



P.S. 208 ALAIN L. LOCKE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 208 ALAIN L. LOCKE
ADDRESS: 21 WEST 111 STREET
TELEPHONE: 212-534-9580
FAX: 212-534-8227

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310300010208 **SCHOOL NAME:** P.S. 208 Alain L. Locke

SCHOOL ADDRESS: 21 WEST 111 STREET, MANHATTAN, NY, 10026

SCHOOL TELEPHONE: 212-534-9580 **FAX:** 212-534-8227

SCHOOL CONTACT PERSON: Susan M. Green **EMAIL ADDRESS:** SGreen8@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christine Adebisi

PRINCIPAL: Susan M. Green

UFT CHAPTER LEADER: Tamera Musiowsky

PARENTS' ASSOCIATION PRESIDENT: Symone Manning

STUDENT REPRESENTATIVE:
(Required for high schools) NA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 3 **CHILDREN FIRST NETWORK (CFN):** CFN 209

NETWORK LEADER: MARLENE WILKS/DANIEL PURUS

SUPERINTENDENT: Sara Carvajal (IA)

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Susan M. Green	Principal	
Tamera Musiowsky	UFT Chapter Leader	Comments: Reviewed by principal
Christina Adebiyi	UFT Member	Comments: Reviewed by principal
Janiece Wardlow	UFT Member	Comments: Reviewed by principal
Milagros Figueroa	DC 37 Representative	Comments: Reviewed by principal
Symone Manning	PA/PTA President or Designated Co-President	Comments: Reviewed by principal
Christina Bootle	Title I Parent Representative	Comments: Reviewed by 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.

□

There are many distinctive attributes about Alain L. Locke-PS 208. PS 208 is a unique community where all community members- children, educators, parents, school support staff and community-based organizations work rigorously and collaboratively in creating a rich academic and extra-curricular opportunities. With 216 students, class sizes are small, resulting in more individualized attention to address students' needs. Likewise, the small community has allowed staff members to foster more intimate relationships with students and their families. Many of our parents are past students of our school which contributes to creating strong bonds with relationships extending to multiple generations. Our school is often complimented as being one of the cleanest, warmest, most welcoming environments ever visited.

The relationship between staff members and students is one where the adults-custodians, office personnel, parent coordinator, teachers, guidance and administration alike, take an interest in meeting the needs of the whole child, not merely the academics. Students feel confident in knowing they can express their concerns to someone. Students are celebrated and awarded for academics, attendance, behavior, and citizenship.

The school motto- "Where we strive for GREATNESS and nothing less"- a phrase that has been internalized by all staff and many students alike, is used as a tool to hold individuals accountable for their actions.

Again, as a small school, we are able to offer small class sizes. The average class size is 20 students. In addition to our General Education classes that encompass accelerated instruction, we offer self-contained and CTT classes, as well as SETSS services. Our school has a full-time Visual Arts program, Physical Education, and a Social Studies/Science Cluster. We have one ESL teacher, one IEP teacher, a Guidance Counselor, a Speech/Language teacher, and a contracted Literacy consultant from Accelerated Literacy Learning who serves as a Literacy expert as well as a support person on a one to one basis. Our Learning Support Organization, Children First Network, has been extremely supportive to our teachers in planning, offering on and off-site professional development for teachers and administration.

On many levels, there is an open communication between staff and administration which makes for a cohesive and cordial atmosphere. Staff members are highly respected irrespective of rank, title or ethnicity. They are valued for the strengths and support brought to the community at large. The administration has a great working relation the UFT School Chapter Leader.

Our school has partnered with several community based organizations in an effort to expose our students to as many cultural experiences as possible. Some of our affiliates are:

- Carmel Hill, a private organization that has provided more that \$100,000 in grant money over the past 5 years to promote literacy through the Accelerated Reading Program, which promotes reading

at the independent level, and students take quizzes to test their comprehension. Eight of our classroom teachers have been Nationally Recognized as Master Teachers in this program.

- New York Cares, provides volunteers to take our students on Urban Adventure trips around the city, facilitates basketball clinic and an Environmental Club on Saturdays, as well as a annual school beautification day.
- Lotus Music and Dance, Purelements the Townhall Theater and American Ballroom Dance Company are artistic programs that enhance our Social Studies curriculum through dance.
- Children's Aid Society, where our students receive individual and group counseling on site.

Alain L. Locke-PS 208 is one of eight schools in our district that was awarded a Federal Grant to become a Magnet School. This is a three-year grant, with funding distribution beginning in the 2010-11 school year. The school's theme will center around Environmental Stewardship, which will be woven within all subject areas.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 208 Alain L. Locke								
District:		3	DBN #:		03M208	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			92.2	93.6	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		72	72	84			93.9	88.83	TBD	
Grade 4		62	69	62						
Grade 5		89	62	60	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			82	79.8	88.3	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			3	8	TBD	
Grade 12		0	0	0						
Ungraded		0	0	0	Recent Immigrants - Total Number:					
Total		223	203	206	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							0	4	1	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		19	20	21	Principal Suspensions		4	11	TBD	
# in Collaborative Team Teaching (CTT) Classes		13	17	18	Superintendent Suspensions		18	32	TBD	
Number all others		21	13	12						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	17	23	31	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	3	10	Number of Teachers	26	23	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	7	7	TBD
				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	53.8	60.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	53.8	65.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	73	78	TBD
American Indian or Alaska Native	0	0	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.7	91.7	TBD
Black or African American	70.8	70	66				
Hispanic or Latino	27.4	27.6	29.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	2	2.4				
White	0.4	0.5	1.5				
Multi-racial							
Male	47.1	50.2	51.5				
Female	52.9	49.8	48.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	80.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

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Student Performance Trends

Prior to 2009-10 school year, student performance was consistently on the rise. Between the 2006-07 school year and the 2008-09 school year, PS 208 made more than a 20% increase in student performance in Literacy and over a 30% increase in Mathematic performance. As a result of the changes made to the NYS cut scores to the State Assessments in both ELA and Math. We, along with the majority of schools in NYC, saw a significant decrease in student proficiency and performance:

2007-08 ELA-43.2%; Math-64.5%

2008-09 ELA- 56.6%; Math-74.5%

2009-10 ELA- 29.7%; Math-33%

Accomplishments

This year we were selected to be part of the DOE's IZONE Pilot. As a result, our 4th and 5th grade students now have 1:1 technology access, the newest measure of keeping them engaged. The programs associated with this pilot-Success Maker for grade 3 and Odyssey Compass Learning for grade 4 allow the students to engage in literacy and mathematic activities, allowing teachers to get real-time results and use the data for small group and whole group instruction. Teachers will need to participate in ongoing PD in the programs as well as utilizing technology.

