

**P.S. 212**  
**THE LADY DEBORAH MOODY SCHOOL**  
**2010-2011**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL:** **21K212**  
**ADDRESS:** **87 BAY 49<sup>TH</sup> STREET, BROOKLYN, NY 11214**  
**TELEPHONE:** **(718) 266-4841**  
**FAX:** **(718) 266-7080**



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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 212 SCHOOL NAME: The Lady Deborah Moody School

SCHOOL ADDRESS: 87 Bay 49<sup>th</sup> Street, Brooklyn, NY 11214

SCHOOL TELEPHONE: (718) 266-4841 FAX: (718) 266-7080

SCHOOL CONTACT PERSON: Josephine Marsella EMAIL ADDRESS: jmarsel@schools.nyc.gov

POSITION/TITLE PRINCIPAL PRINT/TYPE NAME JOSEPHINE MARSELLA

SCHOOL LEADERSHIP TEAM CHAIRPERSON TBD

PRINCIPAL JOSEPHINE MARSELLA

UFT CHAPTER LEADER MARIA HATIMY

PARENTS' ASSOCIATION PRESIDENT RANDI GARAY

STUDENT REPRESENTATIVE  
(Required for high schools)

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 21 CHILDREN FIRST NETWORK (CFN): 605

NETWORK LEADER: WENDY KARP

SUPERINTENDENT: ISABEL DIMOLA

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

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
JOSEPHINE MARSELLA	*Principal or Designee	
MARIA HATIMY	*UFT Chapter Chairperson or Designee	
RANDI GARAY	*PA/PTA President or Designated Co-President	
RANDI GARAY	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Maria Hatimy	SLT Chairperson (teacher)/UFT Designee	
BETH ANN ENDERS	Teacher	
MICHELLE DIBLASI	Teacher	
PATRICIA DEVITO	Teacher	
AZIZA BAKRUN	Parent	
ELAINE LAM	Parent	
ERICA KUSKIN	Parent	
MALLORYFIGIEROA	Parent	
ANTONELLA MANCUSO	Parent	
DEBORAH DELLUOMO	Assistant Principal	

- Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

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

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

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#### **Vision Statement**

We see our school as a community that communicates shared values and encompasses the beliefs of those within.

Our school community will be a place where all members, students, staff, and parents support each other. The members of our school community will accept and meet the needs of all. We envision a vibrant atmosphere where learning, creativity, and participation take place.

We would like the members of our school community to grow to be lifelong learners who will be responsible, accountable, and adaptable to change. The members will develop strong decision-making skills, critical-thinking skills, values, and the ability to communicate effectively. They will become active participants in our school community with long term goals, high self-esteem, and respect for themselves and all others

#### **Mission Statement**

We at P.S. 212 believe that every child has the right to achieve his/her greatest potential. We are committed to provide all students with the opportunities and support to attain the highest standards and expectations for learning within a safe and nurturing environment. To this end, our school community will support our students' efforts to become productive, literate and responsible citizens.

## **Contextual Information About the School's Community and its Unique/Important Characteristics**

Public School 212 is located in the Gravesend Community of southern Brooklyn among small two-family houses and near two middle-income cooperatives. However, many of our students reside in low-income housing (Marlboro Projects), which is four to five blocks from the school. This Pre-K to fifth grade school serves a population of approximately 634 students from culturally diverse backgrounds. The school building is 85 years old, contains five floors, and is extremely well kept. Pride in the students' accomplishments is evident in the prominently displayed student work throughout the building.

According to the latest available ethnic data, 23.0% of the students are white; 22.8% of the students are black; 27.4% of the students are Hispanic, 24.9% are Asian, 1.4% are American Indian and 0.5% are Multi-Racial. The majority of the students are from low-income families and many of our students are entitled to eat free breakfast and lunch. P.S. 212 is designated as a Title I Schoolwide Program School.

During the 2010-2011 school year, the school will house 2 Pre-kindergarten programs (1 full day & 2 half days), 6 kindergarten classes, 4 first grade classes, 4 second grade classes, 4 third grade classes, 5 fourth grade classes and 5 fifth grade classes.

There are 6 CTT classes, one on each of the grades K – 5 and a self-contained (12:1:1) class on grades K/1, 2/3, 4/5, and 5. There is also an ESL program for grades K-5 which serves 120 English Language Learners.

There are many special programs offered to the students. Academically, there is a Gifted & Talented Program (Students Intellectually Gifted Multi-Talented Achievers) comprised of one class on each grade 3-5. In addition to a computer lab, there is integration of technology into classrooms to create proficiency in reading, writing, speaking, and

listening skills. Internet access is available to all students through the use of the computer lab, library, and computers in their own classrooms. A “Books and Beyond” reading incentive program is implemented in grades PreK-5. A Book of the Month program has been implemented to teach and reinforce values and character education. Bulletin board displays and monthly assemblies reflect the values taught. In addition, a kindness coin incentive has been included. Students receive kindness coins each time they are “caught” doing an act of kindness. Coins may then be traded for trinkets. Our drama/theater program enhances students’ creativity and theatrical abilities to create positive self-esteem. Extracurricular activities include the dance club, drama club, and intramural sports, Extended Day After-School programs, Saturday programs, and the YMCA “Virtual Y” Extended Day Program. A State of the Art dance studio provides students access to dance instruction in a dance club.

The school’s objective is to bridge the gap of the performance index of the subgroups within the building. It is necessary to improve student performance in literacy with intense intervention for student subgroup-populations. There is a need to continue to improve student performance in language arts and math.

It is imperative to increase students’ scores in levels 3 and 4 and decrease students’ scores on level 1. Students scoring in level 1 should improve to advance to high levels 2s. Student attendance and punctuality must be monitored to assure maximum access to learning. Improving home-school relationships in support of students’ educational and social emotional needs is a priority.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>				
<b>School Name:</b>	P.S. 212 Lady Deborah Moody			
<b>District:</b>	21	<b>DBN #:</b>	21K212	<b>School BEDS Code #:</b> 332100010212

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2008-09:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08*	2008-09	2009-10		
Pre-K	29	52	52		93.3	93.7	93.7		
Kindergarten	94	95	92						
Grade 1	83	77	77	<b>Student Stability: % of Enrollment</b>					
Grade 2	93	101	103	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	85	85	87		91.8	93.1	TBD		
Grade 4	95	101	100						
Grade 5	80	85	84	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		66.4%	66.4%	80.8		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		4	4	2		
Grade 12	0	0	0						
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	574	463	596		6	4	14		

DEMOGRAPHICS							
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-2010
Number in Self-Contained Classes	30	33	31	Principal Suspensions	6	5	12
No. in Collaborative Team Teaching (CTT) Classes	22	44	41	Superintendent Suspensions	0	2	2
Number all others	29	32	31	<i>These students are included in the enrollment information above.</i>			
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0	<b>Number of Staff: Includes all full-time staff</b>			
# receiving ESL services only	85	87	121	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	19	24	22	Number of Teachers	48	51	54
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	2	2	2
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	5	8	9
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	0	<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.5	1.2	1.0	Percent more than two years teaching in this school	76.7	79.2	92.5
Black or African American	20.6	1.3	21.6	Percent more than five years teaching anywhere	67.4	60.4	74
Hispanic or Latino	26.1	5.5	25.4	Percent Masters Degree or higher	91.0	85.0	96
Asian or Native Hawaiian/Other Pacific Isl.	28.2	27.2	27.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
White	24.5	23.8	21.6				
Multi-racial		1	1				
<b>Male</b>	47.2	49	59				
<b>Female</b>	52.8	51	51				

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

**Part A Funding:** \_\_\_\_\_

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

**SURR School:** Yes  No  If yes, area(s) of SURR identification: \_\_\_\_\_

**Designated as a Persistently Lowest-Achieving (PLA) School:** Yes  No

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

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level ( <input checked="" type="checkbox"/> )</b>		<b>Secondary Level ( <input checked="" type="checkbox"/> )</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure as of 2009 (awaiting data for 2010)**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	-				
White	✓	✓	-				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	<input checked="" type="checkbox"/>	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓	-				
<b>Student groups making AYP in each subject</b>	✓	✓	✓				

**Key: AYP Status**

√ Made AYP      X Did Not Make AYP      X\* Did Not Make AYP Due to Participation Rate Only

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>			

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	W
Overall Score	83.5	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	18.3	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	48.8	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit		Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

Progress Report Results – 2009-10	
Overall Letter Grade	B
Overall Score	57.7
<b>Category Scores:</b>	
School Environment (Comprises 15% of the Overall Score)	9.8
School Performance (Comprises 30% of the Overall Score)	8.4
Student Progress (Comprises 55% of the Overall Score)	34.7
Additional Credit	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>	

## 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.) 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 highlights 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?
- 

In looking at the school wide data we identified the following trends:

1. Our students historically score much higher on the New York State Math test than they do on the New York State English Language Arts test. In 2008/2009 75.7% of our students scored at or above level 3 on the ELA exam, while 92.3% scored at or above level 3 on the Math exam. The same is true for this past school year. In 2009/2010, 50.8% of our students scored at or above level 3 on the ELA exam, while 68.9% scored at or above level 3 on the Math exam.
2. Our Asian and White population have higher percentages of students scoring at or above the standards than the Black and Hispanic population in English Language Arts. According to the 2009/2010 student data, 62% of our Asian students and 69% of our White students scored at level 3 or higher whereas only 44% of our Black students and 29% of our Hispanic students scored at level 3 or higher on the ELA exam. The disparity between the subgroups is not as great in the area of math. According to the 2009/2010 student data, 93% of our Asian students and 78% of our White students scored at or above level 3, compared to 42% of our Hispanic students and 56% of our Black students.. This data shows a significant disparity in the performance of our Hispanic and Black students when compared to the performance of the Asian and White students.
3. Another trend that was evident when looking at the data was that our ELL students performed significantly higher on the New York State Math test than on the New York State ELA test. In 2009/2010, 18% of our ELLs scored at level 3 or higher on the ELA exam while 60% scored at level 3 or higher on the Math exam. In 2008/2009 54% of ELLs scored level 3 or better on the ELA exam while 93% scored level 3 or better on the Math exam.
4. Our students with disabilities are also scoring significantly lower than our overall student population in both ELA and Math. According to the 2009/2010 student data, only 15% of our students with disabilities scored level 3 or better on the ELA exam compared to 51% of the school as a whole. A similar disparity exists in Math. While 68.9% of all students scored level 3 or higher on the Math exam, only 31% of students with disabilities scored a level 3 or higher.

## Greatest Accomplishments

1. In the area of ELA, 36.4% of our English Language Learners scored in the 75<sup>th</sup> growth percentile or higher.
2. Our students in the lowest third citywide had 51.8% scoring in the 75<sup>th</sup> growth percentile or higher.
3. The students with disabilities had 50% of the children scoring in the 75<sup>th</sup> growth percentile or higher.
4. Self contained special education students had 7.4% making exemplary gains.
5. Our SETSS students had 22.2% showing exemplary gains.

## **Significant Aids/ Barriers to the school's continuous improvement:**

Upon analyzing student data, we have identified the following barriers to the school's continuous improvement:

1. One of the major obstacles is the performance of our ELL students on the New York State ELA exam. Our ELL students generally perform better on the Listening and Speaking component of the NYSESLAT than on the Reading and Writing. According to the 2010 NYSESLAT 52% of students in grades 2-4 were proficient in Listening and Speaking. However, only 16% of these same students were proficient in Reading and Writing. As a result, our ELL students have difficulty meeting or exceeding the standards on the ELA exam that emphasize writing and reading comprehension. This is evident by the disparity of the results and much better performance of the ELL students on the New York State Math test when compared to The New York State English Language Arts test. Many of these students have parents at home who are not literate in the English language and therefore communicate with their child at home only in the native language. These parents are not able to provide academic support to their children in the area of English Language Arts
2. Another barrier that we identified is the ability of our students with disabilities to make significant progress. Our special education students, especially those in our self contained classes, have shown minimal or no progress in the area of ELA. Many of these students have modified criteria that are below their present grade level. This makes it extremely difficult for these students to show progress none the less meet, the New York State Standards.
3. Parent Involvement seems to be another area that needs to be addressed. While our school has an active PTA, we have a very poor showing of parents at monthly PTA meetings and Parent Workshops. Many of our students have parents with young students at home and cannot attend meetings. Many of the parents of our ELLs do not actively participate in the school community because of the language barrier.
4. We also have a number of students in foster care. These students often have many issues going on at home that detract from their ability to be successful. Sometimes these students are placed temporarily with relatives. Sometimes they are sent back to live with the parents or another foster care family.

These students do not receive significant academic support at home and this impacts upon their performance on assessments.

5. We have a large number of students who are classified as economically disadvantaged. These students live in homes where their parents struggle to meet their needs financially. Many receive public assistance and this makes it hard for their families to purchase additional educational resources for their children. Often these students do not have books or computers at home that would allow them access to additional instructional tools.

**We have also identified the following aids in our school's continuous improvement.**

1. Our school currently has a Gifted and Talented Program in grades 3-5. These students generally receive additional support at home with homework and other academic needs. This population of students usually scores well on the New York State exams. Almost all of our students scoring level 4, and a significant number of students scoring at level 3, participate in this program.
2. We believe that the plethora of Academic Intervention services our students receive is a definite aid in helping our school show continuous improvement. We provide many services throughout the school day, as well as after school and on Saturdays.
3. Our PTA is very active and supportive of our school and its instructional needs. The PTA meets regularly with the administration to discuss the long term and short term goals for the school population. They often assist with purchasing educational materials and supplies that the school needs in order to reach these goals.

## **SECTION V: ANNUAL SCHOOL GOALS**

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

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (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.

**Instructional Goal #1:** After analyzing the positive results of the target population of the Inquiry Team over the past three years, the SLT decided to further expand our inquiry work, school wide, for the 2010-2011 school year. During this school year, we will expand our inquiry work by engaging 100% of our classroom teachers in grades K-5 (34 out of 34 teachers) in collaborative inquiry. In addition, we will also include 100% of our AIS teachers (8 out of 8 teachers) as measured by attendance sheets at the Inquiry Team Meetings. We plan to have the same rate of success for students in each grade K-5. Teachers will implement various instructional strategies, examine data, engage in kid watching, give assessments and determine the next steps for students to meet or exceed their learning goals. We will strive to include both vertical and horizontal alignment.

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**Instructional Goal #2:** After analyzing the school report card and discovering that students with disabilities did not make the AYP in ELA for the 2009-2010 school year, we decided to implement a program for grade 5 students with disabilities to improve their literacy skills. By June 2011, 42 % (10:24) of grade 5 students with disabilities will demonstrate gains from their 2010 proficiency rating in English Language Arts. This will be evidenced by their performance on ELA Instructionally Targeted Assessments, Predictive Assessments, and the NYS 2011 ELA Exam.

**Instructional Goal #3:** After analyzing the NYSESLAT results from the 2009-2010 school year, we are implementing a goal to increase proficiency in reading and writing for ELL students as evidenced by a variety of assessments including NYSESLAT, Reading Street assessments, Rigby assessments, Fountas and Pinnell and collection of student work.

## **ANNUAL SCHOOL GOALS**

### **SECTION VI: ACTION PLAN**

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

designated for improvement (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.

