL	READING JOURNAL	MULTICULTURAL
2	From: 9:10 AM To: 9:55 AM	ESL	SPANISH	ESL	ESL	ESL
3	From: 10:00 AM To: 10:50 AM	ESL	SHARED READING INDEPENDENT READING	SHARED READING INDEPENDENT READING	SHARED READING INDEPENDENT READING	SHARED READING INDEPENDENT READING
4	From: 10:55 AM To: 11:45 AM	<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	<b>H</b>
5	From: 11:50 AM To: 12:40 PM	ART	MATH	ESL	MATH	MATH
6	From: 12:45 PM To: 1:30 PM	MATH	MATH	MATH	MATH	MATH
7	From: 1:35 PM To: 2:20 PM	WRITING WORKSHOP	WRITING WORKSHOP	WRITING WORKSHOP	SCIENCE	ESL
8	From: 2:20 PM To: 3:10 PM		EXTENDED DAY LITERACY/MATH	EXTENDED DAY LITERACY/MATH	EXTENDED DAY LITERACY/MATH	DISMISSAL 2:20 PM

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

**Form TIII – A (1)(a)**

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

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

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

**Title III, Part A LEP Program**

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

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

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**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
<b>TOTAL</b>		

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

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

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

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

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

In addition to mandated parent-teacher conferences and preparation periods, parents or other caretakers have ample opportunities to discuss student progress. To further involve parents, the school will utilize district, community based and other external consultants to train staff and parents on numerous topics such as: EPIC Parent Advocacy, technology, parent/child home programs, developing and implementing workshop series funded through the Title I and other schoolwide programs. Coordinating the efforts of school and district/regional staff as they develop parent involvement activities for all families. Parent workshops are held to disseminate pertinent information and ideas to help ELL students meet the standards.

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.

We have noticed the frustration of many immigrant parents due to the lack of understanding because of a language barrier. Parents whose language is other than English, prevent them from taking an active role in their children's education. We feel the need that all pertinent information concerning our academic program needs to be interpreted by teachers and/or paraprofessionals for those parents, in languages other than English.

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

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

Translation of our academic programs and of the child's academic performance will help parents better understand assessments and tests given by the Department of Education. Therefore, these parents being better informed can be part of the decision making process involving their children's education. Written translation services will be provided in house by school staff and 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.

By conducting numerous meetings and asking teachers to meet with parents, we discovered that parents of the ELL students did not understand the conversations. Therefore, parents became frustrated because of their lack of understanding and were unable to participate in school activities. Many parents did not even attend various meetings because of the language barrier. Parent involvement is our number one goal in dealing with our ELL families in order for them to succeed academically.

Due to this finding the following interpretation services will be provided for our ELL students if necessary:

1. Oral translation at the parent orientation session.
2. Oral translation at P.T.A. meetings if necessary.
3. Oral interpretation when the principal, guidance counselors or teachers need it.
4. Use of translators to make phone calls to parents when there is a need.

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>.

1. Our school will provide each parent who speaks another language and who requires language assistance services with written notification of their rights regarding translation and interpretation services. They will also be instructed on how to obtain such services.
2. Our school will post in the lobby next to the main entrance, a sign in different languages indicating the room where a copy of the written notification can be obtained.

#### 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**

8. Enter the anticipated Title I allocation for the school for 2009-2010 \$479,929.00
9. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$4,835.00
10. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$80,318.00
11. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year 100%
12. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## **I. General Expectations**

PS 208 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.

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

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

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

1. PS 208 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA.
2. PS 208 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.
3. PS 208 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.
4. PS 208 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs].
5. PS 208 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.
6. PS 208 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.
- 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.
- 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.
- 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.
- 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.

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  - The goal of instruction is to increase students’ performance to meet or exceed the New York State Standards. These needs are being addressed by ongoing assessment.
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.

3. Instruction by highly qualified staff.
  - a) Provision of an ongoing Professional Development program aligned with the State Academic Standards
  - b) To enable all students in the school to meet the State's Student Academic Standards
  - c) Devote sufficient resources to carry out effectively the professional development activities
  - d) Provision for academic assessments to enable them to provide information on, and to improve, the achievement at individual students and the overall instructional program.
  
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.
  - a. Use effective methods and instructional practices that are based on scientifically based research, and that:
    - a) Strengthen the core academic program
    - b) Provide an enriched and accelerated curriculum
  - Support for students who are experiencing difficulty attaining the proficient or advanced levels at the State's academic achievement standards.
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - Local college recruitment
  - Job fair
  - Summer Teacher Training Internship
  - Regional City-wide recruitment
  
6. Strategies to increase parental involvement through means such as family literacy services.
  - Professional workshop to assist parent involvement and to disseminate scientifically-based research materials to assist their children's needs.
  - Communication between parents and school will include tear-offs
  - Safe School Healthy Students
  
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.
  - Reading Intervention Program with small group instruction
  - Small group instructions based on assessments such as ECLAS
  - After school programs
  - Professional workshops to assist parent involvement
  - On-going communication between parents and school

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.
  - Creation of classroom centers such as games, skills practice and test preparation
  - Professional development
  - Meetings on common preps
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.
  - Provided enrichment based summer school for targeted at risk students
  - Provide instructions on appropriate test taking strategies
  - Provide early intervention through curriculum adaptation and instruction by using making meaning, passport voyager
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.
  - Legislative Grants
  - Safe School Healthy Students
  - After School Clubs
  - Guidance Intervention
  - Music/Arts program
  - Recreational Activities
  - Parent Workshops

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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

## 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	✓			362,011		Pages 19 and 20
Title I, Part A (ARRA)	Federal	✓			192,588		Page 15
Title II, Part A	Federal	✓			304,243		Pages 19 and 20
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			2,433,378		Pages 16, 17, 19, 20

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that 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.