We are also recipients of a Federal Magnet Grant this school year. This three year grant will afford our students and opportunity to travel and learn through project-based exploration as our school theme will center around Environmental Stewardship. Curriculum will be modified accordingly around this concept.

During the 2009-10 school year, were visited by a Brazilian reporter, Antonio Gois, who highlighted our school as one, he described, as a pleasure to visit. We were also visited by renowned authors Harry and Rosemary Wong, who wrote a 2 part series on the GREATNESS that exist in our school (visit <http://teachers.net/wong/SEP10/> and <http://teachers.net/wong/OCT10/>)

- Classroom teachers have improved in their ability of understanding how to meet the specific needs of their students and have implemented structures to meet the individual needs of their students
- Teachers have started work in realigning reading and writing curriculum to improve student learning in accordance to Common Core State Standards.

Parent workshops hosted by teachers and consultants providing strategies on reading with children at home.

Improved parent turnout to PTA meetings over the past 2 ½ years

Recipients of 21 Century Grant for an after-school and summer program until 2013

AYP met for the 2009-010 school year in all areas; maintain status as School in Good Standing since removal from the SINI list in 2008-09 school year

Extraordinarily active PTA Executive Board that is working effortlessly in solicit parent involvement

Barriers

- Comprehension in the form of making inferences continues to be the number one area in which students struggle.
- 29% of our student population are over aged students
- Essay writing has posed the greatest challenge for our 5th grade students, according to the NYS Social Studies Exams over the past 3 years
- Minimal student progress has been made for the top third performing students in both literacy and math
- While improvement has been made parental involvement, engagement continues to need improvement
- Students who are overaged for their grade, make for academic, as well as At-Risk behavioral problems
- Student coping skills for conflict are low, resulting in physical aggression as the first means of resolution; a part-time guidance counselor doesn't allow for all of the necessary intervention
- Low student enrollment

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Goal #1-To improve student performance in ELA. By June 2011, there will be a 20% decrease of current 4 th and 5 th grade students performing @ Level 1 in ELA.	<input type="checkbox"/> In light of the 2009-2010 data in ELA, special attention will center around lowest performing students, addressing both reading comprehension and writing skills in both literary and informational text.
<input type="checkbox"/> Goal #2- By June 2011, the parent involvement at PS208 will increase by 3-5% based on attendance at parent workshops, PTA meetings, and community services hours/support during the school 2010-11 school year.	<input type="checkbox"/> Parents will be offered a menu of community service items at the beginning of the year. This will allow the PTA and Parent Coordinator to know who their resources are and call on them accordingly throughout the year. Parents will also have a voice in the sorts of workshops they would like to see offered at the school as a means to improve the home-school relationship for parents.
<input type="checkbox"/> Goal #3- Level 4 and 5 infractions that results in student suspensions will be reduced by 5-10% by June 2011.	<input type="checkbox"/> Data from the Online Occurance System shows that students suspensions occur most frequently between the months of December and May. This year, staff members will receive training in the Positive Behavior Intervention System. Teachers and administration will learn alternative measures in dealing with disciplinary issues and track patterns in behavior.
<input type="checkbox"/> Goal #4- To increase rigorous writing in the subject areas of Math, Science and Social Studies, while incorporating our theme of Environmental Stewardship throughtout. By June 2011, 50% of students' portfolios and projects in grades 3-5 will reflect grade appropriate writing where students articulate themselves using accountable talk, relative, rigorous vocabulary and show evidence of stamina at the appropriate grade level or above, while articulating and understanding how concepts relate to	<input type="checkbox"/> Based on students' performance across subject areas, teachers believe that students need more work in articulating their understanding in the form of writing. Greater attention will be placed on professional development in an effort to support teachers in designing lessons and task that will support this effort, using the topic of environmental stewardship as the catalyst as a common thread across grade

environmental studies.

and across curricular.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

ELA Performance

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal #1-To improve student performance in ELA. By June 2011, there will be a 20% decrease of current 4th and 5th grade students performing @ Level 1 in ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> All students will be assessed using the newest version of the Fountas and Pinnell Running Record System, and will be placed in Guided Reading groups according to reading level. Teachers will differentiate instruction within these small groups based on students' reading behaviors to meet individual needs. Assessments will be conducted minimally three times a year to track student progress. Cluster and Support Staff (Speech, AIS and ESL teachers) will push into class during the 90 minute literacy block to conduct small groups of Guided reading. • Below level readers will receive Wilson instructions in addition to Guided Reading instruction. • Data Inquiry Team will focus attention on targeted group of students who scored Level 1 on the NYSELA exam, but were at the cusp of scoring a Level 2 (within 6 points). These particular students fall into various sub groups including, but not limited to special education students (least and most restrictive) and English Language Learners. • 3rd and 4th grade teachers will use Success Maker and Compass Learning Programs respectively, as tools to assess students' needs as a whole group and on an individual basis. PD for teachers participating in the I-Zone programs will take place throughout the school year with representatives of the program. • All teachers, including our ESL, Speech and IEP teacher will use the Scantron