**Instructional Goal #1**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the number of classroom teachers participating in collaborative inquiry.</b> During the 2009-2010 school year, 32 out of 34 classroom teachers were actively engaged in the school’s inquiry work. For 2010-2011 we want to expand the inquiry work by engaging 100% of classroom teachers in grades K-5 (34 out of 34 teachers) in collaborative inquiry. In addition, we will also include 100% of our AIS teachers (8 out of 8 teachers) as measured by attendance sheets at the Inquiry Team Meetings.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will meet twice a month on their professional period with the data specialist to analyze student data on ARIS. Teachers will identify a select group of targeted students on each grade from the lowest third. They will engage in conversation about students’ strengths and weaknesses. They will share best practices and instructional resources which match the profile of the learner.</li> <li>• Teachers’ programs provide common preparation periods for teachers to meet on their respective grades to plan and discuss student progress and determine next steps for student learning.</li> <li>• Teacher lesson plans will reflect differentiation of instruction in order to have students meet their goals.</li> <li>• Collecting student work for identification of results of specific strategies and to monitor student growth</li> <li>• All students will have ELA goals based on individual needs in alignment with the Common Core State Standards.</li> <li>• Monitor to determine if the next step promotes learning</li> <li>• A Parent Survey will be distributed to provide the teachers with parent input on their child’s learning interests, capabilities and needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Academic Intervention teachers articulate bi-weekly with classroom teachers to discuss student needs and progress. They work together to implement strategies and create a learning environment to support student improvement. Academic Intervention teachers will also meet with the data specialist and classroom teachers to support student progress.</li> <li>• Monitor to determine if child continues to progress.</li> <li>• Compilation of student portfolios for identified students</li> <li>• (By including 100% of the teachers we will be ensuring that targeted students receive additional support from all class room teachers and academic intervention providers. All teachers will be working toward a common goal for those students throughout the day to help them meet or exceed standards.)</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>	<p style="text-align: center;"><u>Staffing/Funding</u></p> <table data-bbox="787 901 1575 1218"> <tr> <td>AIS teachers - 2(Literacy) (6 Teachers-</td> <td>\$99,940 TL I SWP \$74,410 per teacher Many</td> </tr> <tr> <td>AIS teachers (Math) (2 Teachers)</td> <td>\$99,940 TL I SWP \$89,700 Many</td> </tr> <tr> <td>Data Specialist:</td> <td>\$74,410 TLFSF</td> </tr> </table> <p>*We have elected to conceptually consolidate funding sources</p>	AIS teachers - 2(Literacy) (6 Teachers-	\$99,940 TL I SWP \$74,410 per teacher Many	AIS teachers (Math) (2 Teachers)	\$99,940 TL I SWP \$89,700 Many	Data Specialist:	\$74,410 TLFSF
AIS teachers - 2(Literacy) (6 Teachers-	\$99,940 TL I SWP \$74,410 per teacher Many						
AIS teachers (Math) (2 Teachers)	\$99,940 TL I SWP \$89,700 Many						
Data Specialist:	\$74,410 TLFSF						

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

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

**Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.**

- The agendas and materials distributed during collaborative inquiry meetings
- The targeted students will be identified in ARIS.
- The AIS articulation sheets will be placed in a binder for collaboration between the academic intervention provider and the classroom teacher. In doing this, student progress can be tracked.
- Monitoring and reviewing student progress through:
  - Formal and informal classroom visits and observations
  - Kid watching/Low inference observations
  - Individualized goals and action plans created by the teacher
  - Performance on various formal and informal assessments
  - Differentiated planning
  - Periodic Assessment results and Acuity Item Bank Customized Test
- When viewing students' work, there should be distinct growth and development of skills in writing throughout all content areas as evidenced by Reading Street Assessments, the compilation of student work, (portfolio assessment), periodic assessments, etc.
- Data Specialist, classroom teachers and academic intervention teachers meet to have conversations regarding student progress and next steps. Goals will be set for targeted students to determine their progress.
- Classroom teachers working together with academic intervention providers will insure a seamless learning community.
- Monitor tracking of students to determine student progress in November, February and May and make necessary revisions to accelerate student learning.

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**SECTION VI: ACTION PLAN**

**Instructional Goal #2**

**ELA**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement a program for grade 5 students with disabilities to improve their literacy skills.</p> <p>By June 2011, 42 % (10:24) of grade 5 students with disabilities will demonstrate gains from their 2010 proficiency rating in English Language Arts. This will be evidenced by their performance on ELA Instructionally Targeted Assessments, Predictive Assessments, Reading Street assessments, and the NYS 2011 ELA Exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Emphasize the use of content area reading, specifically in non fictional works, in order to increase the students’ comprehension.</li> <li>• To implement the Wilson Reading Program to develop decoding skills, fluency and comprehension</li> <li>• AIS literacy teacher(s) will provide at-risk students with additional push-in/pull-out literacy instruction.</li> <li>• PPT driven interventions will be utilized by IEP/SETSS teachers to address areas of English language arts weaknesses during the day and at the extended day after school program.</li> <li>• The extended day after school program will focus on test taking strategies for students at-risk of not meeting the state minimum standards.</li> <li>• Data Specialist, in collaboration with academic intervention literacy teachers, will provide professional development workshops and model lessons to train teachers to:             <ul style="list-style-type: none"> <li>a) Utilize the Acuity predictive and Instructionally Targeted Assessment data to provide teachers the opportunity to differentiate instruction.</li> <li>b) Develop custom tests from the Acuity Item Bank that closely match the sub-skill they are focused on to differentiate instruction.</li> </ul> </li> <li>• Common planning time will allow for ongoing articulation between the classroom teachers and the academic intervention service providers in order to provide continuity</li> </ul>

	<p>of instruction in English language arts, based on student data (Reading Street unit assessments, Instructionally Targeted Assessments, and Predictive assessments in Acuity).</p> <ul style="list-style-type: none"> <li>• Continue to focus on student annual reviews and triennials in order to update student progress and individualize goals reflective of current data trends (Acuity and ITA). This will be a collaborative effort between teachers, parents, related service providers, and the School Assessment Team (SAT).</li> <li>• Parent Coordinator and Data Specialist, in collaboration with supplemental literacy providers, will provide workshops to parents targeting grade appropriate performance skills, as well as utilize Acuity activities to best meet the needs of their students.</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>	<p><b>Staffing/Funding</b></p> <p>Aligning Resources:</p> <p>School Administrator (1) 100% - TL FSF  (1) 10% Title I SWP</p> <p>Self Contained Teachers (2) \$74,410 TLFSF, \$74,410 Many</p> <p>AIS Literacy Teachers (2) \$99,940 TL I SWP  (2 Teachers -\$189,640) \$89,700 Many</p> <p>Data Specialist \$74,410 Title I 10% TLFSF  Parent Coordinator \$32,237 TLPC  After-School Grade 5 Teacher \$5,623 TLFSF</p> <p>*We have elected to conceptually consolidate funding sources.</p>

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

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

**Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.**

- ELA Periodic Assessments and Acuity Results
- Predictive and Instructionally Targeted Exams
- Student Portfolios inclusive of student work and assessments
- Reading Street unit assessments
- Parent survey and feedback sheets
- Analyze Monitoring for Success Program data for evidence of academic growth
- View results of the 2011 New York State ELA Test

**Instructional Goal #3**

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the areas of proficiency in reading and writing for ELL students in grades 2 – 4. During the 2009-2010 school year, 16% of students (7 out of 44students) in grades 2-4 scored proficient in the areas of reading and writing on the NYSESLAT. By the end of June 2011 we want to increase proficiency in reading and writing for ELL students as evidenced by a variety of assessments, including, NYSESLAT, Reading Street assessments, Rigby assessments, Fountas and Pinnell and collection of student work.</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 meet twice a month on their professional periods with the data specialist to analyze student writing and periodic assessment data in the area of reading.</li> <li>• Teachers will identify ELL students in grades 2-4 that they will target for collaborative inquiry.</li> <li>• Lesson plans will reflect writing strategies for targeted ELL students.</li> <li>• Teacher lesson plans will reflect differentiation of instruction in order to meet students’ needs.</li> <li>• Teachers will be assigning instructional resources on Acuity to develop reading comprehension skills and strategies for the targeted ELL students.</li> <li>• Teachers’ program provides for common preparation periods for teachers to share best practices and strategies.</li> <li>• There will be ongoing articulation between the classroom teachers, the Academic Intervention teachers and the ESL teachers to discuss progress and next steps.</li> <li>• We will collect student work (Portfolios) for identification of results of specific strategies in reading and writing to monitor student growth.</li> </ul>

- All students will have ELA goals based on individual needs in alignment with the Common Core State Standards.
- We will continue to implement the Voyager reading program to those students who have been identified as needing this program.
- Provide academic intervention services for identified students who are in jeopardy of not meeting standards.
- The after school extended day program will focus on preparation for the reading/writing portions of the NYSESLAT.
- Integrate technology into the classroom to facilitate reading and writing via the use of instructional resources on the Acuity Website.
- ESL teachers will utilize the push-in/pull-out model to provide instruction in implementing ESL methodologies and strategies.
- ESL teachers will utilize the Rigby-On Our Way to English Program, which has a writing and reading component.
- ESL teachers will focus on different genres of reading by utilizing the Literacy Resource Room materials.
- NYSESLAT preparation will be incorporated into daily reading/writing lessons to help familiarize ELL students with the components of the test.
- Parent meetings will be held throughout the year to keep parents informed of curriculum initiatives and ways they can support their child at home.

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

Staff/Funding

Classroom Teachers (13)	\$74,410 TLFSF per teacher
AIS Teachers (3)	\$74,410 TLFSF per teacher
Data Specialist	\$74,410 Title 1 SWP, TLFSF
ESL Teacher (2)	\$74,410 TLFSF ESL
AS Program (2) teachers	\$10,737 Title III LEP \$35,574 TLFSF

\*We have elected to conceptually consolidate funding sources.

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

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

- Agendas from Collaborative Inquiry meetings twice a month
- Identification of students in ARIS
- Informal and formal teacher observations will show effective lesson planning with the use of differentiated instruction and ELL strategies for these students
- Individual student reports in Acuity will show completion of instructional lessons
- Evidence of teacher articulation can be found in the teachers' binders identifying targeted students and lesson strategies
- Compilation and review of student portfolios for identified students
- Item skills analysis data will be used to create specific learning goals for targeted students.
- Standards setting writing samples will be displayed on classroom and hallway bulletin boards.
- Portfolios will contain writing rubrics that are aligned to the Common Core State

Standards and will be attached to all students writing.

- Agendas and sign-in sheets from parent meeting
- The studying of student work to inform instructional practice
- Reading Street assessments, Rigby assessments, Fountas and Pinnell and benchmarks in November, February and May
- Collection of student work to correspond to the meeting of student goals.
- 2010-2011 NYSESLAT scores

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	25	0			2	NA	1	0
1	32	0			0	NA	1	0
2	27	32			0	NA	0	0
3	41	33			2	NA	1	4
4	31	31	0	0	0	NA	0	0
5	41	32	5	5	6	NA	0	0
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance 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>	<p><b>Literacy Grades K-2:</b></p> <ul style="list-style-type: none"> <li>○ Reading Street</li> <li>○ Small group</li> <li>○ During school day</li> </ul> <p><b>Literacy Grades 3-5:</b></p> <ul style="list-style-type: none"> <li>○ My Sidewalk on Reading Street</li> <li>○ Small group</li> <li>○ During school day</li> </ul> <p><b>Literacy Grades 3-5 Special Education:</b></p> <ul style="list-style-type: none"> <li>○ Small Group</li> <li>○ During School Day</li> <li>○ Wilson Reading Program based on the Orton-Gillingham approach to teaching reading</li> </ul> <p><b>Literacy Grades K-3</b></p> <ul style="list-style-type: none"> <li>○ Voyager</li> <li>○ Small Group</li> <li>○ During School Day</li> <li>○ Orton Gillingham</li> <li>○ Foundations</li> </ul> <p><b>Literacy Grades 3-5:</b></p> <ul style="list-style-type: none"> <li>○ Small Group</li> <li>○ After school</li> </ul> <p><b>Literacy Grades 3-5:</b></p> <ul style="list-style-type: none"> <li>○ Small group</li> <li>○ Saturday program</li> </ul>
<b>Mathematics:</b>	<p><b>Math Grades 1-3:</b></p> <ul style="list-style-type: none"> <li>○ Small group</li> <li>○ During school day</li> </ul> <p><b>Math Grades 3 &amp; 5</b></p> <ul style="list-style-type: none"> <li>○ Small group</li> <li>○ During school day</li> </ul>

	<ul style="list-style-type: none"> <li>○ Pearson enVision Math</li> </ul> <p><b>Math Grades 3 &amp; 5</b></p> <ul style="list-style-type: none"> <li>○ Small group</li> <li>○ After school</li> </ul> <p><b>Math Grades 3 &amp; 5</b></p> <ul style="list-style-type: none"> <li>○ Small group</li> <li>○ Saturday program</li> </ul>
<b>Science:</b>	<p><b>Science Grade 5</b></p> <ul style="list-style-type: none"> <li>○ Small group</li> <li>○ During school day</li> </ul> <p><b>Science Grade 4:</b></p> <ul style="list-style-type: none"> <li>○ Small group</li> <li>○ Saturday program</li> </ul>
<b>Social Studies:</b>	<p><b>Social Studies Grade 5</b></p> <ul style="list-style-type: none"> <li>○ Small Group</li> <li>○ During school day</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><b>Guidance Counselor (During school day)</b></p> <ul style="list-style-type: none"> <li>○ One to one</li> <li>○ Small group sessions</li> <li>○ Mondays and Thursdays</li> <li>○ Participates in guidance conferences with parents</li> <li>○ Member of PPT (Pupil Personnel Team)</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<p><b>School Psychologist (During school day):</b></p> <ul style="list-style-type: none"> <li>○ Implement evaluations to students to determine appropriate academic programs</li> <li>○ Intervenes with students on an “As needed” basis</li> <li>○ Assist Administration and teachers in parent outreach</li> <li>○ Assists with guidance conferences with parents</li> <li>○ Member of PPT (Pupil Personnel Team)</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<p><b>Social Worker (During school day)</b></p> <ul style="list-style-type: none"> <li>○ Interview parents to obtain social history of students to be evaluated</li> <li>○ Intervenes with students on an “As needed” basis</li> <li>○ Assists Administration and teachers in parent outreach</li> <li>○ Provides conflict resolution, peer mediation</li> <li>○ Assist in guidance conferences with parents</li> <li>○ Individual and group counseling</li> <li>○ Refers parents to community based organizations</li> <li>○ ACS Liaison</li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Member of PPT (Pupil Personnel Team)</b></li> </ul>
<p><b>At-risk Health-related Services:</b></p>	<p><b>Nurse (During school day)</b></p> <ul style="list-style-type: none"> <li>○ <b>Provides asthma classes to students (Open Airways)</b></li> <li>○ <b>Ensures all immunizations of students are updated</b></li> <li>○ <b>Maintains update on all 504 forms</b></li> <li>○ <b>Provides medical care on as “As needed” basis</b></li> <li>○ <b>Assists with vision screening</b></li> <li>○ <b>Provides parents with information on nutrition</b></li> <li>○ <b>Assists Administration and teachers with parent outreach</b></li> <li>○ <b>Consultant on ACS cases</b></li> </ul> <p><b>Physical Therapist works in school setting in order to meet IEP mandates for the related services of Physical needs:</b></p> <ul style="list-style-type: none"> <li>○ <b>Evaluating students referred for Physical Therapy</b></li> <li>○ <b>Developing and presenting therapeutic activities to benefit students in the least restrictive environment</b></li> <li>○ <b>Reviewing clinical records of students receiving Physical Therapy</b></li> <li>○ <b>Developing and implementing individual and group treatment programs for the provision of Physical Therapy</b></li> <li>○ <b>Maintaining attendance and anecdotal records for students receiving Physical Therapy</b></li> <li>○ <b>Participating in multidisciplinary and parent conferences to discuss student progress</b></li> <li>○ <b>Consulting with teaching staff on matters relating to Physical Therapy</b></li> <li>○ <b>Development of IEP goals and objectives for students being served</b></li> <li>○ <b>Consulting with parents/guardians regarding treatment, specialized therapeutic equipment, and other recommendations to enhance the student’s functionality within the classroom and home setting</b></li> </ul> <p><b>Occupational Therapist:</b></p> <ul style="list-style-type: none"> <li>○ <b>Evaluating special education students referred for occupation therapy</b></li> <li>○ <b>Developing and implementing individual and group treatment programs for the provision of Occupational Therapy</b></li> <li>○ <b>Developing and presenting therapeutic activities to benefit special education students in the least restrictive environment</b></li> </ul>