## **APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

### **Background**

From 2006 to 2009, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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## **CURRICULUM AUDIT FINDINGS**

### **KEY FINDING 1: CURRICULUM**

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

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

### **Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of

student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>3</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

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

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**  
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

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

Our Inquiry Team met to assess whether finding 1A was relevant to our school's educational program. The Team included the principal, the data specialist, two assistant principals and three teachers.

The team reviewed our CEP, evaluated school data and surveyed teachers to look for gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for ELLS and our materials. It was determined in our school that our teachers address the five areas of reading and areas of writing. The teachers also have an array of materials available to support them in their development of their curriculum maps.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ELL program in progress, small groups of instruction, ELL teacher, professional development. We are addressing the needs of our ELL population. New York State Standards are used by teachers specific to each grade when creating ELA curriculum maps, reading, writing, listening and speaking activities are included in instruction and student products. Materials to address all components for the State Standards are

made available to teachers for each grade. Specifically, support materials are purchased to address the needs of ELLs and students with disabilities in achieving these same State Standards.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## ***1B. Mathematics***

### **Background**

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

### **Specific Math Alignment Issues:**

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

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

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

The Professional Development team met to assess whether finding 1B was relevant to our school’s Educational Program. Based on school data and the Everyday Math Curriculum and our materials, we determined that the curriculum audit standards do not apply to our school. Through Professional Development, grade conferences, common preps and articulation, teachers are well informed as to the alignment of the New York State Standards and the content strands and process strands many materials are at the teacher’s disposal.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

During our grade conferences and common preps, the teachers meet on a regular basis to continually assess and develop their curriculum map according to their student’s needs. Based on school data, the Everyday Math Curriculum and our materials, our teachers are well informed as to the alignment of the NY State Standards and the content schools and process strands. Our response is evidenced by our growth in our mathematics scores and receiving an “A” three years in a row.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

In our school, ELA instruction is implemented in our kindergarten through fifth grade classes for one hundred and twenty minutes per day. The teacher explains a concept during a mini lesson, and then reads to the students, or guides groups of students in practicing the concept. Conferencing is used to inform Guided Reading lessons based upon students’ strengths and needs. Students work during independent reading time engaging in relevant activities. Students work in cooperative groups for some activities building upon and using their learning. The teacher may use lecture or questioning techniques using higher level thinking skills. We continue to have Professional Development from outside resources. There is also a high degree of communication between teacher and parent which is on-going.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Our response is evident by our growth in reading scores and receiving an “A” three years in a row.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>4</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65

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

percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

The Professional Development Team met to discuss whether this key finding was relevant to our school. Based on our observations, there is a high level of academically focused class time and student engagement. Many of our students engage in differentiated activities, and hands on learning during instructional time. Technology use in the mathematic class is on the rise.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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

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

Please respond to the following questions for Key Finding 3:

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

In our school, our teacher turnover is at a minimum. We have on staff many experienced teachers who have taught at least fifteen years. All of our teachers are fully licensed and permanently assigned to our school.

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

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This is not applicable because 100% of our teachers since 2006 are fully licensed and permanently assigned to this school.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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

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

Please respond to the following questions for Key Finding 4:

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

When notices are given out about ELL Professional Development opportunities, teachers will sign a form that they received the notice. They may also be given out during Faculty Conferences, when the entire staff is present.

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

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence dispels the relevance of the finding because emails are sent monthly to the teachers about ELL Professional Development opportunities. These came from the District Compliance Specialist. There are also QTEI training opportunities during the year as well as in the summer months offered to all teachers servicing ELL students. There are notices sent about these Professional Development opportunities, and they can be found in the computer. Our ESL teacher articulates strategies for instruction of ELLs with all teachers.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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

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

Please respond to the following questions for Key Finding 5:

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

At the beginning of the school year, teachers are informed about whether the student is at the beginning, intermediate or advanced level in ESL. They are informed whether the student is a newly arrived student. The teachers of ELL students are given a copy of the interim assessment results. The ESL teacher articulates progress of all ELL students with the classroom teacher.

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

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ELL students are given many assessments throughout the school year. They are given an ELL interim assessment twice during the year. They are given assessments in ELA and Math throughout the year. Their progress is constantly being measured.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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

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

Please respond to the following questions for Key Finding 6:

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

Chapter 408 – Distribution and explanation of IEP information to both General Education and Special Education teachers and IEP paraprofessionals.

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

Applicable    Not Applicable

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

Mainstreaming and decertification of some Special Education students, test results data that support the fact that our Special Education students are performing well enough since they are approaching and, or, meeting State standards.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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

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

Please respond to the following questions for Key Finding 7:

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

Our school has a process that ensures that both General and Special Education children are exposed to the same curriculum in all content areas, across all grades.

Service providers articulate with classroom teachers that IEP goals are aligned with the curriculum and State standards. Our school has a system in place where all IEP’s are checked for accuracy by the school assessment team, ensuring that the proper information is reflected on the appropriate pages. Additionally, behavioral intervention plans as well as social and emotional goals are included on all IEP’s for children with behavioral difficulties.

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

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Special Education students test scores on State tests. Additionally our IEP’s are in compliance. For those students with IEP’s in grades 3, 4, and 5 who have testing modifications. Those modifications apply to all of the following:

- Classroom work
- Assessment tests
- State tests

Not only are all our IEP’s in compliance but our special education students continue to show growth on their state tests (ELA, Math, Social Studies & Science) having been exposed to the same curriculum as the general education students.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## **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>

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

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

We have 5 students in Temporary Housing.

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

Each student in temporary housing receives counseling from the Guidance Counselor. STH students are assigned a Department of Education liaison from their site that visits the school regularly to check on attendance. The school Guidance Counselor, family worker and attendance teacher will maintain a close relationship with the Department of Education Liaison and staff in the temporary housing facility in order to provide the best for the students as well as the parents in temporary housing.