	<p><i>Performance Series Assessment results to track student performance and growth, as well as identify areas of strength and weakness (individually, small and in whole group) and plan lessons accordingly.</i></p> <ul style="list-style-type: none"> • <i>Planning periods will be used to analyze data/student work and collaboratively develop activities for students who fall below, meet and exceed standards.</i>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Afterschool teacher per session would be supplemented by FSF Tax Levy Funding for our Children's First Network-OTPS Data Specialist and Data Inquiry Team members will receive per session compensation through Tax Levy Data Special and Tax Levy Children First Inquiry Teams Materials for instruction will be purchased through Tax Levy NYSTL Textbook Funding-OTPS Accelerated Literacy Learning Educational Consultant will be paid from Tax Levy and/or FSF sources for 15-20 sessions @ \$1000.00 per full day visit-OTPS</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <i>Teachers will submit bi-weekly schedules for guided reading, where they will identify student groups by level, and indicate the books being used for groups. They will reference strategies from the Continuum within lesson plans.</i> <p>Running Record Benchmark assessments will be conducted minimally three times annually to monitor student growth. The results of the assessments will be documented on a reading tracking sheet which will allow us to track progress. Students' reading behaviors will be recorded on running records that outline types of miscues and responses to comprehension questions. <i>Students' reading logs, writers' notebooks and portfolios with teacher feedback.</i> <i>Scantron Performance Series will be conducted throughout the year to track student performance in the strands of Fiction, Nonfiction, Vocabulary and Long Passages (to track stamina)</i></p>

Subject Area
(where relevant) :

Increase Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>☐ Goal #2- By June 2011, the parent involvement at PS208 will increase by 3-5% based on attendance at parent workshops, PTA meetings, and community services hours/support during the school 2010-11 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>☐</p> <ul style="list-style-type: none"> Parent workshops will be hosted by EPIC (Every Parent Influences Children), Learning Leaders and by teachers on best practices in supporting their children at home Staff Development on building relationships with parents and being sensitive to cultural and social/emotional make-up of families Calling parents with compliments about their child’s positive behavior in school Monthly meetings with PA Executive Board to devise ways to get parents to be involved. Provide parents with a menu of ways in which they can be involved, ie, donation of dishes for events, volunteering their time to serve during recess and assist on trips and in classrooms, Open House Fridays once a month, Parent Movie Night, etc. We will keep a tracking sheet on a monthly basis where parents sign in to volunteer and a log to track donations. Maintain a Parent of the Month board to highlight parents Giving incentives to students who are successful at getting their parents to attend meetings Encouraging parents to send a representative in their place if they are unable to attend meetings. Using our voice messaging system and backpack notices to parents to encourage attendance in translated versions. Solicit vendors to donate items or services to be raffled off at meetings to promote turnout
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</p>	<p>☐</p> <ul style="list-style-type: none"> Title 1 School-wide Programs/1% Set Aside for PTA to cover Synervoice Messaging System-OTPS Title 1 for parent workshops--OTPS Translation Funding for oral and written translations-OTPS

<i>action plan.</i>	Per Session for teachers conducting workshops for parents- per session
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> The impact of this increased parental involvement will enhance parents' understanding of what their children are learning in school so they can better support them at home see a reduction in disciplinary issues as indicated in OORS parents will be able to articulate the culture and climate that exist @ the school based on their actual involvement We will maintain community service logs, graphic organizers and other templates to track parent participation and attendance to meeting and events month by month

**Subject Area
(where relevant) :**

Reduce student suspensions

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Goal #3- Level 4 and 5 infractions that results in student suspensions will be reduced by 5-10% by June 2011.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Greater attention will be given to give positive reinforcement to all students, but specifically to those who tend to have ongoing disciplinary problems. Incentives, positive phone calls home will be some of the tactics for keeping disciplinary issues to a minimal. Since the majority of the students resulting in suspension have been boys, we will explore how our male staff members can serve as mentors for students demonstrating the greatest disciplinary issues. We will identify at risk students for our school psychologist and psychologist intern to work with throughout the school year. Workshops will be held for parents on using PBIS at home to develop continuity between school and home.

	<p>We will make referrals to the on-site Children Aid Society Mental Health Clinic for students/families who may need support beyond what we are able to offer at the school level. CAS will keep individual teachers abreast of concerns/discoveries that may impact behavior in the classroom.</p> <p>Implementation will begin no later than mid October selected students. Students may rotate if improvement is seen in behavior.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> PBIS Training for all staff members (if not offered by the CFN) OTPS and per session.</p> <p>School psychologist will lead professional development. Per session will be paid for planning.</p> <p>Supplies for student incentives-OTPS</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> While OORS will aid us in tracking student suspensions, the PBIS tracking and Student Removal Forms will assist us in tracking student infractions, allowing us to note patterns of behaviors and trends.</p> <p>Assessment of data will be done initially on a weekly and then monthly basis.</p>

**Subject Area
(where relevant) :**

**ELA, Math, Science and Social
Studies**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <i>Goal #4- To increase rigorous writing in the subject areas of Math, Science and Social Studies, while incorporating our theme of Environmental Stewardship througout. By June 2011, 50% of students' portfolios and projects in grades 3-5 will reflect grade appropriate writing where students articulate themselves using accountable talk, relative, rigorous</i></p>
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	<p><i>vocabulary and show evidence of stamina at the appropriate grade level or above, while articulating and understanding how concepts relate to environmental studies.</i></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <i>Teacher training in Project-Based Learning where students will engage in practical experiences that will enhance understanding of content</i><input type="checkbox"/>. • <i>Introductory training in the use of the Common Core State Standards, with a focus in Writing, particularly in Informative Writing.</i> <p>Teacher generated assignments/projects in SS and Science that allow for creative expression, including the use of art and technology. Professional development in curriculum planning as it pertains to Environmental Studies, and how to infuse this theme across subject areas, that includes engagement in practical task followed by written reflections. Teacher modeling of rigorous, responsive writing, across subject areas, and how to differentiate task to meet students at their instructional levels. Learning Walks to take place with a focus on Writing in the subject areas of Math, Social Studies and Science. Implement school-wide structures will that allow for both teacher and peer feedback of students' work, and self-reflection as it pertains to use of vocabulary, content and stamina in the areas of SS, Science and Math</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Afterschool teacher per session would be supplemented by FSF Federal Magnet Grant funding used to hire Magnet liasion to arrange for parent and teacher workshops around school's environmental theme; identifying partnerships and assisting with project-based curriculum development Tax Levy Funding for our Children's First Network-OTPS Data Specialist and Data Inquiry Team members will receive per session compensation through Tax Levy Data Special and Tax Levy Children First Inquiry Teams Materials for instruction will be purchased through Tax Levy NYSTL Textbook Funding-OTPS</p>