- **Maintaining attendance records for students receiving Occupational Therapy**
- **Participating in multidisciplinary and parent conferences to discuss student progress and recommendations for Occupational Therapy**
- **Reviewing clinical records of student receiving Occupational Therapy**
- **Consulting with school supervisory staff on matters relating to Occupation Therapy, i.e., instructions on therapeutic intervention, use of therapeutic equipment, methods, etc.**
- **Participating in the development of IEP goals and objectives for student being served**
- **Ordering supplies and equipment as needed to carry out Occupational Therapy**

**Hearing teacher:**

- **Serve as a liaison between staff and parents to assist in meeting student's unique needs**
- **Hold a group orientation for all staff members with whom the student will be interfacing during the year**
- **Clarify and modifications outlined in the student's IEP**
- **Provide support to staff members throughout the year**
- **Meet regularly with student' support team (classroom teacher, speech pathologist, assistant teacher) to discuss student's needs and upcoming curriculum**
- **Foster communication among members of the student's support team**
- **Maintain regular contact with parents**
- **Ensure that student's amplification is working and/or make referral to an audiologist**
- **Provide guidance to staff in the optimal use of FM amplification equipment**
- **Set-up and/or monitor personal hearing aids, cochlear implants, FM systems and/or personal soundfield systems to ensure daily equipment checks**
- **Identify the person most appropriate to conduct a daily check of the hearing aid, cochlear implant and FM system, including charging the equipment at the end of the day and developing procedures for coping with equipment malfunctions**
- **Provide the necessary tools for ensuring the equipment is in working order (e.g., signal check, extra batteries, troubleshooting guide, cords)**
- **Seek knowledgeable outside assistance when a problem cannot be solved internally**
- **Send equipment in for annual maintenance**
- **Assess noise levels in the classroom and suggest acoustical modifications for managing the auditory environment.**
- **Generally, seek the best possible listening environment.**
- **Provide direct service to the student including: (1) Pull-out sessions in which the teacher of the deaf provides support for the classroom curriculum with pre- and post teaching. (Pre-teaching means the child is introduced to key concepts and vocabulary before it is introduced in the class.) (2) Push-in sessions in which the**

	<p><b>teacher of the deaf comes into classroom and works with the student in a variety of ways to assist curriculum learning.</b></p> <ul style="list-style-type: none"><li>○ <b>Model successful instructional techniques.</b></li><li>○ <b>Provide basic support in fostering social integration between students with hearing loss and hearing peers.</b></li><li>○ <b>Conduct orientation to acquaint hearing students with the nature of hearing loss (upon request by the teacher and with the approval of the student and parents).</b></li><li>○ <b>Provide support to the student on social/emotional issues.</b></li><li>○ <b>Establish a system and policy requiring teachers to make every effort to use only captioned videos</b></li><li>○ <b>Work with student, parents, teachers and other personnel in developing an IEP.</b></li><li>○ <b>Assess student progress and modify current goals and objectives based upon evaluation of formal test measures, informal inventories and oral and written language samples.</b></li><li>○ <b>Assess areas of instruction including auditory training, communication skills generally, speech development and remediation, written and oral language, speech, reading (where appropriate), vocabulary development, reading and study skills, academic support, and self-advocacy.</b></li><li>○ <b>Provide and inform parents of resources, agencies and organizations that might help them as a family.</b></li><li>○ <b>Disseminate useful handouts to staff and provide information of upcoming Conferences.</b></li></ul>
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**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) K – 5      Number of Students to be Served: 120 LEP 517 Non-LEP

Number of Teachers 2      Other Staff (Specify) \_\_\_\_\_

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

**Section II. Title III, Part A LEP Program Narrative**

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

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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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**Section III. Title III Budget**

School:     P.S. 212                          BEDS Code:     332100010212    

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	Full-time ESL Teacher \$74,4102 TL 3-day ESL Teacher \$35,574	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	N/A	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	N/A	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	N/A	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

*NCLB/SED requirement for all schools*

### **Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

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Type of Program: \_\_\_ Bilingual  ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2010-11: 120  
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

P.S. 212 implements a push-in/pull-out ESL Program. There is one full-time licensed ESL teacher and one three day ESL teacher. The Program encompasses students in grades K-5. Our total ESL population consists of 120 students. The program is Freestanding ESL in alignment with the parent selection forms. The program we are using is the “Rigby: On Our Way to English” curriculum. We are also using the ELL component of the “Pearson Reading Street” curriculum, which is specifically designed for ELL students. Students on the beginning and intermediate levels of instruction receive 360 minutes of ESL per week. Advanced level students receive 180 minutes of ESL instruction per week.

A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

- In our school we utilize the ESL program, “Rigby, On Our Way to English”, to prepare students to meet standards. During ESL instruction, there is a concentration on literacy skills using the above program, as well as providing the students with a print rich environment.
- The Writing Workshop component of literacy enables the students to become familiar with various genres in which to express their thoughts. “Four Square Writing”, personal responses to literature, and independent writing, are taught to the students to enhance their writing skills.
- Accountable talk is encouraged to increase their vocabulary and critical thinking skills.
- Listening strategies, together with note taking, are taught to teach students to remember important aspects of a story.

- There is a concentration of math presented to ELL students during Academic Intervention classes for those who are deficient in this area.
- Professional Development is provided for new staff members to be able to instruct the ELL children in their classrooms. The staff development is provided by our ESL teachers.
- In addition, adult ESL classes are held in our school on Wednesdays from 8:00 – 8:45 a.m. This class is provided by our Technology teacher. Approximately 25 parents attend each week. We would like our parents to become more literate in English so they may be able to help their child at home.
- *Fundations*, a phonics based reading program, *Reading Street* and *Voyager* are being implemented to teach and reinforce phonics and fluency in reading.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

- An Extended Day after school program (we have elected to conceptually consolidate funding sources) for ELLs was implemented on September 28, 2010 for grades 3, 4 and 5 to provide proficiency in English Language Arts. The program will be in session until June 2010.
- In the later part of the school year, ELL students in the upper grades will have the benefit of joining the Saturday Academy for the Arts Program (We have elected to conceptually consolidate funding sources, in drama/theater.) This will give students “real-world”, hands-on experiences for using “real” English speaking skills and forming new friendships and bonds.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments.

Parent workshops are held throughout the school year to keep parents abreast of school-wide activities and ongoing tests and assessments. Academic Intervention teachers meet with parents to help keep a connection with school and the home. ESL parents are encouraged to join our PTA and Learning Leaders program.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

At this time, we do not have a Project Jump Start Program.

- IV. Staff Development (2010-2011 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

**Staff Development (2010-2011 activities):**

October 27, 2010 Reading: Voyager/Reading computer workshop for the ELL student  
November 2, 2010 ARIS and the ELL students  
December 17, 2010 SETSS/extra assistance for ELL students with special needs  
March 15, 2011 Writing strategies for the English Language Learner  
May 2, 2011 NYSESLAT review of procedures for test taking for the ELL student

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

P.S. 212 offers ELL students many extra support services. Based upon individual assessments, test scores and teacher recommendation, P.S. 212 structures a program to meet each student's needs. These services may include AIS math, AIS reading, Voyager reading program, speech, SETSS, after school enrichment including classes exclusively for ELLs in Literacy and Math, and parent ESL classes (to help bridge communication between teacher, child and parent).

- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2008-09**

**School Building: 212 District 21**

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	
0	2	0	0	0	0	2

\* 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 2006-2007 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 20010-11 (ESL)

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

**1<sup>ST</sup> GRADE**

School District:    **21**                      School Building:    **212**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: <b>8:00 a.m.</b> To: <b>8:50 a.m.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>READING WORKSHOP</b>
<b>2</b>	From: <b>8:50 a.m.</b> To: <b>9:40 a.m.</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>DANCE</b>
<b>3</b>	From: <b>9:40 a.m.</b> To: <b>10:30 a.m.</b>	Subject (Specify) <b>AIS FOUNDATIONS</b>	Subject (Specify) <b>AIS/ESL</b>	Subject (Specify) <b>AIS/ESL</b>	Subject (Specify) <b>AIS/ESL</b>	Subject (Specify) <b>WRITING WORKSHOP</b>
<b>4</b>	From: <b>10:30 a.m.</b> To: <b>11:20 a.m.</b>	Subject (Specify) <b>DRAMA</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>HEALTH</b>	Subject (Specify) <b>AIS FOUNDATIONS</b>
<b>5</b>	From: <b>11:20 a.m.</b> To: <b>12:10 p.m.</b>	Subject (Specify) <b>LUNCH</b>				
<b>6</b>	From: <b>12:15 p.m.</b> To: <b>1:05 p.m.</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ART</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>
<b>7</b>	From: <b>1:05 p.m.</b> To: <b>1:55 p.m.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>
<b>8</b>	From: <b>1:55 p.m.</b> To: <b>2:45 p.m.</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>GYM</b>	Subject (Specify) <b>MUSIC</b>
<b>9</b>	From: <b>2:45 p.m.</b> To: <b>2:58 p.m.</b>	Subject (Specify) <b>DISMISSAL</b>				
<b>10</b>	From: To:	Subject (Specify)				

# SAMPLE STUDENT SCHEDULE 2010-2011 (ESL)

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

**1<sup>ST</sup> GRADE**

School District:    **21**                      School Building:    **212**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: <b>8:00 a.m.</b> To: <b>8:50 a.m.</b>	Subject (Specify) <b>READING Workshop</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>MUSIC</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WRITING</b>
<b>2</b>	From: <b>8:50 a.m.</b> To: <b>9:40 a.m.</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>GYM</b>
<b>3</b>	From: <b>9:40 a.m.</b> To: <b>10:30 a.m.</b>	Subject (Specify) <b>AIS FOUNDATIONS</b>	Subject (Specify) <b>AIS FOUNDATIONS</b>	Subject (Specify) <b>AIS FOUNDATIONS</b>	Subject (Specify) <b>AIS FOUNDATIONS</b>	Subject (Specify) <b>FOUNDATIONS</b>
<b>4</b>	From: <b>10:30 a.m.</b> To: <b>11:20 a.m.</b>	Subject (Specify) <b>LITERACY</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>READING WRITING</b>
<b>5</b>	From: <b>11:20 a.m.</b> To: <b>12:10 p.m.</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>
<b>6</b>	From: <b>12:15 p.m.</b> To: <b>1:05 p.m.</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>LITERACY</b>	Subject (Specify) <b>DRAMA</b>	Subject (Specify) <b>HEALTH</b>	Subject (Specify) <b>MATH</b>
<b>7</b>	From: <b>1:05 p.m.</b> To: <b>1:55 p.m.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>
<b>8</b>	From: <b>1:55 p.m.</b> To: <b>2:45 p.m.</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ART/ MUSIC</b>
<b>9</b>	From: <b>2:45 p.m.</b> To: <b>2:58 p.m.</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2010-2011 (ESL)

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

**1<sup>ST</sup> GRADE**

School District:    **21**                      School Building:    **212**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: <b>8:00 a.m.</b> To: <b>8:50 a.m.</b>	Subject (Specify) <b>READING Workshop</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>READING WORKSHOP</b>
<b>2</b>	From: <b>8:50 a.m.</b> To: <b>9:40 a.m.</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>MUSIC</b>	Subject (Specify) <b>LITERACY</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>TECHNOLOGY</b>
<b>3</b>	From: <b>9:40 a.m.</b> To: <b>10:30 a.m.</b>	Subject (Specify) <b>WRITING ENRICHMENT</b>	Subject (Specify) <b>WRITING ENRICHMENT</b>	Subject (Specify) <b>WRITING ENRICHMENT</b>	Subject (Specify) <b>WRITING ENRICHMENT</b>	Subject (Specify) <b>SCIENCE</b>
<b>4</b>	From: <b>10:30 a.m.</b> To: <b>11:20 a.m.</b>	Subject (Specify) <b>DRAMA</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>WRITING WORKSHOP</b>
<b>5</b>	From: <b>11:20 a.m.</b> To: <b>12:10 p.m.</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>
<b>6</b>	From: <b>12:15 p.m.</b> To: <b>1:05 p.m.</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>
<b>7</b>	From: <b>1:05 p.m.</b> To: <b>1:55 p.m.</b>	Subject (Specify) <b>MATH/ART</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>GYM</b>	Subject (Specify) <b>MATH</b>
<b>8</b>	From: <b>1:55 p.m.</b> To: <b>2:45 p.m.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SCIENCE</b>
<b>9</b>	From: <b>2:45 p.m.</b> To: <b>2:58 p.m.</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2010-2011 (ESL)

# 4<sup>TH</sup> GRADE

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

School District:    **21**                    School Building:   **212**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: <b>8:00 a.m.</b> To: <b>8:50 a.m.</b>	Subject (Specify) <b>READING Workshop</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>
<b>2</b>	From: <b>8:50 a.m.</b> To: <b>9:40 a.m.</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>WRITING WORKSHOP</b>
<b>3</b>	From: <b>9:40 a.m.</b> To: <b>10:30 a.m.</b>	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>ART/ MUSIC</b>
<b>4</b>	From: <b>10:30 a.m.</b> To: <b>11:20 a.m.</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>SCIENCE</b>
<b>5</b>	From: <b>11:20 a.m.</b> To: <b>12:10 p.m.</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>ESL</b>
<b>6</b>	From: <b>12:15 p.m.</b> To: <b>1:05 p.m.</b>	Subject (Specify) <b>LUNCH</b>				
<b>7</b>	From: <b>1:05 p.m.</b> To: <b>1:55 p.m.</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>GYM</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ESL</b>
<b>8</b>	From: <b>1:55 p.m.</b> To: <b>2:45 p.m.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>SOCIAL STUDIES</b>
<b>9</b>	From: <b>2:45 p.m.</b> To: <b>2:58 p.m.</b>	Subject (Specify) <b>DISMISSAL</b>				
<b>10</b>	From: To:	Subject (Specify)				