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

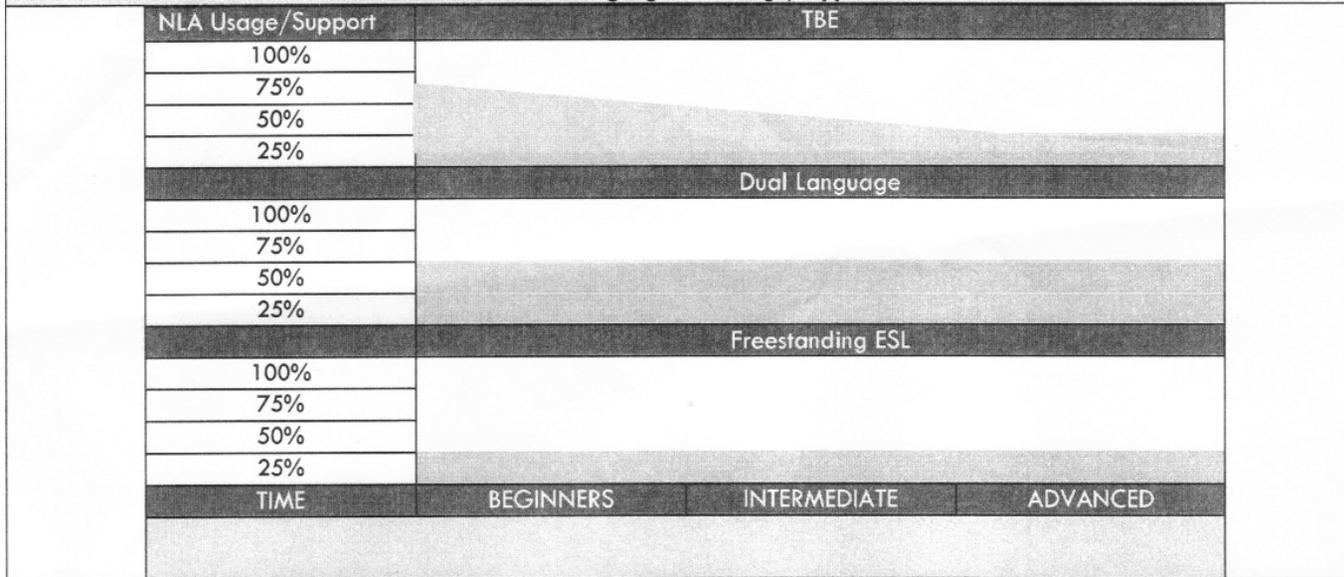
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3.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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11**



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.

**Native Language Arts Usage/Support**



**VIII. Program Descriptions (Include in LAP narrative):** Using the information compiled in this worksheet, describe in narrative form each program model available in your school and the language allocation plan for each.

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

Name (PRINT)	Title	Signature	Date
Cordell Herdsman	Assistant Principal	<i>Cordell Herdsman</i>	January 5, 2010
	Parent Coordinator		
Alisa Kufshitz	ESL Teacher	<i>Alisa Kufshitz</i>	January 5, 2010
Debra Hull	Parent P-TA President	<i>Debra Hull</i>	1/5/10
Sheila Egbe	Teacher/Subject Area Science	<i>Sheila Egbe</i>	January 5, 2010
Joel Miranda	Teacher/Subject Area	<i>Joel Miranda</i>	1/5/10
Sandra Cinkau	Coach	<i>Sandra Cinkau</i>	1/5/10

## ENGLISH LANGUAGE LEARNERS NARRATIVE

P.S. 208 in Region 6, District 18 is located in the East Flatbush section of Brooklyn. The total number of students in the school is 628 with 29 English Language Learners (ELL). There are 3 Spanish students, 1 Chinese student, 11 Arabic students and 14 Haitian students. 4 of these students are in kindergarten, 5 are in first grade, 8 in second grade, 5 in third grade, 4 in fourth grade and 3 in 5th grade. It has a pull out English as a Second Language Program (ESL), with one certified licensed ESL teacher,. It allows English Language Learners to learn English systematically and cumulatively, moving from concrete to abstract levels of language in a spiraling fashion. The plan is sensitive to the first language and cultures of the students. A licensed certified ESL teacher conducts the initial screening of students at registration. She administers the Home Language Identification Survey, giving the informal, oral interview in English as well as in their native language using interpreters. She also conducts the formal initial assessment. If the LAB-R test is necessary, it is given within 10 days of registration. Every ESL student is given the NYSESLAT test to assess their performance in listening, speaking, reading and writing.

Students are seen in small groups allowing for individualized instruction. Each student has an academic plan in which listening, speaking, reading and writing are emphasized. Student's strengths and weaknesses are discovered through various assessments such as the NYSESLAT and LAB-R tests. The students are grouped into the following three levels: Beginners, Intermediate and Advanced. These assessments are used to group students according to their needs. The plan allows for mainstreaming ELL students into the general population of the school. Ell students are placed in their ESL class according to the parent choice form and program selection form. These forms and choices are explained to the parents during the parent orientation. The ESL Freestanding program is aligned with the parent requests of choosing this program. It is a pull out model.

The principal, assistant principals, teachers, parents and students are able to articulate when and why English is used in teaching and learning. There is a parent orientation at the beginning of the school year. Parents watch a DVD that explains the different choices and what options they have. At the orientation parents are given the program selection form. The parent can choose a Bilingual program, a Dual Language program as well as a Freestanding ESL Pull out or Push in program. As new students arrive, there are additional parent orientations to explain the program choices and the programs available. Orientation as well as meetings with parents' keep them well-informed as to the progress of their children.

There is help available to the parent in filling out the program selection form during the orientation or they can make an appointment to come into the office for help. They are given a week to bring back the form.

The school ensures that all program selection forms are returned by sending a reminder letter with the student in the home language. The school will also call the home if the form is not returned promptly.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend has been to choose the ESL Freestanding Program. One hundred percent of the parents chose this program for their child.