Indicators of Interim Progress and/or Accomplishment

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

□

Artifacts of students' work/projects that reflect student writing and understanding
Portfolio pieces that show students outlining processes on problem solve, using appropriate vocabulary.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3	20	20	N/A	N/A	10		4	3
4	15	20			10		10	5
5	10	10			5		5	2
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Wilson and Passport Voyager Curriculums to be used during the instructional day in small group settings. Reading Skills of the Week will be used during extended day from 8:00-8:37am Monday through Thursday. Test prep materials are used during after school tutoring where maximum student to teacher ratio is 10:1.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> All Extended Day teachers use teacher-selected material, workbooks, and material from the online Acuity system to work with students at their instructional levels. Test Prep Workbooks are used during after school hours. AIS teachers will offer small group instruction using the Everyday Math program and other teacher-selected material</p>
<p>Science:</p>	<p><input type="checkbox"/> In the spring, 4th grade teachers will engage students in science test prep where they learn theory and have practical exposure in preparation for the NYS 4th Grade Science Exam. 3rd and 5th grade students will also have an opportunity to engage in hands-on Science activities and investigations.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> In the Fall, 5th grade teachers will engage students in Social Studies test prep where they will learn theory, be exposed to Primary Source Documents in preparation for the New York State 5th Grade Social Studies Exam. 3rd and 4th grade students will also be exposed to same instructional procedures during regular Social Studies instructional time.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Students will be referred on as-need basis as recommended by teachers and administration. Students will work with the guidance counselor on problem solving strategies, conflict resolution methods, and character development.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> School psychologist Rodrigo Campos , with the help of the PPC team, will identify students who are potential candidates for referrals, or who have IEPs, but may require additional support. Pull out and push in services will be given as determined by the psychologist. Psychologist will work with teachers in developing behavior modification plans for students in accordance with students' needs and abilities.</p>

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Students will be referred on as-need basis as recommended by teachers and administration. Students are pulled out of the instructional classroom and confer with the school social worker in a separate, comfortable setting.
At-risk Health-related Services:	<input type="checkbox"/> At-risk Health-related Services: Nurse will have asthma classes for all students who have been identified by parents. Meeting will take place at a minimal of once a week for 9 weeks. Students will learn how to manage asthma. Additionally, School Nurse will facilitate Hygiene Classes for both, boys and girls, to ensure proper hygiene practices.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

3-5

Number of Students to be Served:

LEP 32

Non-LEP NA

Number of Teachers 1

Other Staff (Specify) NA

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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Types of Programs/Activities

Afterschool Test Prep and Enrichment

Number of Students being Serviced:

32

Grade Levels:

3-5

Languages of Instruction:

English

Rational for Selection of Program/Activities

The test prep portion of the afterschool program is designed to expose students to the literary and mathematical information they will be exposed to on the NYS Examination. Instruction during this time will equip students with strategies useful in problems solving and responding to literature. The enrichment portion of the afterschool program is designed to expose students to instruction through technology using computers, a smartboard and cameras. The goal is to motivate students while developing a sense of responsibility and pride as they create student work that will be viewed by the school community at large. Being part of this afterschool program will also assist the teacher in understanding how to best service the students during the regular school day.

Days per Week:

Tuesdays thru Thursday from 3-6pm

Program Duration

Extended Day will be from November to June. After school will operate from November thru May from 3-6pm.

Service Provider and Qualifications

James Mort; Initial ESL License.

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.

1:1 Professional Develop will be provided by the CFN209 liaison for ESL, Pierre Galvez. PD will also be acquired through in-house professional develop on topic that relate both directly and indirectly to ESL instruction. Professional development will also be provided by Literacy consultant from Accelerated Literacy Learning, where all staff members working with an ELL population will learn strategies to support student writing.

Section III. Title III Budget

—

School: 03M208

BEDS Code: 310300010208

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$15,000	<input type="checkbox"/> <input type="checkbox"/> This money will be used for afterschool per-session for teachers and supervisors, consultants and supplies. (Teacher) 156hrs X \$49.73= \$7,757.88 (Supervisor) 52hrs X 51.34=\$2669.68 (A.L.L. Consultant) 3 sessions X \$3,000. (Supplies) \$1,572.44 Total-\$15,000
Purchased services - High quality staff and curriculum	0	<input type="checkbox"/> NA

development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$15,433.98	<input type="checkbox"/> Content Reading Material Levels D-P=3,463.23 -Smart Boards-5,209.22 Elmo Projectors-2,175 Rourke ELL/Oral Lang. Kit-2,154.60 Tag School Reader-288. Children's Classic Series-262.50 Transitional Readers Series-414.75 Word Hands-9.95 Simple Sentences-109.75 Magnetic Clock-22.95 Write and Wipe Clock Wheel-67.90 Money-142.50 Overhead Patterns-108.90 Continuum of Learning-30.62 The Fluent Reader Text-14.25 Shared Reading 11.69 Copy Paper-742.60 Composition Notebooks-535.15 Pencils-63.55 Magnetic Clock Face-22.95
Educational Software (Object Code 199)	NA	<input type="checkbox"/> NA
Travel	NA	<input type="checkbox"/> NA
Other	NA	<input type="checkbox"/> NA
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We use the HILS forms to determine the home language of the students. Several of our students come from French speaking countries in Africa . Our parent coordinator translates parent notices into Spanish and we rely on the DOE for written translation in French and Bangladesh . We download from the DOE website parent notices in French, Urdu , Bangladesh and Arabic. We have members on staff and on the PTA that assist with French and Spanish translations during workshops. We survey parents to find out what their needs and follow up with parent workshops.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We notice that our written translations met our standards. We were able to send home notices with translation. We use all members of the school community to see if they can interpret notices. Students of Arabic speaking parents often translate for their parents. In addition, one of the custodians speaks Arabic and he sometimes translates for us. Once again, PTA and school community members provide oral translations.