# SAMPLE STUDENT SCHEDULE 2010-2011 (ESL)

# 4<sup>TH</sup> GRADE

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

School District:    **21**                    School Building:   **212**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: <b>8:00 a.m.</b> To: <b>8:50 a.m.</b>	Subject (Specify) <b>READING Workshop</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>
<b>2</b>	From: <b>8:50 a.m.</b> To: <b>9:40 a.m.</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>HEALTH</b>	Subject (Specify) <b>GYM</b>	Subject (Specify) <b>WRITING WORKSHOP</b>
<b>3</b>	From: <b>9:40 a.m.</b> To: <b>10:30 a.m.</b>	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>AIS READING</b>	Subject (Specify) <b>ESL</b>
<b>4</b>	From: <b>10:30 a.m.</b> To: <b>11:20 a.m.</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>SCIENCE</b>
<b>5</b>	From: <b>11:20 a.m.</b> To: <b>12:10 p.m.</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>DANCE</b>
<b>6</b>	From: <b>12:15 p.m.</b> To: <b>1:05 p.m.</b>	Subject (Specify) <b>LUNCH</b>				
<b>7</b>	From: <b>1:05 p.m.</b> To: <b>1:55 p.m.</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ESL</b>
<b>8</b>	From: <b>1:55 p.m.</b> To: <b>2:45 p.m.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>SOCIAL STUDIES</b>
<b>9</b>	From: <b>2:45 p.m.</b> To: <b>2:58 p.m.</b>	Subject (Specify) <b>DISMISSAL</b>				
<b>10</b>	From: To:	Subject (Specify)				

# SAMPLE STUDENT SCHEDULE 2010-2011 (ESL)

## 4<sup>TH</sup> GRADE

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

School District:    **21**                    School Building:   **212**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: <b>8:00 a.m.</b> To: <b>8:50 a.m.</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>
<b>2</b>	From: <b>8:50 a.m.</b> To: <b>9:40 a.m.</b>	Subject (Specify) <b>GYM</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>DRAMA</b>	Subject (Specify) <b>WRITING WORKSHOP</b>
<b>3</b>	From: <b>9:40 a.m.</b> To: <b>10:30 a.m.</b>	Subject (Specify) <b>ENRICHMENT ART/MUSIC</b>	Subject (Specify) <b>ENRICHMENT ART/MUSIC</b>	Subject (Specify) <b>ENRICHMENT ART/MUSIC</b>	Subject (Specify) <b>ENRICHMENT ART/MUSIC</b>	Subject (Specify) <b>MATH</b>
<b>4</b>	From: <b>10:30 a.m.</b> To: <b>11:20 a.m.</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>SOCIAL STUDIES</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>SCIENCE</b>
<b>5</b>	From: <b>11:20 a.m.</b> To: <b>12:10 p.m.</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>READING WORKSHOP</b>	Subject (Specify) <b>WRITING WORKSHOP</b>	Subject (Specify) <b>LITERACY</b>
<b>6</b>	From: <b>12:15 p.m.</b> To: <b>1:05 p.m.</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>
<b>7</b>	From: <b>1:05 p.m.</b> To: <b>1:55 p.m.</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>DANCE</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>ESL</b>
<b>8</b>	From: <b>1:55 p.m.</b> To: <b>2:45 p.m.</b>	Subject (Specify) <b>HEALTH</b>	Subject (Specify) <b>HEALTH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>ART</b>
<b>9</b>	From: <b>2:45 p.m.</b> To: <b>2:58 p.m.</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>	Subject (Specify) <b>DISMISSAL</b>
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2010-2011 (Bilingual)

N/A

Bilingual Program Type:     \_\_\_ TBE                   \_\_\_ Dual Language  
 Indicate Proficiency Level:   \_\_\_ Beginning     \_\_\_ Intermediate     \_\_\_ Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:	Subject (Specify)				
	To:					
<b>2</b>	From:	Subject (Specify)				
	To:					
<b>3</b>	From:	Subject (Specify)				
	To:					
<b>4</b>	From:	Subject (Specify)				
	To:					
<b>5</b>	From:	Subject (Specify)				
	To:					
<b>6</b>	From:	Subject (Specify)				
	To:					
<b>7</b>	From:	Subject (Specify)				
	To:					
<b>8</b>	From:	Subject (Specify)				
	To:					
<b>9</b>	From:	Subject (Specify)				
	To:					
<b>10</b>	From:	Subject (Specify)				
	To:					

**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)** K-5      **Number of Students to be Served:**    120    LEP 517    Non-LEP

**Number of Teachers**    2    **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.

P.S. 212 implements a pull out ESL program. There are two full-time licensed ESL teachers. The program encompasses students in grades K-5. Our total ESL population consists of 87 students. The program is freestanding ESL in alignment with the parent selection forms. The program uses the "Rigby: On Our Way to English" curriculum. We are also using the ELL component of the "Pearson Reading Street" curriculum which is specifically designed for ELL students. The Rigby curriculum includes Guided Reading, phonics and word study, and thematic units that support language across content areas. The ELL component of Reading Street utilizes visual aids and language-modified stories to support the reading and language arts work being taught in ELL students' mainstream classrooms. Students on the beginning and intermediate levels of instruction receive 360 minutes of ESL per week. Advanced level students receive 180 minutes of ESL instruction per week.

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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.

Professional Development is implemented throughout the school year for all teachers. This is provided through workshops, as well as through articulation between classroom teachers and the ESL teachers. There is also specific ESL training during a per session after-school program to assist new staff members in attaining the required 7 ½ hours of mandated ESL training for general education teachers and 10 ½ hours of ESL training for special education teachers.

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# **TITLE III, PART A LEP PROGRAM**

**October 2010**

## **Goals:**

**The goals for the ELL students at P.S. 212 are proficiency in all academic areas of the curriculum, in addition to proficiency in English in the four language modalities: reading, writing, speaking, and listening.**

## **Objectives:**

**By June 2011, there will be a 3% increase in the ELL students' scores on the state English Language Arts and Math tests, as well as a decrease of the students scoring in level 1 on the state English Language Arts and Math tests.**

## **Language Instruction Program**

**The ESL after school program will incorporate peer learning and hands-on activities, with a concentration in reading comprehension skills, writing in different genres, and test preparation for the ELA, math, and ESL exams. The type of instruction incorporated into this after-school program will include literature of various genres, reading response journals, dialogue journals, accountable talk, and the Attanasio and Associates test preparation program.**

**In addition, ELL students will receive math instruction via strategies and techniques from the Envision math curriculum.**

**This after school program will engage students in grade 3, 4 and 5 in small group instruction. This program will be taught by a two common branches teachers on Tuesdays and Thursdays from 3:05 – 5:05 PM. Small group instruction has been proven to better meet the needs of students by differentiating instruction.**

**The service providers are acquainted with ESL methodologies and strategies and have experience teaching ELL students in a classroom setting. The providers will have ongoing articulation**

with the classroom teachers to provide students with differentiated instruction.

In conjunction with the instructional program, an ESL class for the parents is continuing this year on Wednesdays from 8:00 – 8:45 AM. This class is being conducted by the technology teacher, Mrs. Harris. The goal of this program is to aid parents in becoming more proficient in the English language, which will benefit their children's acquisition of language as well.

Parent workshops are held throughout the year in order to keep parents abreast of school-wide events and ongoing tests and assessments, as well as to provide them with activities and tips for assisting their children at home. P.S. 212 aspires to foster a more effective and beneficial home-school connection.

## **CITY AND STATE TEST RESULTS AND NYSESLAT ASSESSMENTS**

The third grade ELA results for 2009-2010 indicate most ELL students performing at Level 2, with a small amount scoring at a Level 3.

The third grade Math test results for 2009-2010 indicate ELL students performing at Levels 2 and 3.

The fourth grade ELA results for 2009-2010 indicate most ELL students performing at Levels 1 and 2 with eight level 2s and seven level 1s.

The fifth grade ELA results for 2009-2010 indicate most ELL students performing at Level 2 with six students performing at Level 3.

The fourth grade Math test results for 2009-2010 indicate most ELL students performing at Levels 2 and 3.

The fourth grade Science test results for 2009-2010 indicate ELL students performing mostly at levels 3 and 4.

**The 2009-2010 NYSESLAT scores indicate that 36 ELL students in grades one through five are performing at the advanced level. Five students scored at the proficient level, and 53 students are performing at the beginning or intermediate level.**

## **IMPLICATIONS FOR THE INSTRUCTIONAL PROGRAM**

- **The curriculum used for the ESL program is “Rigby: On Our Way to English”, which prepares students to meet state standards. During ESL instruction, there is a concentration on literacy skills using the above program, as well as providing the students with a print-rich environment. In addition, the ESL teachers emphasize the writing component of the Rigby curriculum in order to develop ELL students’ ability and growth in writing.**
- **NYSESLAT test preparation material from Attanasio and Associates and Continental Press will be used to prepare students to take the NYSESLAT exam in May 2010.**
- **The writing component of Reading Street enables the students to become familiar with various genres in which to express their thoughts.**
- **Accountable talk is encouraged to increase students’ vocabulary and critical thinking skills.**
- **Listening strategies, together with note taking, is taught to teach students to remember important aspects of a story.**
- **There is a concentration of math presented to ELL students during Academic Intervention classes for those who are deficient in this area.**
- **Professional Development will be provided for staff members to be able to instruct the ELL children in their classrooms. Staff development is provided by our ESL teachers. The aims of the professional development are as follows:**
  - **Student learning outcomes will improve through the use of ESL strategies.**

- **Second language acquisition themes will be implemented.**
- **General principles for teaching ELLs will be applied.**

**Part A: Language Instruction for Limited  
English Proficient and Immigrant Students  
School Year 2009-2010**

**Region 7                      CSD 21      School Building 212K**  
**Grade Level(s) K-5                      No. of Students to be Served: 87 LEP 0      Non-LEP**  
**Number of Teachers 2                      Other Staff (Specify) Administrator**

*School Building Instructional Program/Professional Development Overview*

**Title III, Part A LEP Program**

**Language Instruction Program**

**SEE ATTACHED**

**Professional Development Program**

- **The Professional Development Program for new teachers will include observation of and training in holistic learning methods, hands-on-learning, and ongoing forms of assessment to provide the students with differentiated instruction. The professional development will focus on beginning and intermediate ELL students in the mainstream classroom.**
- **Six parent workshops will be held during the school year to help parents assist their children at home. They are held in the mornings at 8:00 a.m. in room 414.**

- #1 September 21, 2010      New Parent Orientation meeting**
- #2 October 13, 2010      ELL parent selections/options**
- #3 October 27, 2010      Reading: Voyager/Reading Computer Workshop for ELL students**
- #4 November 16, 2010      Math: Test taking strategies in Math for the English Language Learner**
- #5 December 03, 2010      Literacy: Test-taking strategies for the English Language Learner**
- #6 December 17, 2010      SETSS: Extra assistance for ELL students with special needs**

**Staff Development (2010-2011 activities):**

October 27, 2010    Reading: Voyager/Reading computer workshop for the ELL student  
November 2, 2010    ARIS and the ELL students  
December 17, 2010    SETSS/extra assistance for ELL students with special needs  
March 15, 2011    Writing strategies for the English Language Learner  
May 2, 2011    NYSESLAT review of procedures for test taking for the ELL student

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

Region   7        CSD   21K212        School Building: P.S. 212

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

Category	Proposed Expenditure
Professional Salaries	<p>\$12,736.00 (2 hours x 2 teachers x 32weeks) 256 hours x \$41.94=\$10,736.64</p> <p>\$2,189.00 (2 hours x 1 teacher x 25weeks) 44 hours x 41.94 = 4,194.00</p> <p style="text-align: right;">\$10,736.64_ \$ 4,194.00 \$    69.36    Notebooks</p> <hr style="width: 100%;"/> <p style="text-align: right;">\$15,000.00</p>

School: PS 212

BEDS Code: 332100010212

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$14,930.64	<b>256 hours (two teachers –32 weeks) plus 50 hours (one teacher – 25 weeks)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$69.36	<b>Notebooks, supplies</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$15,000.00</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.
  - **Foreign language survey distributed two times a year to determine the various languages spoken by our population.**
  - **Translators utilized during PTA meetings and Parent-Teacher Conferences.**
  - **New York City Department of Education Translation & Interpretation Unit utilized during parent conferences throughout the year other than above mentioned.**
  - **Translation signs are displayed in the main lobby informing parents of available translation services.**
  - **Parent letters distributed in various languages.**
  
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.
  - **Interview with incoming parents**
  - **Foreign Language Survey completed by teachers**
  - **Discussion with members of the School Leadership Team**
  - **Discussion with members of the PTA**

## 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.

**Use of Systran Office Translator which translates letters to parents in languages. In providing written translation to parents, they will be apprised of all school happenings in their native language.**

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.

**Representatives from the LIS Interpretation Services are contracted to provide translations in Spanish and Chinese.**

**A staff member is hired to provide translations in Russian and Arabic.**

**Translators are also utilized at PTA meetings.**

**\* We have elected to conceptually consolidate funding sources.**

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>.

**Send parent letters in their native language through the use of the Systran Office Translator. All letters accessed on the Department Of Education website are available and distributed in all languages needed.**

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$369,626	\$199,721	\$569,347
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3696	\$1998	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,481	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$36,963	*	

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

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

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

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

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

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

## **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 NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## 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	X			\$310,486	X	17, 24,72
Title I, Part A (ARRA)	Federal		X				
Title II, Part A	Federal		X				
Title III, Part A	Federal	X			\$ 15,000	X	24, 34, 36, 53, 54,72
Title IV	Federal		X				
IDEA	Federal		X				
Tax Levy	Local	X			\$3,172,192	X	17, 20, 24, 36, 53,72

**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.

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## 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.

**1. English Language Arts Needs Assessment: Grades 3-5**

An analysis of the grades 3-5 English Language Arts test results for 2008/2009 as compared to 2009/2010 indicates the following:

- 50.8% of all students are meeting or exceeding the standards in ELA. This is a 24.9% decrease over the 2008/2009 school year.
- 26% of students scored at level 2.
- 14% of students scored at level 1.
- The median student proficiency level decreased slightly from 3.27 to 3.03
- The median growth percentile for all students was 74.
- 88.9% of students in the lowest third made at least one year's progress
- The median growth percentile for students in the lowest third in this school was 75.5%

Although the number of students scoring at level 3 and 4 decreased, we attribute this to the revised scoring procedures implemented last spring. We are taking measures to ensure that greater number of students receive the Academic Intervention services needed to help them meet the more rigorous state standards.

Our self contained special education students will receive more in depth instruction in reading skills and strategies through the Wilson Reading Program.

Disaggregated data of the ELA test indicates the following areas to be addressed:

- Our school will continue to work toward bridging the gap of the performance index between the Asian and White population and the Hispanic and Black population.
- Our school will continue to narrow the gap in performance between the ELA and Math exam of our ELL students.
- Our school will continue to work toward helping the special education students improve their performance on the ELA exam.