Parents' wishes are included in the planning of the school's Language Allocation Policy. The members of the LAP Team are Ms. Kristy Parris – Principal, Ms. Cordell Herdsman and Ms. Nakoley Renville, Assistant Principals, Ms. Alisa Lifshitz – ESL Teacher, Ms. Brenda Holder – Parent Coordinator, Ms. Sandra Cinkay – Literacy Coach, Mr. Francis Salisbury – Math Coach, Ms. Sheila Egbe – Science Teacher, Ms. Iona Watson – Academic Intervention Team Teacher, Mr. Joel Miranda – Physical Education Teacher. Ms. Deborah Hull – Parent, Ms. Bershadsky – 3rd Grade Teacher. LAP team members reflect the community of the school. There are parents, coaches, administrators, teachers and the parent coordinator on the team. At the parent meetings and workshops, the programs for ELL students are discussed. Translators are available if needed for the parents. The school has a professional development program that ensures that all of our teachers are trained in ESL methodology. The school leadership team provides parent meetings along with workshops led by the parent coordinator. These allow parents to have input into their children's academic lives. The School Leadership Team and teachers use the results of the ELL Interim Assessments to drive the instruction according to the strengths and weaknesses of the students. They are also informed on any new mandates in the program.

Teachers are provided with professional development to allow for change in the status of the Language Allocation Policy. The Professional Development program also meets the needs of the teachers of ELL students as stated in P.S. 208's CR part 154 (as well as the CEP) regulation requirements are met. In addition to these workshops 7-1/2 hours of ESL training are given to Common Branch teachers and assistant principals during our staff development days. Attending grade meetings and speaking on behalf of ELL's, help teach mainstream teachers how to guide their ELL students. Instructional programs at P.S. 208 aligned with the ESL and ELA content learning standards.

The ESL teacher is available to help classroom teachers on preparation periods. The ESL room is open for additional resources for teachers, as the students move from one level to another.

Technology plays an important role in our school. It is implemented as an instructional tool in the curricular areas. Students use computers to practice and expand their writing and subject area skills through the use of technology. Students have the opportunity to use computers to demonstrate and support their learning. Leveled classroom libraries are available from picture books with stories for all students whether they are General Education or ELL students.

Instruction is delivered through a Freestanding ESL program. It is the pullout model. The students are seen in groups with the same proficiency levels. The students receive the number of minutes mandated by the CR-154 for instruction. The ELL students are seen two periods per day, five days per week for beginner and intermediate levels and one period per day, five days per week for advanced level. The ESL instructional minutes for each group, is built into the ESL teacher's program. Students participate in small group instruction which is aligned with the mandated ESL and ELA learning standards and the core grouped together. The beginning and intermediate groups are seen for 360 minutes per week and the advanced group is seen for 180 minutes per week.

The ESL teacher meets with the content area teachers to find out what the student is having difficulty with the ESL teacher uses the hands on approach to teaching, to help the ESL student. The ESL student is also given additional help on the computer.

An ELL student that is categorized as “SIFE” is a student who has had an interruption in formal education for a number of days, months or years. Every “SIFE” child is special. The ESL teacher must review the academic achievement (or lack thereof) language and social status of each “SIFE” student. Placement of the student in this unique position must be taken into consideration. The level of language acquisition is important as to where the student is placed in ESL groups. Academic rigor must be built into the curriculum. SIFE students are given workbooks on their level to help them achieve success. The classroom teachers are given extra materials to work with these students.

For newcomers there are listening centers set up in their classrooms. Classroom teachers are given books to use on their level. Newcomers can use language-based computer programs in their classroom and the computer lab.

ELL students receiving service for 4 to 6 years are invited to extended day AIS for extra reading and math help. They may also be referred for AIS during the school day. Their ELL Interim assessments are utilized to drive instruction. Their NYSESLAT, ELA and Math score are reviewed to see where help is needed. For long-term ELL’s the ESL teacher works with the classroom teacher to see where most help is needed. The results of the ELL Interim Assessments, ELA, Math and NYSESLAT scores are analyzed and used to drive instruction.

Students with special needs are given the mandates on all tests. They are grouped on their level according to the NYSESLAT results. Materials are sent into their classroom for additional help.

After reviewing the data from the NYSESLAT and LAB-R tests it revealed that newcomers and beginners in the ESL program need help in all four modalities of listening, speaking, reading and writing. To help with this, there is a listening center accountable talk time, computer software and reading material set up in the ESL room. The classroom teachers are given additional materials like listening centers to work with the ELL’s in their classrooms. As the students progressed, there seems to be a pattern that additional help was needed in the reading and writing modalities. Instruction in ESL will include additional reading and writing practices geared to the NYSESLAT and ELA tests. Students in ESL have writing assignments using the writing process. There is an afterschool program that ELL’s are invited to that is geared to reading and writing.

Ongoing assessment is used to track the progress of each student throughout the year. All lessons are designed to meet the standards while allowing for different levels and needs of each student. A student’s progress is tracked throughout the year through each child’s learning portfolio. It is reviewed by the student and teacher on a continuous basis.

By raising the quality of instruction and addressing the diverse needs of students with different languages and academic backgrounds, the students can reach English proficiency while learning and advancing through the grade level curriculum in the content areas. The ELL interim assessments provide information for teachers on each child’s strengths and weaknesses. This helps to drive their instruction. Students are also given the opportunity to interact and learn from their peers who are more proficient in English. The LAB-R, the NYSESLAT and the ELA exam as well as the Math exam are all assessment tools that will define areas of successful understanding.

The ESL teacher is sensitive to the ELL's needs to develop both socially and academically. By tapping into a student's prior knowledge and working from there, the ESL teacher is able to model language consistently so that the level of proficiency grows more complex as the term progresses. Realizing the impact culture has on learning, being sensitive to an ELL's needs and helping an ELL student socialize with his peers is an important part of what the ESL teacher does. Keeping abreast of new research, methodology, and attending off-site workshops ultimately helps the ELL student as well as the teacher.