Part B: Strategies and Activities

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

Our Parent Coordinator speaking teacher usually translates all notices in Spanish and one of our paraprofessionals translates French.

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.

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Spanish translation services will be provided by an in-house staff member. Also, some PTA members/officers speak Spanish and Haitian which provide translation services.

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>.

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We use the HILS forms to determine the home language of the students. We found that 0.7% of our students are from Liberia and 0.7% of our students are from Yemen . We have a Bilingual teacher who translates parent notices into Spanish. We download from the DOE website parent notices in French, Urdu , Bangladesh and Arabi. We have a parent on the School Leadership Team and on the PTA that assist with French and Spanish translations during workshops. We survey parents to find out what their needs and follow up with parent workshops.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	170,166	52,182	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2224		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,117	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$22,234	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
88.9%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Art teacher will be replaced with certified instructor.

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

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

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

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

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General Expectations

P.S 208 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

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

II. Implement Required Parental Involvement Policy Components

1. P. S. 208 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

We give workshops that are curriculum based, workshops that are based on parent requests for example, a sewing, arts and crafts, homework help, computers, with have cultural events, curriculum night, open house.

We send several notices home for a specific event. Notices generally are labeled first notice, second notice and third notice.

We display announcements on poster size paper on school doors and around the perimeter of the school. Notices are posted on bulletin boards for all parents to read and see as they enter the school.

2. P. S. 208 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

Parents are informed of student assessment via the ARIS, Individual Student Profiles, School Quality Review, School Progress Report and CEP.

We have parent representation of our population on the School Leadership Team and information is disseminated through PTA meetings.

3. P. S. 208 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Parents complete surveys, the parent coordinator conducts one to one meetings with parents to discuss their needs and how to plan activities to best suit their needs,

Open House is held twice a year in order to improve parental involvement, we host theme related breakfasts in order to maximize parent involvement.

Parent orientations are held in September to familiarize parents with the school community and expectations.

One to one meetings with teachers are organized throughout the school year in order to discuss student progress and needs.

4. P. S. 208 will coordinate and integrate Title I parental involvement strategies under the following other programs:

EPIC

Learning Leaders

Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

N/A

5. P. S. 208 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality:

Identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The parent coordinator will collaborate with the family worker to identify families who fall under the category above, we will have a focus group, meet with parents to evaluate the policy, listen to needs and concerns and see if the policy is suitable to all, make revisions, changes and improvements where necessary.

P. S. 208 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as:

- i. the State's academic content standards
- ii. the State's student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A,

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)

Bilingual translators are available at parent workshops

notices are translated in student's home language

we inform parents of various websites such as the ARIS to improve academic achievement,

we train parents on how to access these websites,

parent coordinator collaborates with teachers in order to conduct curriculum workshops to foster parental involvement and student achievement.

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)

All the activities listed above.

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

N/A

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

All notices are translated in student's home language. When a staff member cannot translate, we look at the

Department of Education website in order to download translated forms and notices. The DOE also has a translation department available for our use. Lastly, staff members, School Leadership Team members and PTA members offer translations services.

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

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

□

P. S. 208 will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
Ongoing professional development that addresses students individual needs in core subject areas.

- ***Parent Teacher Conference in November and March where report cards are distributed, on occasion individual behavior management sheets are distributed weekly to students which also documents student progress.***
- ***The NYS Reports for ELA, Math and Science upon availability***
- ***Progress Reports/Individual Student Profiles and Service Provider Reports, outlining students strengths, challenges and strategies on how parentss can support children at home.***
- ***Parents should come to see the teacher during Parent Teacher Conference in November and March***
- ***Teachers are available to meet with parents at all times when parents request an appointment is made with the teacher.***
- ***Parents have opportunities each year to be trained by Learning Leaders so they can effectively help and volunteer in the classroom setting.***
- ***Administration know in advance when they would like to observe and it will be arranged.***

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

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

Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

Monitoring attendance.

Making sure that homework is completed.

Monitoring amount of television their children watch.

Volunteering in my child's classroom.

Participating, as appropriate, in decisions relating to my children's education.

Promoting positive use of my child's extracurricular time.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Remember to tell our children that they are great and that we love them.

Student Responsibilities

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

Do my homework every day and ask for help when I need to.

Read at least 30 minutes every day outside of school time.

Write in my writer's notebook daily and outside of school time.

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Respect my teachers and school staff.

Respect my fellow classmates.

Work cooperatively in the classroom.

Wear my uniform everyday.

Come prepared to work and learn everyday.

Follow all school rules.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Needs Assessment Section, Pt. 4

2. Schoolwide reform strategies that:

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

See Need Assessment Section, Pt. 4

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

(See page 5, 13-18, 21-22)

o Help provide an enriched and accelerated curriculum.

(See page 5, 13-18, 21-22)

o Meet the educational needs of historically underserved populations.

(See page 5, 13-18, 21-22)

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

(See page 5, 13-18, 21-22)

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

(See page 5, 13-18, 21-22)

3. Instruction by highly qualified staff.

Please see pages 15 and 16.

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.

Staff members will receive professional development accordingly as offered by the Children's First Network specialist, the ISC, and consultants on an ongoing basis.

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

NA. We are a fully staffed school.

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

See page 17. Additionally, a committee of staff members (Failure is not an Option Team) will plan events to increase parent participation as it relates to both academic and social development of students.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A. We cater to students in grades 3-5.

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.

Scheduling that allows for common planning to assess student work. Teachers have autonomy to create assessments to monitor student progress and to share best practices.

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.