After analyzing the NYSESLAT test results for 2009/2010, it can be determined that students in grades K-5 measured as follows:

**2009-2010**

	<b>Number Tested</b>	<b>No Valid Score</b>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Proficient</b>
<b>Listening and Speaking (Grades K-1)</b>	<b>32</b>	<b>0</b>	<b>2</b>	<b>11</b>	<b>14</b>	<b>5</b>
	<b>7</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>0</b>
<b>All Students</b>						
<b>Special Education</b>						
<b>Reading and Writing (Grades K-1)</b>	<b>32</b>	<b>0</b>	<b>15</b>	<b>8</b>	<b>6</b>	<b>3</b>
	<b>7</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>All Students</b>						
<b>Special Education</b>						
<b>Listening and Speaking (Grades 2-4)</b>	<b>44</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>18</b>	<b>23</b>
	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>8</b>
<b>All Students</b>						
<b>Special Education</b>						
<b>Reading and Writing (Grades 2-4)</b>	<b>44</b>	<b>0</b>	<b>1</b>	<b>16</b>	<b>20</b>	<b>7</b>
	<b>13</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>6</b>	<b>2</b>
<b>All Students</b>						
<b>Special Education</b>						
<b>Listening and Speaking Grade 5</b>	<b>8</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>4</b>
	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>
<b>All Students</b>						
<b>Special Education</b>						
<b>Reading and Writing Grade 5</b>	<b>8</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>
	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>

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After analysis of the NYSESLAT test results for 2009/2010, it can be determined that students in All grades are more proficient in the Listening and Speaking component compared to the Reading and Writing.

### **VOYAGER DATA (2009-2010)**

Our school services at-risk students in grades K-3 with the Voyager Passport reading program.

The results of the students in the 2009-2010 program are indicated as follows:

- In June, 14 out of 18 kindergarten students improved in phoneme segmentation. All struggling students moved up to on-track or emergent status. In addition, 52.2% of students were decoding nonsense words on-track

- In June, 50% of 12 first graders were reading on grade level which is an improvement of 25% of the students moving from emergent reader to on-track reader status. All students progressed from struggling reader status in the Phoneme Segmentation strand, with 8.3% of the students becoming emergent status and 91.7% on-track. 83.3% of the students were on-track or emergent in decoding nonsense words on-track.

- In June, 50% of 12 first graders were reading on grade level, an improvement of 25% of the students moving from emergent reader to on-track reader status. All students progressed from struggling reader in the Phoneme Segmentation strand, with 83% of the students becoming emergent status and 91.7% on- track 83.9% of the students were on-track or emergent in decoding nonsense words.

- In June 73.3% of 15 second graders were reading on grade level. 6.7% were at the emergent level and 20% continued to struggle with Benchmark 3 scores, not meeting final goals for reading on the second grade level. However, 100% achieved on-track status in the retell fluency category, demonstrating comprehension.

- 3 out of 8 third graders were reading on grade level, while 4 came in slightly under on-track and into the emergent level. One student remained in struggling status. 100% of students became proficient in retell fluency.

The following is a list of our implications for improvement in our Voyager program for the 2009-2010 school year:

- 1) Maintain the Voyager Passport as a pull-out program to ensure that the program is delivered on its steady five day a week basis, and authentically administered.

- 2) Keep class size and include flexible grouping in order to better meet individuals needs and drive them toward the goals for reading success.

3) Emily Sabbatino, the Voyager teacher, will articulate with classroom teachers in order to reinforce skills learned from the reading program used during classroom instruction. The Voyager program will lead instruction using the same reference charts, materials and vocabulary used during a Foundations handwriting instruction.

4) Students will use a variety of tools in order to improve reading, writing, listening and speaking skills. These tools include letter tiles, mini writing boards, and a listening center with CDs of stories they have read in Voyager classes, as well as other favorite children's literature.

5) Students will have the opportunity to use the Voyager online reading program entitled "TICKET TO READ". This website provides additional activities to improve reading skills based on children's interest of story topics. It also affords the reader the chance to increase reading level. Students may use this online reading practice free of charge during the Voyager class, in their own classroom, or at home.

6) A teacher workshop will be held. This orientation will explain the Voyager program with their most struggling readers. A demonstration of the materials and assessments will be provided. Teachers will navigate through Ticket to Read program in order to learn first hand how it is helping their students progress. They will also receive a list of user names and passwords for each student so Voyagers can utilize the program during class time.

7) A parent workshop will also offer parents the opportunity to navigate through Ticket to Read and other approved reading websites in our computer lab in order to encourage parent involvement in the learning process.

8) Emphasize our goal to raise the percentage of struggling and emergent readers to on-track readers. As well as, offer some more advanced English language learners an opportunity to fine-tune basic reading skills and master fluency in reading through routinized instruction, a multitude of visuals and one-on-one progress monitoring.

### **E-CLAS Data (2009-2010)**

The percentage of students meeting the benchmark in Spring 2010, as compared to the percentage of students meeting the benchmark In Spring 2009, has improved significantly in grades K-3.

After careful analysis, the results we found are as follows:

- Students in grades K are more proficient in the Phonemic Awareness and the Listening and Writing strand than the Reading and Oral Expression strand and the Phonics strand.
- Students in grade 1 are more proficient in the Reading Comprehension, Phonics and Listening and Writing Strand.
- Students in grade 2 are more proficient in the Reading and Oral Expression strand than in the phonics strand and the Listening and Writing strand.
- Students in grade 3 are more proficient in the reading and Oral Expression strand than in the Phonics strand.

## **2. Math Needs Assessment Grades 3-5**

An analysis of the grades 3-5 math test results for 2009/2010 as compared to 2008/2009 indicates the following:

- 68.9% of all students are meeting or exceeding the standards in Math. This is a 23.9% decrease over the 2009/2010 school year.
- The median student proficiency level is 3.39, which was a .50 decrease over the previous year's proficiency level.
- The median growth percentile for all students is 73.
- The median growth percentile for students in the school's lowest third is 70.

Our performance levels dropped significantly due to the revised scoring scales applied to the 2009/2010 ELA exam. We will continue to address student needs and apply the new rigorous Common Core State Standards into our daily instruction.

Disaggregated data of the New York State Math test indicates the following:

- Our Asian population continued to perform significantly higher than the other sub groups with 93% meeting or exceeding the standards. Our white population decreased this year to 78% meeting or exceeding the standards.
- Our school must continue to bridge the gap between the White/Asian population and the Hispanic and Black population. Only 56% of our Black population and 42% of our Hispanic population scored at level 3 or higher on the New York State Math. This is significantly lower than the 68.9% of our students as a whole.
- 14.8% of our SETSS students made exemplary gains.
- 45.8% of our other students in the lowest third citywide scored at the 75<sup>th</sup> growth percentile or higher.

### **Student Performance in Early Childhood Grades**

Academic Intervention Service is provided to students in grades 1 and 2 who are at risk of not meeting the standards. The enVisions Math Assessments contribute data to determine the next steps for each student.

There aren't any standardized state assessments, however, based on results from the unit assessments as part of the enVisions math program, the performance of our students demonstrates that there is an increased knowledge base, an awareness of mathematical concepts at earlier levels, and a greater facility with game and manipulatives, laying the foundation for future learning in the upper grades.

### **Student Performance for Grades 3-5**

Assessments were reported to staff by providing access to websites for the Periodic Assessment, Parent Report and School Report Card. Parent letters were sent home directing the parents on how to obtain

their child's assessment data on the Parent Report and Periodic Assessment. Workshops were provided to parents on how to use data to help their children at home.

In addition, ongoing professional development has been provided to staff members for using technology, to access and track student data. At faculty and grade conferences, the data was presented and utilized to adjust and drive instruction. The results were also discussed at the School Leadership and Instructional Team meetings to assess progress towards our goals.

### **Analysis of the Effectiveness of Curriculum and Instruction and the Impact of Other Areas Related to Student Achievement**

P.S. 212's ELL program is working toward improving the performance of the ELL students. In 2009/2010 only 18% of ELLs met State standards in English Language Arts, and 60% met or exceeded the standards in Math. This demonstrates that the program is effectively supporting the ELLs' language acquisition vital to reading the material on the math tests. Additional emphasis needs to be placed on the reading and writing instruction of ELLs in the classroom. This is evident by the disparity between the performance levels of these ELL students on the English Language Arts versus the Math exam.

Our Special Education population has made some gains on the state math test. 31% of the students with disabilities scored level 3 or better on the State math test. In addition, as previously mentioned, 14.8% of self contained students made exemplary gains in math. In addition 41.5% of SETSS students scored in the 75<sup>th</sup> growth percentile and this demonstrates the positive impact differentiated instruction is making in our students with disabilities. In addition, the use of the math games and manipulatives in our classes has produced improved performance and has opened up a pathway to discovery. However, only 15% of our students with disabilities scored level 3 or better on the ELA. Most of these students are from our self-contained classes. In the area of English Language Arts, 39% of students with disabilities scored level 1 and 47% scored at level 2. Since many of these children are from the self-contained special education classes we must evaluate the effectiveness of classroom instructional strategies and use student data to determine what can be done to bridge this gap in performance. Our school will be implementing the Wilson Reading Program with the self contained special education students in grades 2-5 We believe that this program will be able to address the needs of this particular population more effectively than the Pearson Reading Street program.

### **Social Studies Needs Assessment**

An analysis of the results from the 2009/2010 Grade 5 New York State Social Studies Test indicates the following:

- Out of 85 students, we have 89% of students scoring in levels 3 & 4, 4% of students scoring in level 2 and 7% of students scoring in level 1.

Our goal for the 2009/2010 year was to raise our level 2s to level 3 and level 3s to level 4. We achieved our goal of decreasing the number of level 2s and 1s and increasing the number of levels 3 and 4. As evidenced in NYSTART, our level 3 and 4s increased by 9% while our level 2s decreased by 4.4% and our level 1s decreased by 4.5%.

**Strategies and Activities for Improvement and/or Enrichment**  
**Strategies/activities for delivery of a high quality “first” instructional program that is aligned with the State Standards**

At the beginning of the school year, the pacing calendar of instruction for the state mandated themes for Social Studies instruction for all grades, will be redistributed to all teachers. The focus will be on the completion of the instruction of the required content for each grade. Using the pacing calendar as a guide, each grade, during common preps, will collaboratively plan for instruction.

Integrated in this instruction will be the application of literacy skills to the critical reading of documents and primary sources. Explicit instruction in the reading and use of data from timelines, charts, maps and documents will be provided. Ongoing monitoring of student progress will continue over the course of instruction. Appropriate interventions in support of the standards will be provided to support our students' attainment of standard-level performance. A greater emphasis will be placed on writing in the content area of Social Studies. Children will receive more in-depth instruction on the components of an essay and how to use documents to support an essay.

**Student Performance in the Early Grades**

Classroom walkthroughs, viewing bulletin boards and classroom displays, looking at student work and reflections with the staff, indicate greater understanding of the concepts in Social Studies and the acquisition of the skills and abilities for high performance in Social Studies assessments.

**Specific Areas of Strength and Weakness (Including Major Findings of Item Skills Analysis)**

After analysis of the strengths and weaknesses in Social Studies, we found that most of the students' strengths lie within knowledge of the general content in Social Studies. This is why students tend to do better in Part 1 of the Social Studies State exam. Most of the students' weaknesses are in interpreting documents and using information from documents to write an essay. Students also need more instruction on reading and analyzing maps (use of keys/legends). This will help students to score higher on Parts II & III ((The open-ended component of the State exam). A greater emphasis needs to be placed on the organization and planning.

**Analysis of the Effectiveness of curriculum and Instruction in Social Studies and the Impact of Other Areas Related to Student Achievement**

The greater focus on Social Studies instruction in all grades, collaborative planning during the grades' common preps, application of the pacing calendar to promote comprehensive instruction in the mandates for each grade, have helped to significantly improve our student's performance in Social Studies.

Teachers have enhanced their instructional methods, activities and strategies due to our intensive professional development in document-based instruction and use of primary sources and documents.

A new Social Studies Core Curriculum was implemented in the 2008-2009 school year and expanded to grade 3 for the 2010/2011 school year. Although New York State has discontinued the Grade 5 New York State Social Studies Exam, the curriculum will ensure that students are meeting the required standards in Social Studies.

- The program is closely aligned to the Social Studies standards, thereby ensuring students receive the content necessary in order to meet state standards.
  
- Primary sources are featured throughout the text beginning with the first unit.

- Students become familiar with primary sources and develop experience analyzing them for the historic value.
- Assessments in this program align with the format of the New York State Social Studies test, with a combination of multiple choice questions, constructed response questions, and DBQs.
- There are many additional components to support students in the weaknesses identified in these findings. Class globes, overhead map transparencies, textual maps and desk maps, promote students' abilities to read and analyze maps.
- Primary Source Centers engage students in identifying and analyzing the importance of historical documents.
- The Social Studies program incorporates reading skills that are necessary for students to read the Social Studies State test, such as, main idea, sequence of events, cause and effect and making inferences.
- A Social Studies Cluster position was created to provide additional assistance to students in answering document-based questions.

Individual and school data resulting from the Social Studies test was discussed and reviewed by the school's administration. It provided the information upon which we based the continuation and support of instructional and professional development programs.

At grade and faculty conferences, the data was disseminated to teachers and staff members. Students and parents/caretakers were provided with individual results via report cards, conferences and progress reports. School-wide data was reported in the School Report Card and presented at PTA meetings.

### **Science Needs Assessment**

An analysis of the results from the 2009/2010 and the 2008/2009 Grade 4 New York State Science Test indicates the following:

- The percentage of students scoring between levels 2 and 4 decreased from 96% to 95%
- The percentage of students scoring in levels 3 and 4 decreased slightly from 88% to 86%.
- The percentage of students scoring on level 4 increased from 57% to 60%.
- The percentage of students scoring at level 2 increased from 8% to 9%.
- The percentage of students scoring at level 1 increased from 4% to 5%
- The percentage of ELL students scoring at level 3 or 4 increased from 81% to 88%.
- The percentage of students with disabilities scoring at level 3 or 4 increased from 42% to 57%.

The Science curriculum for the 2010/2011 school year will be the continuation of the Harcourt Brace program which includes class manipulative kits. The program has been expanded to all grades, K-5.

### **Student Performance in Early Childhood Grades**

Starting in kindergarten, children will become familiar with scientific process skills and the scientific method through hands-on experimentation in our State of the Art science laboratory. They will learn how to document their findings and collect data in science journals to improve their writing skills. Classroom teachers will articulate from grade to grade to make certain that all required content area was successfully completed.

Classroom teachers will use the science core library as part of their balanced literacy instruction to improve science literacy skills. Classroom walkthroughs, viewing bulletin boards and classroom displays, looking at student work, student journals and participation in class experiments, indicate a greater understanding of the concepts in science and the acquisition of the skills and abilities for high performance on the science assessments.

### **Specific Areas of Strength and Weakness (Including major findings of Item Skills Analyses**

The students demonstrate a need for a broader base of scientific knowledge and concepts. The students are demonstrating more familiarity and skill in the scientific method. Students seem to do well overall in the content area of the exam, but need additional support on the performance component.

### **Analysis of the Effectiveness of Science Curriculum and Instruction and the Impact of Other Areas Related to Student Achievement**

A greater focus on the science method is needed to improve our school's performance. We will analyze the data from the New York State Science test to determine the needs of the students, i.e., multiple choice questions, open-ended responses or performance objectives. We will continue to use collaborative planning time during the grades' common preps, application of pacing calendar and following the Scope and Sequence for science. Teachers will implement the use of the science core library to develop literacy skills in science. Teachers will continue to receive intensive professional development to improve the quality of instruction. Math and literacy will be integrated into the science program to improve the children's ability to read, interpret charts and graphs and other data to fully understand the scientific process.

The science cluster teacher's program was set with an emphasis on grades 3 and 4. All classes on grades 3 and 4 will receive science in the lab with Mrs. Lieggi two times per week. This will allow students in the third and fourth grades the opportunity to improve their science process skills and hopefully increase their ability to do better on the performance section of the grade 4 New York State Science exam.