By creating a Language Allocation Policy, P.S. 208 will be able to meet and exceed the language requirements for English as a Second Language instruction. In conjunction with the New York State Commissioner's Regulation, part 154, this plan will help meet the needs of ELL's as they move towards meeting and learning the standards set for all children.

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 208 Elsa Ebeling					
<b>District:</b>	18	<b>DBN:</b>	18K208	<b>School</b>		331800010208

**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	18	17	18		94.4	94.8	94.5
Kindergarten	69	67	71				
Grade 1	99	75	90	<b>Student Stability - % of Enrollment:</b>			
Grade 2	118	104	81	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	127	125	109		93.8	97.3	95.0
Grade 4	111	125	118				
Grade 5	103	110	116	<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		64.0	80.4	78.7
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		7	9	17
Grade 12	0	0	0				
Ungraded	2	3	3	<b>Recent Immigrants - Total Number:</b>			
Total	647	626	606	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	2	4

<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	22	20	15	Principal Suspensions	9	4	9
# in Collaborative Team Teaching (CTT) Classes	15	16	19	Superintendent Suspensions	5	3	7
Number all others	41	35	36				

*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	0	0	TBD	Number of Teachers	50	50	51
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	8
# receiving ESL services only	26	28	TBD				
# ELLs with IEPs	0	1	TBD	Number of Educational Paraprofessionals	6	6	12

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.0	86.0	90.2
				% more than 5 years teaching anywhere	46.0	58.0	66.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	86.0	86.3
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers	98.8	98.6	100.0
Black or African American	90.7	91.7	92.4				
Hispanic or Latino	5.9	4.6	4.1				
Asian or Native Hawaiian/Other Pacific	0.9	0.6	1.2				
White	2.0	2.6	2.0				
<b>Male</b>	49.3	46.8	49.0				
<b>Female</b>	50.7	53.2	51.0				

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-						
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>4</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>	56	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	11.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

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

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

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

**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-531</b>	District <b>18</b>	School Number <b>208</b>	School Name <b>Elsa Ebeling</b>
Principal <b>Kristy Parris</b>		Assistant Principal <b>C. Herdsman &amp; N. Renville</b>	
Coach <b>Frank Salisbury - Mathematics</b>		Coach <b>Sandra Cinkay - Literacy Coach</b>	
Teacher/Subject Area <b>Alisa Lifshitz - ESL Teacher</b>		Guidance Counselor <b>Lisa Hobson</b>	
Teacher/Subject Area <b>A. Bershadsky-Drama/Movement</b>		Parent <b>Debra Hull</b>	
Teacher/Subject Area		Parent Coordinator <b>Geneva Bowser</b>	
Related Service Provider <b>Iona Watson - SETSS</b>		Other <b>type here</b>	
Network Leader <b>Althea Serrant</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>605</b>	Total Number of ELLs	<b>30</b>	ELLs as Share of Total Student Population (%)	<b>4.96%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

Paste response to questions 1-6 here 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).

A licensed certified ESL teacher conducts the initial screening of students at registration. She administers the Home Language Identification Survey, giving the informal oral interview in English as well as in their native language using interpreters. She also conducts the formal initial assessment. If the LABR (if necessary) is given within 10 days of registration, every ESL student is given the NYSESLAT test to assess their performance in listening, speaking, reading and writing.

Each year the principal, assistant principals, ESL provider, literacy coach, math coach, and classroom teachers evaluate the scores on the NYSESLAT. Instruction is geared to each ELL student based on the scores in each modality of listening, reading, speaking and writing. The ELL student is put into a group for ESL instruction based on his/her level of proficiency on the NYSESLAT test. It could be a beginner, intermediate or advanced group. Instruction is geared to the student's abilities. The classroom and subject area teachers are given the NYSESLAT scores, so they know how to base their instruction in the classroom for the ELL learner.

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.

There is a parent orientation at the beginning of the school year. Parents watch a DVD that explains the different program choices and what options they have. At the orientation the parents are given the program selection form in their native language so that they are able to understand what they are signing. They are also given additional information about the program choices in their language. As new students arrive, there are additional parent orientations to explain the program choices and the program available.

All three program choices: Dual Language, Freestanding ESL and Transitional Bilingual are explained to the parents.

There is help available to the parent in filling out the program selection form and parent survey during the orientation or they can make an appointment to come into the office for help. They are given a week to return the form.

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].)

The school ensures that all program selection forms are returned by sending home a reminder letter with the student in their home language. The school will also call the student if the form is not returned promptly.

Entitlement letters are sent home with each student and returned to the ESL teacher. If the letter is not brought back promptly an additional letter is sent home in their native language and a telephone call is made to the home.

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.

Students are placed in their ESL classes according to the Parent Choice form and Program Selection form. These forms and choices are explained to the parents during the parent orientation. The ESL Freestanding program is aligned with parent choice.

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.)

After reviewing the parent survey and parent selection forms for the past few years, the trend has been to choose the ESL Freestanding

Program. One hundred percent of the parents choose the program for their children.

Parents who are native speakers of other languages predominantly select ESL. Our ESL program is aligned to parent requests. If a parent chooses another program, not available at our school, we will offer transfer option and find out where the nearest school is, and where the program is offered.

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.

Yes. Parents are getting the program model of choice. If other models are chosen we will work to ensure their 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>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	1	1	1								6
<b>Total</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	1
SIFE	1	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	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	Total

<b>TBE</b>																				0	
<b>Dual Language</b>																					0
<b>ESL</b>	23		1		7		1														30
<b>Total</b>	23	0	1		7		1		0			0	0	0							30

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

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

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		1		1		1								3
Chinese				1										1
Russian														0
Bengali														0
Urdu														0
Arabic		1	1	1	2	1								6
Haitian	4	4	3	7	1	1								20
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	4	6	4	10	3	3	0	0	0	0	0	0	0	30

## 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.

1. How is instruction delivered?

Instruction is delivered through the balanced literacy approach to reading. We use read alouds, guided reading shared reading, interactive writing, writing process, listening centers and independent reading according to the student's level. Literacy and math instruction are taught during our 25 minute instructional block and our 37 1/2 minute extended day program.