Please see page 21.

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.

Please see page 5.

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

Explanation/Background:

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

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

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

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

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

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

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			143,939	True	1, 2, 3

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

NA

2. Ensure that planning for students served under this program is incorporated into existing school planning.

NA

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;

NA

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

NA

c. Minimize removing children from the regular classroom during regular school hours;

NA

4. Coordinate with and support the regular educational program;

NA

5. Provide instruction by highly qualified teachers;

NA

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

NA

7. Provide strategies to increase parental involvement; and

NA

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

NA

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Currently 7 students. STH population may not be the same as officially reported in DOE systems and may change over the course of the year. Tracking of students will be of ALL displaced students.

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

Incentives will be given to students to encourage attendance. School supplies, metrocards and uniforms will be purchased if needed.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

NA

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

NA

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

NA

CEP RELATED ATTACHMENTS

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

File Name - 28_03M208_112310-201313.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN (94N209)	District 03	School Number 208	School Name Alain L. Locke
Principal Susan M. Green	Assistant Principal Jacquelin Colon		
Coach N/A	Coach N/A		
Teacher/Subject Area James Mort ESL	Guidance Counselor Michelle Guerin		
Teacher/Subject Area Monica Niemes 3rd Grade CTT	Parent Simone Manning		
Teacher/Subject Area Janiece Wardlow 4th Grade	Parent Coordinator Yiselle Alcantara		
Related Service Provider type here	Other Pierre Galvez		
Network Leader Marlene Wilkes	Other type here		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	13

C. School Demographics

Total Number of Students in School	216	Total Number of ELLs	32	ELLs as Share of Total Student Population (%)	14.81%
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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.

When new ELL students come to our school they are welcomed by our friendly and inviting main office staff. The Parent Coordinator, Principal, Assistant Principal and ESL teacher are among the first faces they see. If needed, we get interpreters to assist families. Many interpreters are already members of our school community (we have bilingual teachers, para-professionals, parent coordinator, parents, etc.) After ELLs have been positively identified by the Home Language Identification Survey (HLIS), Mr. Mort, the ESL teacher explains the program choices and the ELL identification process. After administering the LAB-R to the new admit he then invited the family back in to view the Parent Orientation DVD. After the DVD, the family may discuss any questions or concerns they have with the program selection process. This includes the other program choices not available in our school and outreach which are available to NYC families. It is important to us that the families feel comfortable with their decision. Then they fill out and sign the Parent Survey/Program Selection form. Usually, all necessary documentation such as; medical history, emergency card, proof of address, etc. have already been discussed with office staff prior to the viewing of the parent orientation DVD. Typically, no more than two days pass before the entire process is completed. The Parent Coordinator, Ms. Alcantara, assists as a bridge to incoming parents and students. She offers additional outreach resources. Mr. Mort asks the office staff for further assistance in making sure the family feels welcomed and accommodated. Sometimes this means the office staff will call the family to see if further assistance is needed in completing necessary documentation or medical forms.

Every year the RNMR printout of the NYSESLAT scores is examined carefully by the ESL teacher to determine the language modalities that need to be addressed for individual students. It also informs his scheduling and programming. Pull-out groups are aligned with these needs as much as possible to ensure students receive the most well-focused instruction available.

At PS 208 our ELLs are all served in a push-in/pull-out program. We do not have a Transitional Bilingual Education (TBE) or Dual Language (DL) program due to a relatively small ELL population. Parents are made well-aware of that fact when they view the Parent Orientation DVD. Students are placed in a Special Education classroom if their IEP requires them to be in a Self-Contained or Collaborative Team Teaching classroom. Some ELL students are placed in Gifted and Talented or Accelerated classrooms when their academic aptitude calls for it. The other ELL students are placed in General Education classrooms.

All placement decisions are made based on the needs of the students. Parents are informed of the choices during the parent orientation. Interpreters are made available for non-English speaking parents. We have an open-door policy where parents are invited to visit with teachers to ask questions and discuss lessons and student progress. Also, parents are invited to a school-wide open house on the last Friday of each month.

The trend at PS 208 is that parents prefer to have their children attend our school rather than transfer to another school. Most parents of ELLs over the years, after visiting our school, choose to enroll despite our limited selection of ELL programs. In the past three years there have been eight students who were newcomers. After being given the option, all eight families opted for our ESL push-in/pull-out program. They seem to like our small, community environment, the location, and they feel that our school will be the best place for their children. Our programming is aligned with current parent requests. If the preference of parents is to change in the coming years we will take the necessary steps to address their needs. This may include opening up a Dual-Language or Transitional Bilingual classroom.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

- K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained				3	2	3								8
Push-In					1									1
Total	0	0	0	3	3	3	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	12
SIFE	1	ELLs receiving service 4-6 years	13	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	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 14	<input type="checkbox"/>	<input type="checkbox"/> 4	<input type="checkbox"/> 9	<input type="checkbox"/>	<input type="checkbox"/> 3	<input type="checkbox"/> 9	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 32
Total	<input type="checkbox"/> 14	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 9	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 9	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 32

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
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				9	9	9								27
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian				1										1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				3										3
TOTAL	0	0	0	14	9	9	0	32						

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.

PS 208, Alain L. Locke Elementary School has a licensed ESL teacher who services 32 students in grades 3-5 in a push-in/pull-out program. Push-in services are provided during the literacy block and grade level pull-out services cover the content areas of Science, Social Studies and Math. The ESL teacher works with the teachers of each grade level to create a curriculum aligned with the Core Standards and the instruction taking place in the individual classrooms. This way he can use ESL methodologies, (visuals, realia, graphic organizers, technology, and hands-on activities, etc.) to make this content accessible to ELLs. The pull-out groups are mostly based on grade and proficiency level as made possible by time and staff restrictions. Newcomers are grouped together homogeneously. Due to the small size of our school, some Beginners are grouped with Intermediate students. The Advanced students receive ESL services only with other ELL students in the same grade.