Our school will, once again, offer Saturday Test Prep classes for fourth grade students prior to the New York State Science test.

Individual and school data resulting from the science test was discussed and reviewed with the school's leadership and instructional teams. It provided the information needed to update the instructional and professional development programs. Results of the testing were shared by teachers and staff members at grade and faculty conferences. Parents are informed about their child's performance via conferences and reports.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school program and Saturday programs.
  - o 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.

### **School Wide Reform Strategies**

- Students who are deficient in reading and math are provided with AIS services in English Language Arts, Math and Voyager
- Students are invited to attend an after-school literacy and math program every Tuesday and Thursday
- A School Wide AIS, period 3, has been implemented to provide additional support to students who need it.
- We will continue using the Wilson ***Fundations*** in literacy to accelerate and enrich our curriculum
- Programs will also be provided for test sophistication techniques.

Historically, our African American/Hispanic students perform lower on the State test. Therefore, a series of six workshops will be conducted during the school year to help parents work with their children at home. Additionally, ESL classes are conducted for parents to teach them English to better help them work with their children at home. Data is compiled using “The Monitoring for Success” program, Acuity and ARIS. In reviewing this data, next steps are determined for each individual student. Differentiated instruction is driven by this data.

Counseling services are provided by the Guidance Counselor and the Social Worker also assists in at-risk counseling.

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

Every member of our teaching staff will be certified. We will continue our extensive professional Development. Literature will be used as a focus for staff study groups.

### **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.

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Aligned with State and City standards, we will provide ongoing professional development in all academic areas. We will continue to provide professional development for teachers to ensure effective methods of instructional practices to meet the needs of all students in the school, particularly, the needs of low-achieving students and those at risk of not meeting the State’s student achievement standards.

Our data specialist is working with teachers on all grades to provide professional development tailored to their individual needs.

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

We will attract highly qualified teachers by the use of various public relation approaches, i.e., neighborhood brochures, website collaboration between administration and staff.

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

We will provide classes for limited English speaking parents to learn English. Lending libraries are available resources to promote literacy in the home. Parent meetings are held to promote strategies to assist parents in helping their children at home.

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**

The Parent Coordinator will conduct workshops for pre-school parents to acquaint them with the expectations of the kindergarten programs. The Social Worker conducts a "Transition to kindergarten" workshop to all pre-kindergarten parents.

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**

Professional development is provided to teachers to instruct them on the use of assessing data and using that data as an instructional tool.

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.**

Students are provided with academic intervention services. "Monitoring for Success" records data which determine the next step for student instruction.

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.**

Federal Resources: Title 1 SWP, IDEA, children First funding, Fair Student Funding

State Resources: EGCSR, EGCSR, UPK, NYSTL

Local Resources: Councilmatic

Programs: Virtual Y, Extended Day Math and Literacy Program, ESL After School Program

\*We have elected to conceptually consolidate funding sources.

Our school will develop a single coherent instructional plan. All funded personnel will be used to differentiate instruction in specific areas for all targeted areas.

## **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
8. Coordinate and integrate Federal, State and local services and programs.

# PARENT SCHOOL COMPACT

School Name: **P.S. 212**

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

<b>The School Agrees</b>	<b>The Parent/Guardian Agrees</b>
<b>To convene an annual meeting of Title I Parents to inform them of the Title I program and the expectation of the program</b>	<b>To become involved in developing, implementing, evaluating and revising the school parent-involvement policy.</b>
<b>To conduct morning and evening monthly PTA meetings on a rotating basis.</b>	<b>To use or ask for technical assistance training that the school may offer on effective parent practices. To attend PTA meetings and glean knowledge to enable them to help their children</b>
<b>To actively involve parents in planning, reviewing and improving the parent involvement programs.</b>	<b>To support the school by attending workshops that will enable us to work with our children. We will continue to read with our children to enable them to read the requirements for the schools “Books and Beyond” program.</b>
<b>To provide parents with timely information, through parent letters and monthly news letters, relating to homework, reading and attendance.</b>	<b>To monitor our children’s homework, reading habits and school attendance.</b>
<b>To provide performance profiles and individual student assessment results for each child and other school information.</b>	<b>To access periodic assessment on results on ARIS to enable us to help our children.</b>
<b>To provide for effective parent-school communications by giving sufficient notice of parent-teacher conferences, frequent reports to parents, reasonable means to speak with staff and varied opportunities to volunteer and participate in their child’s classroom activities.</b>	<b>To have ongoing articulation with our children’s teachers concerning their educational needs. We will attend parent-teacher conferences, visiting school during open school week and attending all school functions, as well as the six parent meetings for all related services.</b>
<b>To involve parents in AIS workshops, school activities and school meetings. We will create a partnership with parents and find ways parents can help their child at home.</b>	<b>To fill out surveys concerning areas or topics of concern that will enable parents to work with their children more effectively in educational areas.</b>

# **SCHOOL-PARENT INVOLVEMENT POLICY**

## **I. Brief Mission Statement:**

We are committed to continue strengthening home/school relationships and increasing parent and community involvement. At P.S. 212 we recognize that families and other community members are a vital part of all students' academic and social success and consider family involvement an essential ingredient for a successful education program.

## **II. Parent Involvement Activities Funded Through Title I:**

P.S. 212 employs a wide range of activities in order to strengthen parent involvement. Our activities include:

- Family literacy training workshops
- Parent skills-building
- Professional development for parents to enable them to work with their children to meet State performance standards during the school year and the summer
- Family Night activities – Math Night, Science Night, etc.
- Translation of information into any language spoken by a significant percentage of the parents of Title I participating children
- ESL preparation for adults
- Equipment and books to create a lending library collection for parents
- Postage, communications and printing to provide ongoing outreach and information services to parents
- Activities for non-English speaking parents
- Reasonable expenditures for refreshments or food
- Parent newsletter to apprise parents of school happenings
- Learning Leaders program
- School Messenger System to apprise our parents of upcoming events

Through these ongoing activities, parents will be given the essential strategies and resources needed to help their children to meet or exceed State Standards.

### **III: Parent Communications:**

- PTA conducts morning and evening monthly meetings, on a rotating basis, to inform parents of school events and to address issues and concerns
- P.S. 212's School Leadership Team has been in existence for several years. It has been the forum to analyze and address the needs of the School Wide Community. The team meets once a month to develop more focused plans for school improvement by assessing how well the school is meeting the State and City Standards. The team is made up of six parents and six staff members. Decisions are made through consensus. Parents are given the opportunity to network with other parents through PTA meetings, school leadership team meetings and other parent involvement activities.

### **IV: Parent Concerns:**

- To support parent involvement/concerns, our Parent Coordinator will be working on site to coordinate outreach to parents, respond to any written/verbal parent concerns, encourage parent involvement in their children's education and serve as a resource to parent organizations within the school. She will also work to create a parent-friendly school environment. She will provide daily arts and crafts activities for our pre-Kindergarten students in our family room.
- Parents will be informed within a timely fashion of any instructional programs, assessments, evaluations, promotional policies and after school or summer school programs through parent letters, newsletters and workshops.
- Limited English speaking parents will be provided with notifications and translations during meetings. Staff members and outside consultants will be hired to translate in Spanish, Russian and Chinese during PTA meetings and Parent-Teacher conferences. Letters will be sent to limited English speaking

parents through the use of the Systran Translation software that translates letters to parents into English, European and Asian Languages.

- We will continue to conduct English as a Second Language workshops for non-English speaking parents.
  
- The parents of children served in Title I Part A programs will continue to participate as a subcommittee of the leadership team on decisions concerning what percent of Title I Part A, reserved for parental involvement, will be spent.

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

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

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

### **Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$ \_\_\_\_\_; 10% of Title I allocation = \$ \_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**   N/A  

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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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.)

There are two students in temporary housing.

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

The school supplies students with the materials needed for them to succeed, i.e. notebooks, pencils, etc. We also invite students participate in our After School Programs.

### **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.

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.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 212 Lady Deborah Moody					
<b>District:</b>	21	<b>DBN:</b>	21K212	<b>School</b>		332100010212

**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	36	52	40		93.3	93.7	93.7
Kindergarten	76	90	118				
Grade 1	93	77	95	<b>Student Stability - % of Enrollment:</b>			
Grade 2	85	102	91	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	105	86	108		91.8	93.1	91.1
Grade 4	84	98	85				
Grade 5	96	85	94	<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		66.4	80.8	80.8
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	16	8
Grade 12	0	0	0				
Ungraded	0	2	5	<b>Recent Immigrants - Total Number:</b>			
Total	575	592	636	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	4	14

<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	31	31	43	Principal Suspensions	6	11	15
# in Collaborative Team Teaching (CTT) Classes	38	41	57	Superintendent Suspensions	0	3	2
Number all others	24	31	22				

*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	48	52	51
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	9	7
# receiving ESL services only	83	82	TBD				
# ELLs with IEPs	2	22	TBD	Number of Educational Paraprofessionals	2	5	9

*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	97.9	96.2	100.0
				% more than 2 years teaching in this school	79.2	69.2	88.2
				% more than 5 years teaching anywhere	60.4	57.7	68.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	92.0	94.1
American Indian or Alaska Native	0.7	1.2	1.4	% core classes taught by "highly qualified" teachers	100.0	98.6	100.0
Black or African American	19.7	21.8	22.8				
Hispanic or Latino	28.3	25.5	27.7				
Asian or Native Hawaiian/Other Pacific	25.9	27.4	25.0				
White	25.4	23.3	23.0				
<b>Male</b>	47.7	49.3	48.9				
<b>Female</b>	52.3	50.7	51.1				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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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	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>8</b>	<b>8</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	57.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.8						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District <b>21</b>	School Number <b>212</b>	School Name <b>Lady Deborah Moody</b>
Principal <b>Josephine Marsella</b>		Assistant Principal <b>Deborah Delluomo</b>	
Coach		Coach	
Teacher/Subject Area <b>Bonnie Merone/ESL</b>		Guidance Counselor <b>Jessica Nunno</b>	
Teacher/Subject Area <b>Maria Hatimy/Data Specialist</b>		Parent <b>Randy Garay</b>	
Teacher/Subject Area <b>Emily Sabbatino/ AIS Teacher</b>		Parent Coordinator <b>Ilia Liff</b>	
Related Service Provider <b>Gail Hyman/IEP/SETSS Teacher</b>		Other	
Network Leader <b>Wendy Karp</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</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>637</b>	Total Number of ELLs	<b>120</b>	ELLs as Share of Total Student Population (%)	<b>18.84%</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.

1. At registration, all parents/ guardians must fill out the Home Language Identification Survey (HLIS). Upon completion of the registration process on the same day, if the HLIS indicates a language other than English, the school's pupil accounting secretary calls Bonnie Merone, the full-time licensed ESL teacher to the main office in order to conduct an interview with the parent(s) and child. When possible and necessary, native language support is utilized to aid the interview process--either through an in-house interpreter or through the over-the-phone interpretation services provided by the NYC Department of Education. Notes from the interview are attached to the student's HLIS and placed in the students' cumulative file; a copy is also kept in the main office. Based on this initial screening process, the ESL teacher determines whether a child is eligible for formal assessment through the LAB-R, and, if so, assess the child within two to three days. If applicable, the ESL teacher administers the Spanish LAB to the child, as well within the same time frame. The child's score in the LAB-R determines whether he or she is eligible for ESL services for the duration of the school year. If the child is determined to be eligible according to the LAB-R, services begin immediately.

In order to determine continued entitlement, all ELL students are evaluated in the spring of each school year using the New York State English as a Second Language Achievement Test (NYSESLAT). This test is conducted in the same manner as all other state assessments. During the testing period set by the state, the students are placed in separate locations by grade according to testing procedures. Students with IEP's receive modifications as per their IEP. Testing occurs simultaneously school-wide for all grades and levels for the Listening, Reading, and Writing sections of the test. The Speaking section of the test also occurs within the time period set by the state and is administered by the licensed ESL teachers to each student individually. If a student is absent, make-up testing occurs immediately upon that student's return to school. The Listening, Speaking, and Reading sections of the test are packaged and sent to the district office. The Writing section of the NYSESLAT is scored in-house by a team of teachers, including, but not limited to, the two licensed ESL teachers and the two licensed reading specialists.

The scores from this assessment determine whether a child is eligible to continue receiving ESL services, as well as his or her level of proficiency. If the child scores at the proficient level of the NYSESLAT, the child is no longer eligible for ESL services; however, the child will continue to receive testing modifications for two more years and support services as necessary. If the child scores at the beginning or intermediate levels, the child will receive ESL services for 360 minutes per week; if the child scores at the advanced level, the child will receive 180 minutes per week. Services will continue to be provided by the two licensed ESL teachers.

In addition, the ESL teachers communicate with the School Assessment Team to determine if special education ELL students should continue to receive additional ESL services, and their IEPs are modified accordingly. However, in order to provide more individualized and differentiated instruction, we are implementing the following changes. For the 2010-2011 school year, we are increasing the amount of push-in ESL services provided, particularly in the lower grades. Because the 2009-2010 standardized test scores have indicated that the ELL students in our school generally perform better on content area assessments, such as science and math, than on reading and literacy assessments, ESL providers are implementing more push-in services to allow students to remain in their classrooms for reading and literacy instruction in order to provide transitional support in those areas.

Furthermore, ELL's throughout the year will be evaluated using multiple criteria. These evaluations will be based upon classwork, class participation, assignments, test scores and projects assigned to the students. Continuing articulation between the ESL and classroom teacher will also be ongoing in order to get a well-rounded picture of the ELL student.

2. At the conclusion of the initial LAB-R testing period in the beginning of the school year, letters are sent home to parents in their native languages asking them to attend a meeting for the selection process of ELL placement as part of our parent outreach plan. This meeting is scheduled to take place the first month of school. During this meeting, a workshop is conducted for parents using a DVD, letters, bilingual interpreters, and handouts explaining the various program options available to them and to their children – Transitional Bilingual, Dual Language, and Freestanding ESL. The school makes every effort to have as many translations as possible available at the workshop. At this time, parents are asked to select the option most appropriate for their lifestyles. If parents are unable to attend, the school sends the information home in their native languages for them to peruse and select. Follow-up letters are sent home to parents who do not return surveys. The two ESL teachers hand-deliver all letters to the students' classroom teachers for distribution; classroom teachers sign to confirm receipt of letters in order to document distribution. The ESL teachers document each returned form on a master list of all eligible students. The original forms are attached to the students' home language surveys and placed in the students' cumulative

files, while copies of the forms are kept on file in the main office.

For children who do not register within the initial LAB-R testing period, identification and testing occurs immediately as described above. Letters are sent home to the children's parents in their native language on the same day the test is administered informing them of their child's performance on the LAB-R assessment and, if the child is eligible for ESL services, the parent options are available. More detailed information is attached to the letter in the parents' native languages as available. In addition, the letter communicates that the school outreach plan allows parents the option to set up a meeting with the ESL teachers if they so choose. Contact information is included accordingly.

In addition, as part of our school's family outreach, communication is constant throughout the year through parent workshops about ELLs' success in different content areas, through parent-teacher conferences, and through letters sent home in both English and home languages to keep parents abreast of school-related activities and testing.

Furthermore, a bi-monthly newsletter is sent home to inform the community of school happenings.