The pull-out model is used for ESL instruction. ELL's who spend the majority of their day in all-english content instruction are brought together for various classes for English acquisition focused instruction. The ESL teacher plans carefully with the general education and special education teachers to ensure curriculum alignment. Students are seen according to their grade level using homogeneous proficiency levels.

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

The instruction is delivered through a Freestanding ESL program. It is the pull out model.

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])?

The students are seen in groups with the same proficiency levels.

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)?

The students receive the number of minutes mandated by the CR-154 for instruction. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? The ESL instructional minutes for each group is built into the ESL teachers program. The beginning and intermediate groups are seen for the 360 minutes per week and the advanced group is seen for 180 minutes per week.

In the freestanding ESL program language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is also provided. The beginner, intermediate level students are given 360 minutes of ESL a week and advanced students are given 180 minutes per week. ESL students who are not achieving growth on reading assessments receive an additional 30 minutes per day of literacy instruction during our instruction block and extended day services. These students also see the AIS literacy teacher for small group instruction. This will help the ELL achieve grade-level proficiency in each reading component. The mandated ESL minutes for each ELL are built into the ESL teachers schedule.

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.

The ESL teacher meets with the content area teachers to find out what the student is having difficulty with. The ESL teacher uses the hands-on approach to teaching to help the ESL student. The ESL student is also given help on the computer. Academic content areas are taught using ESL approaches, techniques and strategies. We use pictures, graphic organizers, charts, balanced literacy, read alouds, guided reading and guided writing.

4. How do you differentiate instruction for ELL subgroups?

There is a differentiated instruction for each ELL subgroup.

a. Describe your instructional plan for SIFE. SIFE students need extra help with language development due to less schooling. They are given work books on their level to help them achieve success. The classroom teachers are given extra materials to work with these students. The SIFE ELL has to be assessed whether he/she has some academic skills and some English, Academic skills and no English, some skills and no English or no prior school and no English. The SIFE student will get the same testing accommodations as all ESL students. To help the SIFE student we use cooperative learning, leveled books, communicative activities, Balanced literacy, multicultural education, guided reading, test taking strategies, integrative learning environments, writing process, meta-cognitive learning, graphic organizers, a print rich environment, access to books and collaborative teaching. SIFE students receive instruction in literacy and content preparation in math, science, social studies, computer, spanish and library skills. Native language support is provided..

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. For newcomers there are listening centers set up in their classrooms and classroom teachers are given books on their levels to use. The newcomer who is here less than 3 years will be given an assessment to see what words they recognize, letter names, phonemic awareness, and concepts of print. According to the results the lessons will be geared as to what the ELL student needs and weaknesses in the four modalities of listening, reading, writing and speaking. If a student needs help in listening, he will do work to improve his skills in the listening center. Listening centers are in the classrooms as well as the ESL room. If the student needs help in writing, assignments will be given and the fundamentals of writing will be taught. We use the writing process for the student to achieve maximum growth. There will be lessons in accountable talk to help the ELL student speak in front of a group. Also these lessons will be taught through scaffolding strategies. The group is actively engaged in standard-based academic curriculum. There is a great deal of modeling, which includes doing a required task together first and providing students with clear examples. Test prep lessons are taught to prepare the students for the NYS tests as well as the NYSESLAT test.

c. Describe your plan for ELLs receiving service 4 to 6 years. ELL students receiving service for 4 to 6 years are invited to extended day and receive AIS for extra reading and math help. They may also be referred for AIS during the school day. Their ELL interim assessments are utilized to drive instruction. Their NYSESLAT scores are reviewed to see where help is needed. ELL students receiving service of 4 to 6 years are given additional help in our extended day and ELL after school program. They are also invited to the Saturday Test Prep Program. Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native Language support is provided. Literacy based computer programs (eg. Image Learning English, Study Island and Starfall) are used to enhance the ELL students proficiency level.

d. Describe your plan for Long-Term ELLs (completed 6 years). For long-term ELL's the ESL teacher works with the classroom teacher to see where most help is needed. The results of the interim assessment and the NYSESLAT score is used to drive instruction.

Describe your plan for ELLs identified as having special needs. Students with special needs are given the mandates on all tests. They are grouped with their level according to the NYSESLAT results. We provide activities that are varied, motivating and challenging according to language proficiency, grade and ability level. These students must also acquire more advanced listening/comprehension skills in English which is accomplished through listening centers, story dictations and the balanced literacy approach to reading. Instruction must emphasize English reading and writing skills.

Students with disabilities will be seen by the ESL teacher and given instruction in English listening, comprehension and speaking skills. Reading and writing skills are introduced appropriately after conferring with the special education teacher about the student's progress. The special education student is included in all programs given at the school (eg. afterschool, extended day, SETSS, AIS Services).