The staff works hard to accommodate the mandated minutes of instruction required by our ELL population. ESL mandated minutes are delivered by the ESL teacher during the pull-out groups and in push-in sessions. Any variation in the minutes errs on the plus side of the mandated time.

The afternoon pull-out classes address the content areas of Science, Social Studies and Math. Students often use Rosen Classroom Materials during Science instruction which is specifically designed for ELLs. "Rigby's On Our Way to Learning" is often used for Social Studies lesson. There is a SmartBoard in the ESL classroom which is used frequently as it helps keep ELL students focused and involved. The ESL teacher uses the Notebook software program to design interactive and stimulating lessons. The class also uses LeapPad devices, TAG readers, Total Physical Response, scaffolding with songs, repetition, imagery, story maps and various graphic organizers. Many ELLs are involved in the schools newspaper, Alain L. Locke Moments where they practice their writing and critical thinking skills. Other instructional techniques are learned and refined in workshops with our network ESL supervisor, Pierre Galvez, based on research by Dr. Lily Wong Fillmore, Dr. Margarita Calderón, et al.

We differentiate instruction for different ELL subgroups within the model of focused ELL pull-out instruction. SIFE students receive individualized support from the ESL teacher whenever possible to pull them up to class-level expectations. Sometimes this requires one to one coaching by the ESL teacher. Depending on English proficiency level, SIFE students also use LeapPad devices which incorporate audio and visual elements into vocabulary development and language use. These devices, along with focused individualized instruction are also especially useful for our students with less than a year in the country. Using these methods helps to build a strong vocabulary base for our students to ensure that in the following year they will be able to understand concepts necessary for the New York State ELA exam.

ELL students who have received ESL for less than three years are monitored for progress using periodic assessments such as Acuity and the NYC ELL Periodic Assessment online reports. It is important to us that these students progress steadily toward becoming fluent speakers of English. Class is centered around attentive discussions, vocabulary building, and the use of academic language.

ELL students who have received service for 4-6 years are generally approaching English proficiency. Their lessons focus on the fine points of academic English grammar, Tier 2 and 3 vocabulary, and complicated listening, reading, writing and speaking tasks.

Long-Term ELLs who have completed 6 years of service but still have not tested proficient on the NYSESLAT are closely assessed to see what modalities are most difficult for them. In the majority of cases they struggle most with writing, followed by reading. Instruction for these students focuses on pushing literacy in order to accomplish the most challenging academic tasks. There is a strong focus on higher level vocabulary and language structures. Individual attention is given at all possible opportunities.

ELL students with special needs are given the support they require according to their IEPs along with the ELL instruction based on their proficiency level. The ESL teacher is present at all of these students' IEP meetings in order to assist and fully understand the concerns of the teachers and parents.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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?

The strategies and methodologies we use are designed to ensure that all of our ELL students meet the grade level standards and pass the NYS ELA and Math exams for 3rd, 4th, and 5th grade as well as the 4th grade Science exam. ELL students receive additional support beyond the typical classroom and ESL pull-out instruction in the content areas when identified by their teachers and school support staff. This means some ELL students additionally receive AIS services from qualified teachers in Math and/or ELA.

Students who have reached proficiency on the NYSESLAT still receive support as needed when the ESL teacher pushes in to their classrooms. Former ELLs are also invited to remain in the Journalism club which is run by our ESL teacher. He also keeps an open door policy during his prep periods where former and current ELLs can request help.

We will be using our new technological programs that have been implemented in the past couple of years to further this element of ESL instruction. We have noticed an increase in productivity and student interest when new technology is involved. It is also important for our ELLs to be tech savvy in order to be at the head of the field when they enter the work field. The ESL library is also continually expanding to include to most up-to-date materials.

No programs will be discontinued.

Our ELLs are an integral part of our population. We are not two separate entities. Our afterschool programs, Saturday programs and Extended Day are offered to all students, including ELLs. Our afterschool program covers Reading and Math. It is called Renaissance Learning Accelerated Reader Program. Additionally, ELL students and former ELLs are invited to be a part of the school newspaper, A.L.L. Moments. Our Saturday program is Urban Adventures, which revolves around taking students on trips in order to expose them to cultural and environmental aspects of NYC. Team Green, another Saturday program is where the students learn about protecting our environment. Many of our ELLs are enrolled in these programs.

We use our leveled library, a balanced literacy model, LeapPads, Rosen Materials, Scott Foresman, Everyday Math, Accelerated Reader, and Smart Boards to support ELLs.

Native language is supported through the ESL teacher's encouragement of parents continuing to use their native language at home, to teach their children to read and write in their native language and many books are available in various languages for our ELL population. Bilingualism is respected and encouraged in our school.

Required services are appropriate for student's age and grade levels.

Historically, students do not come to school before the school year begins. However, ELL students, especially newcomers, are offered the opportunity to attend summer school at the conclusion of the school year. We know that these students need consistent language instruction, especially in their first couple of years in the country, in order to achieve the highest level of English fluency.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development for the ESL teacher is provided by the Children First 94N209 network. Their workshops incorporate research by Dr. Lily Wong Fillmore, Dr. Margarita Calderón, et al. Many of these workshops are led by ESL expert and Instructional Supervisor, Pierre Galvez. The ESL teacher also participates in the Accelerated Literacy Learning PD with Bebe Morrissey, our Literacy Consultant. He also periodically attends BETAC workshops at Hunter College and other locations.

Teachers who have former ELLs in their classrooms are aware of who these students are. They are instructed to use some of the same strategies we use with current ELLs to help these students stay at a proficient level and transition into Native-like fluency. These students are encouraged to continue keeping personal dictionaries/glossaries and ask language-related clarifying questions. This will provide them with the best support for continued success as they enter middle school.