3. At the initial parent meeting for program choice parents are asked to select the option most appropriate for their lifestyles. If a parent is unable to attend the meeting, letters are sent home as a follow-up. The letters sent home are hand-delivered by the ESL teachers to the students' classroom teacher for distribution. A list is kept of all the ESL students. As letters of selection are returned the student is checked off and the selection is written next to their name. The letters of selection choice are kept on file in the main office. As newly admitted students register, letters of selection are sent home in English and in the students native language (when available). If requested, a meeting between the family and ESL teacher is set up for further assistance and clarity.

If, after the two requests for the selection forms are not answered and forms are not returned, an ESL teacher (with the help of a translator when needed) will attempt to call the home to further assist the family. After all attempts are made the parent selection will default to a Transitional Bilingual Education choice and the appropriate measures will be followed at that time.

4. Upon completion of the LAB-R and after parent selections have been made, students are placed in an ESL (pull-out or push-in) program. The freestanding ESL program at our school is delivered through a daily pull-out/push-in small groups by two highly qualified licensed ESL teachers entirely in English. Our program fully complies with Part 154 of the Commissioner's Regulation. P.S.212's English immersion program aims for students to become proficient in all written and oral academic development. The students are taught in heterogeneous groups (i.e., mixed proficiency levels) by grade and class. Native language support is provided as per individual students' IEPs as necessary through the use of bilingual paraprofessionals. In addition, as per teacher discretion, students may be provided with translations of state tests in content areas, with the exceptions of the ELA and NYSESLAT. In the event a translation is not available, students may be provided with a glossary. During ESL instruction, students may be given the opportunity to explore books in their native languages in order to support literacy development. In addition, P.S.212's library also has a foreign language section that contains children's books in various languages, which are available for student perusal. Because we follow a Freestanding ESL model, Native Language Arts instruction is not offered in our school. Communication with parents is done through the use of bilingual letters, phone calls with the assistance of interpretation services (either in house or through the NYC department of education interpretation service). The Parent Coordinator also reaches out to the community through letters and parent workshops.

In our Freestanding ESL program, ESL instruction is delivered through strategies in English only. However, whenever possible, letters are sent home to parents in their native languages in order to ensure a strong home-school connection. Interpreters are brought in during open school afternoons and evenings to help parents and teachers communicate and connect.

5. The trend in parent selection forms continues to be incorporating English-rich reading content with Freestanding ESL services within the school day. In the 2008-2009 school year, 72 out of 82 parent survey and program selection forms returned by parents of ELLs indicated Freestanding ESL as the first choice for their children. In the 2009-2010 school year 62 out of 88 parent survey selection forms returned by parents of ELL's indicated Freestanding ESL as their first choice for their child. This is the choice of approximately 79% of our parents for the ELL population. Many parents have chosen to have their children in this setting at school while continuing their spoken native language at home and/or in private weekend and after school programs. The ESL program implemented at this school reflects parent choice, which is indicated on the Parent Survey Selection Forms.

6. The ESL program at P.S. 212 is aligned with the parent selection form responses. Most parents have opted to have their children learn English during the school day while re-inforcing their native language at home or during after school programs. The ESL (pull-

out/push-in) programs offered at P.S.212 is aligned with parent selection choices. If the free-standing ESL program at P.S.212 is not an option parents are interested in, they are given the opportunity to transfer their child(ren) to the setting they feel best meets their needs.

## 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>		8												8
<b>Push-In</b>	8	8												16
<b>Total</b>	8	16	0	0	0	0	0	0	0	0	0	0	0	24

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	120	Newcomers (ELLs receiving service 0-3 years)	100	Special Education	21
SIFE	0	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	100	0	13	19	0	7	1	0	1	120
<b>Total</b>	100	0	13	19	0	7	1	0	1	120

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>	<b>0</b>													

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

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

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	
Other										0	0
<b>TOTAL</b>	0	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	10	15	7	4	3	9								48
Chinese	13	4	4	6	5	7								39
Russian	3	3	0	0	1	0								7
Bengali	0	0	0	0	0	0								0
Urdu	2	3	0	1	1	3								10
Arabic	2	2	1	3	1	0								9
Haitian	0	1	0	0	0	0								1
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	1	1	0	0	0								2
Albanian	0	0	0	0	0	0								0
Other	1	0	1	0	1	1								4
<b>TOTAL</b>	<b>31</b>	<b>29</b>	<b>14</b>	<b>14</b>	<b>12</b>	<b>20</b>	<b>0</b>	<b>120</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1a & b. P.S.212 implements a pull-out/push-in ESL program. Students are grouped together by grade in heterogeneous groups. Students on beginning and intermediate levels receive 360 minutes of instruction per week. Advance level students receive 180 minutes of ESL instruction per week. The program delivers instruction in grades Kindergarten through Grade 5. Based upon assessments, test scores and teacher articulation, the ESL program is structured to meet each student's needs. In addition, during regular pull-out ESL services, we have further broken down the whole group instruction into smaller differentiated groups in order to provide more individualized support, particularly in the areas of reading and writing. This change was due to the ELL students' performance on the ELA state test and the NYSESLAT in the 2009-2010 school year, which indicated that reading is a particular area of weakness for our ELLs. Our goal for all ELLs is increased proficiency in all the academic areas of the curriculum as well as in spoken language. The ESL teachers are supportive to all the ELL students and help nurture them into their 'new' homeland.

2a. To ensure the mandated number of instructional minutes is provided according to students levels: Beginning and intermediate level students receive ESL instruction for 360 minutes per week while advanced level students receive ESL instruction 180 minutes per week. The instruction of ESL is through pull-out and push-in model programs.

In order to support proficient level students academic intervention services are provided in areas identified as 'weaknesses' for the students. These support services may include, reading, math, speech and language, voyager program and /or Wilson/foundations instruction. The school programming aligns with the inclusion of all support and ESL services throughout the day while keeping the student(s) within their main classroom for all major subject instruction. Beginning and Intermediate students receive 360 minutes of ESL instruction per week, and Advanced students receive 180 minutes of ESL instruction per week by the ESL teachers using the Rigby program (On Our Way to English).

3. P.S.212 has a free-standing ESL program. Instruction is in English only. We do not have any Bilingual/dual language or Transitional Bilingual programs at this time. Content area instruction is taught by the ESL students' classroom teacher(s) in English. ESL students are supported with instruction through the use of computers, bilingual books, dictionaries and testing materials, hands-on learning, modeling as well as peer buddies. These methods help to aid with learning while keeping the students on par with their peers. Teachers are also given ESL strategies which they are able to utilize in their classroom.

All ELL students also receive daily ELA instruction in their classrooms through reading and writing workshops, as well as a program called Reading Street, which includes ELL components. In adapting their lessons for the ELL students in their classes, teachers activate prior knowledge, modify presentation of materials, and extend language; in addition, teachers adapt literature activities through the use of small group instruction, previewing text, mapping concepts using webs, and modifying daily and weekly writing pieces.

Our school has implemented the "Rigby: On Our Way to English" curriculum for our ESL program in order to make content comprehensible, enrich language development, and prepare students to meet standards. The components of the above program include thematic units that focus on literacy through content areas (ELA, math, science, and social studies). Each unit is focused on a central theme, which ties together instruction and activities for each content area, with an emphasis on vocabulary. The ESL teachers communicate with the ELL students' classroom teachers through articulation reports and informal meetings to target individual students' needs and help drive effective

instruction.

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

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

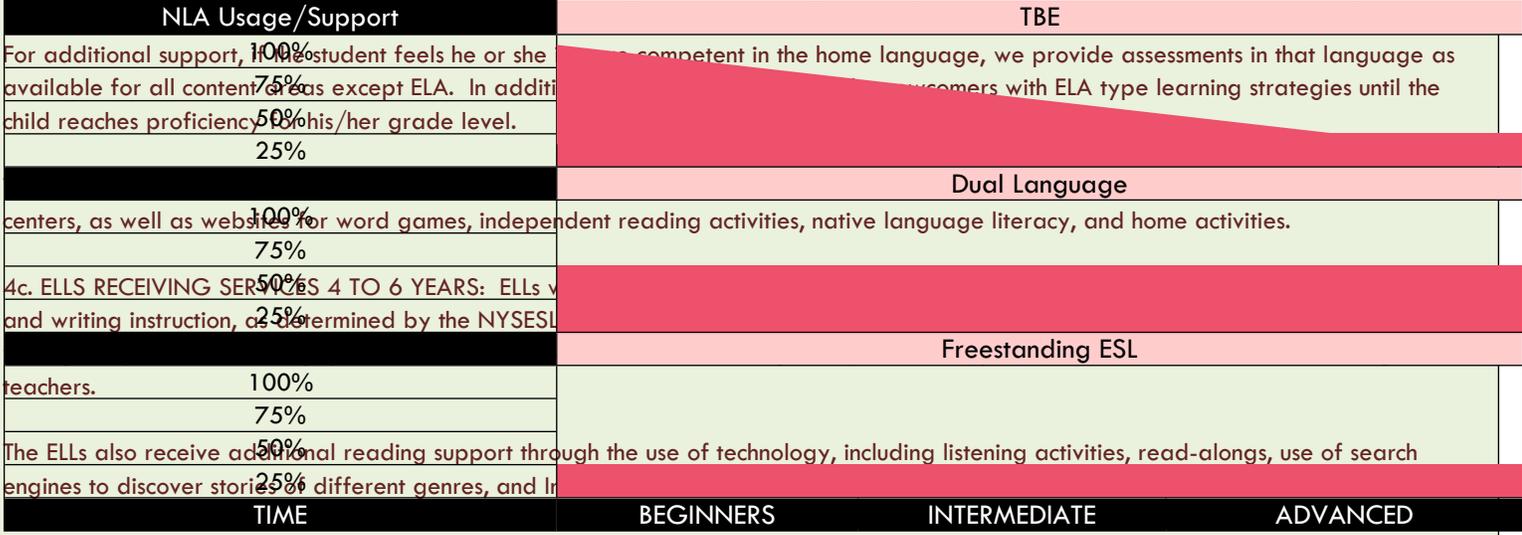
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

4b. NEWCOMERS: Newcomers to our program are given extra help in vocabulary and speaking. The Rigby curriculum includes beginner

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



4d. LONG-TERM ELLS: For Long-Term ELLs who have been in NYC schools for six years or more, we use formal and informal assessments ranging from NYSESLAT and state assessment performance to communication with the students' classroom teachers in order to identify the students' areas of weakness. Accordingly, we strive to enhance their reading abilities by focusing on key topics for comprehension, organization of writing, looking for written context clues, and more expressive speaking. We encourage and support students to speak out loud and participate freely. We use many manipulatives to help address hands-on learning.

In addition, long-term ELL students use the computer in the classroom in order to create published works – a method that students are eager to participate in and one that makes writing and editing faster, easier, and more professional.

4e. SPECIAL NEEDS: The ESL teachers, along with every service provider in the school, have received a copy of the IEP for every student they service who has been identified as having special needs. Each service provider is required to familiarize himself with each student's specific needs and modifications so instruction can be modified accordingly. In addition, the ESL teachers maintain consistent communication with the teachers of ELLs with special needs in order to ensure that each student's needs are being addressed through instruction. One ESL teacher is also licensed in Special Education. This additional training helps to supplement the needs of Special Education ESL students.

## 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?

5. P.S. 212 offers many intervention services. All services are provided in English. Some of the services provided for targeted students are small group reading, Wilson and Foundations reading programs, Orton Gillingham reading approach, Voyager reading program, reading streets program, lower and upper grade small group math and reading instruction, speech and language, as well as reading materials for all levels of students in many native languages. The use of bilingual glossaries, dictionaries as well as technological bilingual services (i.e. computers/listening centers) aides in learning and communication/comprehension for the ELL student. P.S.212 staff members are open to all new ideas and media available to aid in ELL's achievement and success. Staff development is ongoing and keeps staff and teachers abreast of all new concepts available to help ELL's become proficient in English. ELLs who have been identified as struggling in ELA and math (through test scores and teacher recommendations) receive Academic Intervention Services four to five times a week for one period each day. These services are provided in a small group pull-out and/or push-in setting by an AIS teacher. The AIS teacher articulates with the students' classroom teachers once a week in order to ensure alignment of instruction and a focus on the targeted students' particular needs, as well as to monitor student progress. During this AIS period, students receive extra help in literacy, phonics, math, and state test preparation. In addition, our school has implemented an Extended Day after school program to focus on these skills, classes geared specifically towards ELLs, using Title III funds.

6. ELLs continue to receive testing modifications for transitional support for two years after reaching proficiency on the NYSESLAT. In addition, these students may continue to receive Academic Intervention Services in areas where they are identified as struggling and if they are not yet performing on grade level in reading.

The academic intervention services include but are not limited to Wilson and Foundations reading programs, Voyager reading program, Orton Gillingham reading intervention, small group reading AIS instruction, math in small group instruction as well as speech and language.

7. P.S.212 plans on using more intensive reading based ELL instruction. The ESL teachers will incorporate more strategies in regard to literacy. They also plan on putting a larger focus on writing since data indicates this as the most 'needed' area of work across the grades. Note taking, independent writing as well as response to literature writing will be the strongest emphasis this year. Intergrating the P.S.212 literacy room with a larger selection of books will be a new program that ESL teachers will be implementing this year. Keeping the focus of instruction on reading, writing and overall literature will be the main component of ESL teachers instruction this year.

8. At this time we are using all ESL materials available in our school. There is no discontinuance of any program or materials.

9. ELL's are involved in all school programs. Students are given drama, technology, literacy, science and gym. The ELL students in upper grades are also involved in school-wide club activities. After school service for upper grade students is available in P.S.212 on Tuesdays and Thursdays. The after-school program is an enrichment service to aid in all aspects of reading and math proficiency. Small groups are the key to helping ELL's achieve higher proficiency levels.

ELL students are also involved in the Virtual Y after school program. This program provides homework help, as well as literacy based instruction for the ELL student.

10. The Rigby program, "On Our Way to English", encompasses all aspects of ELL levels of development. For newcomers the program provides emphasis upon vocabulary and speaking. These students also have access to technology through computers and listening centers. For ELL's that are in ESL 4-6 years the emphasis is on intensive reading and writing. These students will also have the use of technology to aid in language and reading fluency. Students may use search engines to do research or investigate genres of reading. Manipulatives to aid in hands-on learning, as well as the use of visual and listening aides are used to help reinforce skills. Content area instruction is done in class by the classroom teacher. Teachers are asked to refer to ESL strategies given to them at the beginning of the year to help assist their

ELL students. Materials for reading and math may also be found in the students native language to aid in understanding and comprehension. Some additional instructional components are:

The "Rigby: On Our Way to English" program continues to prepare students to meet standards. During ESL instruction, there is a concentration on literacy skills using the above program, as well as providing the students with a print rich environment. This program places an emphasis on all four modalities. The Rigby program also includes content area based libraries of leveled books.

The Wilson/Fundations reading program is utilized for all ELL students. This helps ELLs with phonics and sentence structure.

Pearson Reading Street curriculum is used in all classrooms throughout the school. This program has a specific ELL component which focuses on comprehension, written language, oral presentations, and listening skills.

ELLs are supported in the ESL program through a range of learning materials designed to address multiple learning modalities. In the ESL classroom, ELLs are supported through the use of visual aids, songs, overhead transparencies, word vocabulary cards, charts, picture cards, big book stories, stories on audio CDs, hands-on class work, manipulative charts, Total Physical Response (TPR) cards, mini-books, and appropriate library reading books geared towards the ELL student. Our ESL teachers also integrate technology for each subgroup of ELLs as outlined above.