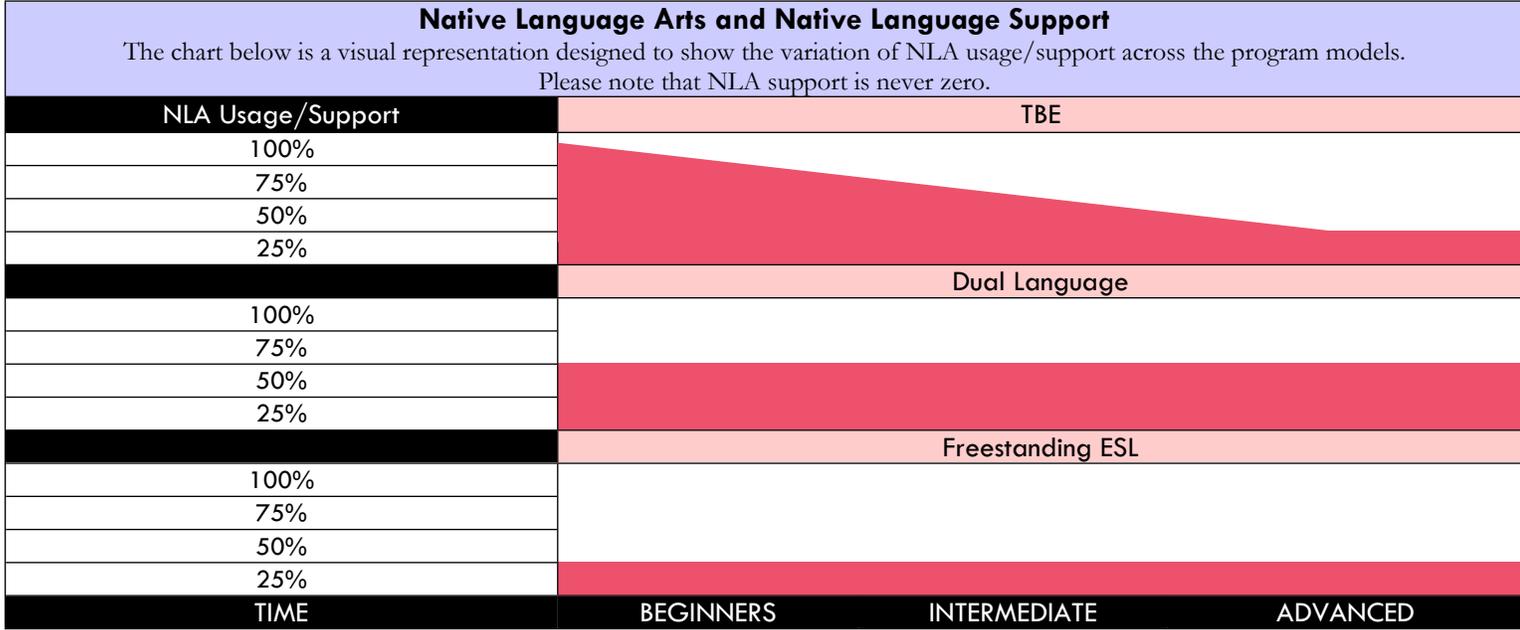
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<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>
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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



**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?

Paste response to questions 5-14 here

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.

Intervention services are offered in English. There is AIS Reading, Math and SETSS.

The targeted intervention programs for ELL's in ELA and math are the AIS Literacy program, AIS Math program, ELL Saturday Test Prep, ELL-Afterschool program, that encompasses technology by using the Imagine Learning English Instruction. These programs provide small group instruction. Lessons are targeted to the students weaknesses and strengths on the NYS tests as well as the NYSESLAT and ELL Interim Assessments. ARIS reports are analyzed to help each individual student. Modeling is provided during the lessons. Scaffolding is used in the lesson.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Students are still seen by the ESL teacher for 2 years after they have achieved proficiency.

Students reaching proficiency on the NYSESLAT still will receive testing accommodations on all State tests given for two additional years. These students are still part of the Title III Afterschool program, Saturday Test Prep and Extended Day programs. They receive instruction in ELA using ESL techniques and methodologies. The classroom teacher confers with the ESL teacher for additional help with the ELL student. Information is given to the classroom teachers on providing instruction for the ELL student. Classroom teachers also attend the staff development sessions.

7. What new programs or improvements will be considered for the upcoming school year?

The new program that is being considered for the school year is the Imagine Learning English computer-based programs. The new program for the upcoming school year is the Saturday ELL Test Prep Program. This program will meet for four Saturdays to help the ELL students achieve academic success when they take the NYS exams. There will be a literacy as well as a math program.

8. What programs/services for ELLs will be discontinued and why? All of our services will remain the same for 2010-2011.

9. How are ELL's afforded equal access to all school programs? Describe afterschool and supplemental services offered to ELLs in your building. The Project Read program is open to all ELL students and the rest of the school population. The ELL afterschool program is open to ELL's in K-5.

All ELL students are held to the same high academic standards as our monolingual students. All ELL students participate in a 100 minute literacy block, which incorporates the components of a balanced literacy program including read alouds, shared reading, word study, guided reading, independent reading, partner reading and writing workshop. All ELL's are invited to all after-school activities both academically and recreational. They are included in all of the programs (eg. Chorus, Saturday Test Prep, SEM Enrichment programs).

The Title III ELL Afterschool Institute was designed to supplement instruction for English Language Learners. The program was developed to increase English proficiency and literacy skills among ELL's. This program helps to increase instruction in literacy and language development.

Instruction will be provided by a licensed and certified ESL teacher to beginning, intermediate and advanced ELL students in balanced literacy and English language skills. The emphasis of the program will be based on standard based instruction using the workshop model. The students will be involved in activities using the Imagine Learning English program. ESL techniques will be utilized in shared reading, guided reading, read-aloud, modeled writing, vocabulary development and phonemic awareness.

The Imagine Learning English program will be incorporated into the after-school program. Students will have the opportunity to use computers to enhance their reading, writing, speaking and listening skills. The program automatically assesses student performance and adapts instruction to the individual student.

Parents of ELL's have the opportunity to participate in the Imagine Learning English Staff development. They will be instructed on how to use the program and give sample activities that their children will be doing. They will be instructed on how to interpret the data that will be sent home.

10. What instructional materials, including technology, are used to support ELLs (includes content area as well as language materials; list ELL subgroups if necessary)? The Imagine Learning English program is a technology-based program geared to ELL students in all content areas. There are individualized assessments for the student work.

The content area instructional materials used to support ELLs are NY History and Government-Houghton Mifflin, Science-Harcourt Series, Everyday Math Program, Foundations Treasures Program, Getting REady for the NYSESLAT and Beyond, Leap Frog Program, Oxford Picture Dictionaries, ESL-Scott Foresman textbook. ELL students use dictionaries in their native language to help them with vocabulary. These dictionaries are also available on the NYS tests. The ESL teacher has books in dual languages. Technology programs are Study Island, Imagine Learning English and Starfall.