Professional development for the staff is turn-keyed by Mr. Mort and Assistant Principal Ms. Colon. For example, the staff was shown what it feels like to learn a lesson in a language they don't understand with the teacher speaking fast and loud. Then they were shown a similar lesson with the teacher speaking the same foreign lesson, speaking slowly, showing pictures and using movement to demonstrate the concepts. This helps them to truly understand how an ELL feels in a general education classroom and to see how good ESL teaching strategies can help a student who hasn't mastered the language stay involved in the lessons. The staff is aware of many other methods for effectively teaching ELLs thanks to an actively involved staff and grade level meetings. The ESL teacher meets with the staff by grade-level each month to discuss ESL practices they should be doing in their classrooms. Also, he leads PD for the entire school staff during staff meetings at various points throughout the year. The hours of this training exceed 7.5.

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?

Parents are increasingly more involved in our school as per a school-wide initiative. Our Parent Coordinator, Yisell Alcantara, routinely has parents of ELLs helping out in the building. Parents who speak various languages are involved in our PTA. Also, every last Friday of the month is an open school day where parents can come by to see their children, their teachers and get involved in learning. We also partner with Children's Aid Society to provide workshops for our parents.

Parents are invited to express their concerns or ask questions about their children's instruction. The needs of our parents usually revolve around needing interpreters or how to help their children with homework. That's what they voice. Our workshops are conducted with interpreters. At every PTA meeting, parent-teacher conference, IEP meeting or other meeting at school, we have interpreters available. Our parent workshops also include instruction on how to help their children with homework and, when solicited, how parents can become better readers themselves.

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)				3		2								5
Intermediate(I)				7	4	4								15

Advanced (A)				4	6	2								12
Total	0	0	0	14	10	8	0	0	0	0	0	0	0	32

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4				4
4	6	2	1		9
5	2	5			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	3		2						5
4	7		3						10
5	3		3	1					7
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	1		3	1	2				7
8									0

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

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

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

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

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

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

Being that our students range from Grades 3 – 5, the students are not required to take the EL SOL or the ECLAS-2 assessments. However, our student's literacy skills are assessed using the Fountas & Pinnell running record system. Students are then grouped according to their instructional reading level where they are serviced by the ESL teacher in a push-in model or in a guided reading group led by an informed teacher. Guided Reading is infused into the Accelerated Literacy Learning reading program. Within the Guided Reading small group instruction, there is vocabulary development, sentence structure, context clues, and reading skills.

Our data reveals that our students traditionally do well in the speaking and listening portion of the exams and that the weakest modality is often writing. Students who score at the Beginner or Intermediate level on the NYSESLAT tend to be at that level because of the Reading and/or Writing. We use the data from the NYSESLAT to best focus ESL instruction in order for our ELL students to achieve grade-level proficiency in all language modalities.

Instructional decisions are based on several factors, including NYSESLAT scores by modality (the RLAT and RNMR print-outs). Intense reading and writing is incorporated into daily practices in the ESL class and the students' homeroom classes. We incorporate the Acc. Lit. Learning's units of study, where at least 20 minutes of independent reading is expected daily. This does not include Guided Reading sessions that are also conducted daily. Reading is utilized throughout the day, in all subject areas. Writing is also incorporated throughout the day. Math, Social Studies, and Science require writing. Listening and speaking are addressed daily during the ESL lessons as well as in the share portion of the workshop model and during publishing celebrations. Students learn how to utilize the structures of Formal American English to become excellent communicators.

Students generally take assessments in English, even though they are allowed to take the exams in their native language. On some occasions, students have taken standardized assessments in their native language. In general, these are students who have been in the country less than one year when they are first presented with the New York State standardized tests. All ELL students have bilingual versions of the state exams (except ELA) and/or bilingual glossaries or an interpreter, for lower incidence languages, will come to our school to assist.

Our ESL teacher uses the ELL Periodic Assessment from Pearson Inform. This data helps the teacher know what to address with the whole class, as well as the needs of individual students. Even more individualized data comes directly from teacher-based assessments and observations. We look forward to continuing to utilize the ELL Periodic Assessments in its full capacity with some PD from Pearson Inform.

Success is determined by student work as well as the assessments mentioned above. On occasion, where there is minimal movement or a backward movement for a student, evaluations, and conferences with the parent and School Based Support Teams are considered.

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.

Additional Information

In conclusion, the ELL population at P.S. 208 receives the optimal instruction afforded by Federal regulations for timing, utilizing the NYC ELL Standards and best teaching practices of our staff. Our ELL decisions and teaching are guided by parent concerns and input, student needs, and Professional Development offered by Children First Network 94N209, our School Support Organization, the city, and current ELL research and trends. P.S. 208 strives to remain current in our practices in order to maximize instruction and learning for our ELLs.

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		

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 208 Alain L. Locke					
District:	3	DBN:	03M208	School		310300010208

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.2	93.6	93.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	72	84	74	Student Stability - % of Enrollment:			
Grade 4	69	62	74	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	62	60	66		93.9	88.8	93.8
Grade 6	0	0	0				
Grade 7	0	0	0	Poverty Rate - % of Enrollment:			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	0	0	0		82.0	88.3	88.3
Grade 10	0	0	0				
Grade 11	0	0	0	Students in Temporary Housing - Total Number:			
Grade 12	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	0	0	2		3	8	6
Total	203	206	216	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	4	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	21	21	Principal Suspensions	4	11	3
# in Collaborative Team Teaching (CTT) Classes	17	18	30	Superintendent Suspensions	18	32	9
Number all others	13	12	11				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	23	31	TBD	Number of Teachers	26	23	22
# ELLs with IEPs	3	10	TBD	Number of Administrators and Other Professionals	7	7	4

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	3

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	53.8	60.9	77.3
				% more than 5 years teaching anywhere	53.8	65.2	68.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	78.0	72.7
American Indian or Alaska Native	0.0	0.5	0.5	% core classes taught by "highly qualified" teachers	86.7	91.7	84.6
Black or African American	70.0	66.0	67.1				
Hispanic or Latino	27.6	29.1	30.1				
Asian or Native Hawaiian/Other Pacific	2.0	2.4	1.9				
White	0.5	1.5	0.5				
Male	50.2	51.5	52.3				
Female	49.8	48.5	47.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	36.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

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

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