Within their mainstream classrooms and in content area instruction, ELLs are supported through the use of ESL strategies implemented by the classroom teacher, which include pictures to introduce new vocabulary and new concepts, songs and games, graphic organizers, role-playing, repetition, and modeling of skills. In addition, teachers are provided with ELL components of the Reading Street program, which include summaries in both English and other languages, ELL lesson plans, an ELL posters (with a visual for each story), and vocabulary cards and activities.

The use of the P.S.212 literacy room will ensure a wider variety of literature for the ELL student to be exposed. With the use of this literature, students will be asked to respond in writing to many of the stories which will help with acquiring better writing skills and becoming more comfortable with writing.

11. In order to aid the ELL student the ESL teachers use numerous modalities to support native language for the ELL child. Through the use of computers, biligual reading materials, bilingual test taking opportunities as well as peer buddy support, the ELL student has numerous opportunities to have native language support. P.S. 212 believes acheivement of the ELL child is our main objective. Any way we can support and assist our ELL population students we will strive to do so. At P.S.212 success of our students is our top priority.

12. ELL's are grouped heterogenously by age and grade level. Instruction for ELL students is aligned with New York City and State standards. Whether in the main classroom, during ESL instruction or during any supportive service program, the teachers at P.S.212 align instruction with proper age and grade level standards.

ELLs are given support services throughout the school day. Lower grades are given Voyager; a phonics based reading program, as well as Fundations; another intensive reading program. These two reading programs have specific ELL components to facilitate language and reading acquisition. The basis of the two lower grade reading programs are to enhance phonemic awareness, spelling, comprehension, and listening skills. Upper grade ELL students are provided with a push in/pull-out small group reading program. These programs are taught by New York State licensed reading providers. Upper grade students are also given the Fundations reading program. Students in upper grades work on phonics, listening, comprehension, as well as various areas of genre including fiction and non-fiction stories. P.S. 212 individualizes instruction for all students. This is especially important for the ELL student. Books and levels are chosen according to test data and in-class observation. In addition, within the literacy component of the curriculum, classroom teachers promote the use of accountable talk: children buzz about text-to-self connections to enhance language acquisition as well as vocabulary skills.

An extended day after school program has been implemented for grades 3, 4, and 5 to provide assistance in achieving proficiency in ELA.

13. At this time P.S. 212 does not offer a summer program for newly enrolled ELL students before the beginning of the new school year. At the completion of a grade, each student, which includes the ELL student population, is given a summer packet. Students must complete this packet for the following school year. This ensures a continuation of literacy and math skills throughout the summer months.

### C. Schools with Dual Language Programs

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

#### **D. Professional Development and Support for School Staff**

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

1. ELL personnel in our school attend professional development workshops provided by the CFN 605 Network throughout the year to ensure continued professional growth; in addition, they receive support for administrative work and compliance issues through workshops by Jose de la Cruz, the ELL compliance director for District 21. These workshops include, but are not limited to, technical support for ESL administrative work, accessing and using data to plan instruction, ELL compliance, and assessment scoring. The classroom strategies and methodologies can then be implemented in daily instruction for the ELL population by the ESL teachers; in addition, the two ESL teachers can then turn-key this training to the rest of our school staff.

Professional Development is provided for staff members for implementing ESL strategies and techniques for ELLs in the mainstream classroom. As per mandates, general education teachers receive 7.5 hours of professional development while special education teachers receive 10.5 hours. This staff development is provided by our ESL teachers as needed on an ongoing basis. Professional development focuses on instruction and discussion about understanding the development of ELLs and how best to support them in the mainstream classroom through the use of ESL strategies. Topics discussed include understanding the development of ELLs (BICS versus CALP, timelines for language acquisition, etc.) and how best to support them in the mainstream classroom. They are best supported through the use of ESL strategies such as a balanced literacy approach, scaffolding, hands-on instruction, gesturing, visual aids, a buddy system, and heterogeneous grouping.

New teachers are given the mandated training in-house by one of the New York State licensed ELL teachers on staff. This is done either after school, on preparation periods and/or during periods of modeling/observation of the ELL teachers. New teacher requirement paperwork is kept in house in the main office. Paperwork shows each date and the amount of time a new teacher spent attending the offered in-house training. Paperwork is signed by the new teacher, the ELL teacher, and the school principal in order to maintain accurate records. New teachers are given an ELL training certificate to show completion of the state mandated requirements. In addition to the required new teacher training periods, staff development is implemented on an ongoing basis throughout the school year through in-house PDs, articulation, turn-key training, and modeling of lessons.

Outside of the required new teacher training periods, staff development for personnel who work with ELL students is done on an individual basis through articulation as well as push-in model teaching and required ELL instructional training for new teachers. In house professional development for regular and special education teachers, paraprofessionals, and speech therapists also takes place during students' non-attendance days. The ELL teachers provide model lessons for the staff as well as disseminate information for aiding instruction to ELL students. ELL teachers turn-key train the staff from various workshops they have attended. Articulation throughout the school year helps to benefit mainstream teachers with hints and practices to use within their classroom to include and challenge the ELL learner.

2. As ELLs transition from one school level to another, ELL students are given a more intensive reading program with a Licensed Pull-out reading teacher. Classroom teachers are given a copy of the NYSESLAT and ELA Exam for that grade level to help in preparation of the upcoming state requirements. Students in upper grades are offered an after-school program that does test preparation for each grade level so that students are well aware of the expectations required of them for state examinations.

To assist ELLs as they transition from elementary to middle school, the ESL teachers provide staff members with ESL strategies that they should utilize in the classroom. In addition, because the Rigby program utilizes cross-curricular thematic units, the ELLs in our school receive additional support in content area through the ESL pull-out/push-in program. These strategies ensure that students do not fall behind in their content area learning while they are still acquiring the English language and that they are adequately prepared to succeed in middle school.

3. As per the state mandates all new teachers receive 7.5 hours of ELL professional development training while special education teachers receive 10.5 hours of ELL training. Professional development is done by P.S.212's two ESL teachers. Documentation of this training is kept in-house in the main office. Professional development consists of instruction in the latest methodology of ESL student support. Topics will include the use of ESL strategies within the mainstream classroom to best aid in the achievement and success of the ELL student.

## 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. In order to provide support to our parents, workshops are held throughout the year to keep parents abreast of school-wide activities and ongoing tests and assessments. Parents are also given all letters home from school in their native language. Interpreters are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. The parent coordinator also presents workshops for ELL parents with many hands-on activities keeping the home-school connection strong.

PTA meetings are done throughout the year and with the assistance of parent-interpreters, ELL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

To further support our ELL parents, a teacher on staff is meeting with parents on Wednesday mornings from 8:00-8:45 am for English language instruction for our ELL adult parents. At P.S. 212 we are trying to make every effort to involve our ELL parents and help them to assist their children and be a part of our school family.

2. Our school currently has a partnership with the Vitual Y organization, which provides an after-school program for our students five days a week from 3:00 pm to 6:00 pm. The program provides instruction in literacy and offers homework assistance as well. Parents participate in all events and functions and communicate with the director and staff on a daily basis. In addition, we offer the ELL parents Adult ESL classes in our school on Wednesday mornings. This class benefits the parents in learning English as well as connecting them to the school. We would like our parents to become more literate in English so they will be able to help their children at home. During these parent ESL classes, the PTA board is frequently present with bilingual interpreters in order to provide the parents with the opportunity to become more involved in school-wide activities. Staff members are also present to keep ELL parents abreast of services available to them and their children.

In addition, the principal welcomes parents and shares in a bi-monthly 'chit-chat' so that parents can have a comfortable forum in which to raise questions and concerns they may have. These informal chats take place with the aid of bilingual translators to ensure that every parent is given the opportunity to speak and be heard. The parent coordinator provides outreach to the community to involve as many parents as possible. The school leadership team also discusses the needs of the school community, including our ELL population. In addition, parents also respond to the Learning Environment Survey, which is then viewed by the administration to determine the needs and concerns of our ESL parents. Furthermore, Ilia Liff, our parent coordinator, facilitates our school's interaction with parents through outreach. There is ongoing communication, and she is present at all PTA meetings, community education council meetings, the principal's chit-chat, etc. She encourages parents to become involved in school events.

3. At P.S.212 we have an open door policy. Parents can meet with any of the staff members to discuss the needs of their child. Ongoing PTA meetings help to keep parents and teachers connected and in constant communication. During principal chit-chats parents are able to voice concerns in an open forum with ELL teachers, the parent coordinator, and classroom teachers as well. In addition, parents also respond to the Learning Environment Survey, which is then viewed by the administration to determine the needs and concerns of our ESL parents.

P.S.212 makes every effort to keep communication between parent, child and teacher as open as possible.

Throughout the year ELL parent meetings and workshops are done to help fulfill the needs of ELL parents. Parents are asked their opinions and subsequent workshops are created to align with parents needs.

4. The parent involvement activities at P.S.212 address the needs of the parents through numerous outlets.

The parent coordinator aligns her workshops and activities to reflect the requests and concerns of all parents including the ELL parents.

ESL teacher/parent workshops are created to address the needs and requests of the ELL parents. During each workshop a forum is opened at the end for discussion with a question and answer session. During these times parents are asked to address their needs and concerns. Subsequent workshops are then formulated to align with parent needs. Whenever possible interpreters are brought in to assist with opening lines of communication between the parent and the school. During some ELL parent meetings guest speakers are brought in to help parents

connect to the community as well as the school. ELL parents will have the opportunity to learn about other school/city-wide services available to them and their children. Parents will have an open forum with OT/PT, speech, special education evaluators, and other extra service providers to discuss available help offered and if they feel their children might need these services.

At P.S.212 we strive to achieve success for our ELL population and make a strong connection to their families. This helps to facilitate achievement for everyone; child, parent and school.

## 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)	16	18	5	1	2	2								44
Intermediate(I)	0	9	2	7	3	5								26
Advanced (A)	15	2	7	6	7	13								50
Total	31	29	14	14	12	20	0	0	0	0	0	0	0	120

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	3	1	0	0	0	1							
	I	7	3	3	0	0	1							
	A	10	7	7	4	7	2							
	P	4	2	2	5	12	4							
READING/ WRITING	B	15	4	0	0	0	1							
	I	8	1	8	2	6	1							
	A	1	4	3	6	12	3							
	P	0	4	1	1	1	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	6	4	0	13
4	7	8	3	0	18
5	1	6	0	0	7
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	0	5	0	6	0	1	0	14
4	3	0	5	0	9	0	3	0	20
5	0	0	2	0	5	1	0	0	8
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	1	0	8	2	5	0	19
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	1	0	0	5	0	1	0	7
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

1. Our school utilizes ECLAS-2 in order to assess the early literacy skills of our ELL's. The ECLAS-2 assesses students in the areas of phonemic awareness, phonics, reading and oral expression, and listening and writing. Analysis of ECLAS-2 data has shown that many of our ESL students in kindergarten are more proficient in the phonemic awareness and the Listening and Writing strand than the Reading and Oral Expression strand and the Phonics strand. ESL students in grade 1 are more proficient in the reading comprehension, phonics and listening and writing strands. ESL students in grade 2 are more proficient in reading and oral expression strand than in the phonics strand and the listening and writing strand. ESL students in grade3 are more proficient in the reading and oral expression strand than in the phonics strand.

while emphasizing where deeper instruction is needed in areas of weakness for their students. Constant articulation between classroom teachers, AIS teachers and ESL teachers help to give a 'wider-range picture' of each student and where their strengths and weaknesses are. Through these varying methods of evaluation instruction will be determined accordingly.

2. ELL students in our school are performing at the advanced or proficient levels on the Listening/Speaking portion of the exam, while only a few are performing at the advanced or proficient levels on the Reading/Writing portion of the exam. These results indicate that our ELL students are stronger in Listening/Speaking, while Reading/Writing is an area of weakness. As a result, students in all grade levels must remain in their regular classrooms during reading block periods in order to maintain continuity of instruction in this area of weakness; during other parts of the day, students then may be pulled out for ESL and other services. During ESL classes, students receive instruction with a heavier emphasis on the reading and writing components of the curriculum in order to target these areas.

3. The patterns from the NYSESLAT modalities help to drive instructional decisions. Areas of weakness for ELL students (reading and writing) are identified and drive instruction with a stronger emphasis on these areas. Through differentiated instruction in literacy skills our goal is to help our ELL's become more proficient in the areas of reading and writing while reinforcing continued support in the areas of listening and speaking.

The results of Interim Assessments, in conjunction with the ELA exam and the NYSESLAT, are used to identify areas of weakness for ELL's and inform instructional decisions accordingly (e.g., differentiation in the classroom)

4a. First grade ELL students have the lowest proficiency in reading and writing while most of the students achieved higher levels in the areas of listening and speaking.

Second grade students had a pattern of lower scores in reading while most stayed stronger in the areas of listening, writing and speaking.

Grade three students showed higher scores in listening and speaking. Scores in reading and writing remained low in proficiency.

Fourth grade ELL students showed a high level of proficiency in the areas of listening, reading and speaking while falling below proficiency levels in the area of writing.

Fifth grade ELL students struggled in the area of writing while getting better scores in the areas of listening, speaking and reading. We don't have any students taking a test in their native language in ELA.

4b. Based upon results of the NYSESLAT as well as other 'in house' assessments teachers are putting a stronger emphasis on literacy skills while concentrating on the writing portion of literacy. Portfolios are being kept for all students with progress being assessed throughout the year. Data from assessments and tests are available to all teachers. P.S. 212 also has a full-time data specialist to help teachers assess students accurately and assist in planning instruction accordingly. The data specialist is also part of the school leadership team and can therefore assist team members in instructional planning.

4c. P.S.212 has used data from this year as well as from previous years to help guide instruction for the ELL student. The data has shown most ELL students struggle in the area of writing primarily while also having some difficulty in the area of reading. The strong emphasis of an AIS period for reading as well as specific blocks of reading and writing periods within the classroom are done to help ELL students become more proficient in these areas. Specific writing skills are being taught during daily writing period blocks. These writing periods focus upon responses to literature, four squared writing, expressive and personal writing pieces and independent writing. These modalities of writing are being used to help the ELL student become a stronger and more confident writer.

We do not have any students taking a test in their native language.

5. At this time P.S.212 does not have a dual language program.

6. P.S.212 evaluates success of our ELL programs by numerous measures. Teacher articulation about ELL students helps to keep academic instruction aligned. Interim assessments, classwork and participation, test results, portfolios and classroom observation are some of the methods used to evaluate the success of our ELL students as well as the effectiveness of the instructional programs being used.

P.S.212 believes a wide and varying measurement of evaluation helps to give a more complete picture of each ELL student and where their strengths and weaknesses lie. With this vast measurement individualized instruction can be better attained to ensure success for our ELL students.

### Additional Information

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

Out of 13 third grade ELL's who took the ELA Spring 2010 assessment 3 students (20%) are performing at level I, 6 students (46%) are performing at a level II and 4 students (30%) are performing at a level III. No students performed at a level IV.

Out of 18 fourth grade ELL's who took the ELA Spring 2010 assessment 7 students (39%) are performing at a level I, 8 students (44%) are performing at a level II and 3 students (17%) are performing at a level III. There are no students that performed at a level IV.

Out of 7 fifth grade ELL's who took the ELA Spring 2010, 1 student (14%) performed at a level I, 6 students (86%) performed at a level II and no students performed at levels III or IV.

## 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		