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL) There is a Native Language support with reading books that come in both languages. There are translators available to the parents of ELLs.

12. Do required services support, and resources correspond to ELLs' ages and grade levels? Resources like library books, technology programs and workbooks correspond to the ELL's age and grade level.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year. Newly enrolled ELL's have a tour of the school when they register. They meet the ESL teacher also.

This will familiarize both students and parents with the school procedures, settings and expectations. A list of names is given to the parent for help in different areas of the school (eg. Parent Coordinator).

14. What language electives are offered to ELLs? There is a Spanish cluster program in our school.

### 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.

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)  
There are workshops given to teachers, parents, and administrators of ELLs during the school year.

All staff in the school is involved in professional development training. The ESL teacher, assistant principals, common branch teachers, paraprofessionals, ESL coordinator, guidance counselors, special ed teachers, psychologists, occupational/physical therapists, speech therapists secretaries and parent coordinators attend professional development training. Our professional development plans for 2010-2011 school years are designed to promote high levels of academic achievement. While integrating second language instruction. The 10 1/2 hours of ESL mandated professional development will also be fulfilled by all staff that service special education students. Topics for all staff members and paraprofessionals include: K-5 Curriculum Maps, ESL Strategies of Language Acquisition, Positive Classroom Environment for Mainstream and ELLs, Differentiating Instruction, ESL Strategies and Methodologies Within Writing Units, Imagine Learning English Program, Exploration of ELL websites, NYSESLAT training, Analyze Data Using Technology, Parental Involvement for Mainstream and ELLs. Records for the workshops will be maintained through attendance sheets.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Support is given to teachers to help the student transition to middle school. The ESL teacher provides information for different middle schools.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. All staff in school as stated above are given 7.5 hours of training during our Professional Development days. Training is geared to helping the ELLs in the classroom setting.

## 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?

1. Describe parent involvement in your school, including parents of ELLs.  
Parents are involved in the school by attending a parent orientation, open school week, classroom visits and computer training.

- Parents participate on various committees including: Parent Teacher Association and the School Leadership Team.
- Parents are encouraged to participate in school activities ex-assemblys, field trips, learning walks and technology classes.
- All parent correspondence, including letters, flyers and other communication are translated into a variety of languages spoken by our multilingual families.
- Translators are available at meetings and in our main office.
- All parents of ELL's are invited to participate in Curriculum Night in September 2010 to receive information about our school. topics discussed are school expectations, city/state standards and school classroom curriculum. All ELL's and their parents will be invited to Family Movie Nights throughout the school year.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Parents are invited to attend parent workshops geared to the ELL students. They are invited to afterschool workshops to learn computer based technology that their children are learning. The team from Imagine Learning English helps present these workshops.

P.S. 208 partners with Community Based Organizations to provide services and workshops to ELL parents. The organizations we are involved in are: Haitian Center Services, New Hope Guild, Urban Resources Institute, Caribbean Community Mental Health Program, Crown Heights, Community Mental Health Program, Jewish Board of Family and Children. ELL parents are given opportunities to attend workshops and reach out for services needed.

3. How do you evaluate the needs of the parents?  
A survey is taken to see what other workshops the parents are interested in.

We evaluate the needs of the parents through conferences with the parent coordinator, ESL teachers, assistant principals, principal, staff members and a Parent Teacher Association.

4. How do your parental involvement activities address the needs of the parents?  
The workshops are geared to the suggestions the parents make.

## 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)	4	3		4										11
Intermediate(I)		3	4	3	2									12
Advanced (A)				3	1	3								7
Total	4	6	4	10	3	3	0	0	0	0	0	0	0	30

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2		1				3
4					3				3
5									0
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									0
8					3				3
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									0
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**

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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 does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The Fountas and Pinnell assessment shows what reading level the student is on. The student and teacher knows what level books the ELL student be using.

The E-Class 2 assessment provides levels for ELL student on vocabulary, sight words, reading accuracy, reading comprehension, oral expression, reading rate and reading expression. There is a writing development and writing expression category. When looking at the results of the quantitative data for writing expression and development this is where the ELL student had difficulty. Some of the ELL students scored level 4 and 5.

ELL students in the advanced and intermediate levels scored between level 5 to 7 on most of the reading categories.

The school uses E-Class 2, DRA, Fountas and Pinnell test to assess early literacy skills. The data shows that the ELL students need additional practice in the writing and reading (Comprehension skills part of the test).

The data helps to inform the school's instructional plan by giving us the level the student is on. It helps us know what reading level the student

reading and writing practices geared to the NYSESLAT test. Students in ESL have writing assignments using the writing process. There is an ELL afterschool program that is geared to reading and writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? Lessons are geared to the results of the NYSESLAT test. Data is examined and each student is given extra help in the modalities of listening, speaking, reading and writing. E-CLAS and ELA state results are also examined for each student.

All Classroom teachers of ELL, subject area teachers, ESL teacher, Assistant Principals, Principals, Paraprofessional, Special Education teachers of ELLs and Speech Therapists will analyze the results of the NYSESLAT and base instructional decisions on how well the student did in listening, reading, writing and speaking. This will affect the instruction delivered in each classroom with ELL students. Extra help will be given in the modalities the student is having difficulty in.

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?

Math results on par with other students in the school. ELA needs improvement for the beginner, intermediate students to get to the advanced levels.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The teachers are using the results of the ELL Interim Assessment to drive instruction. They focus on the results to see that the students' needs are met.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Through the Interim ELL assessment each student has a student assessment profile as well as an item analysis report. On the report you can see where each individual student needs help and you can focus on these areas. You can use this data to help achieve proficiency on each level.

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. Compare the data from the previous year to see what modalities the students improved in and where they are still having difficulty. We gear our instruction to help in the areas of difficulty and to continue to achieve success.

### 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		