



**PS 203Q
OAKLAND GARDENS SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 26Q203

ADDRESS: 53-11 SPRINGFIELD BOULEVARD BAYSIDE, NY 11364

TELEPHONE: (718) 423-8652

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 203Q **SCHOOL NAME:** Oakland Gardens School

SCHOOL ADDRESS: 53-11 Springfield Boulevard Bayside, NY 11364

SCHOOL TELEPHONE: (718) 423-8652 **FAX:** (718) 423-8713

SCHOOL CONTACT PERSON: Carole Nussbaum **EMAIL ADDRESS:** cnussba@school.s.nyc.gov

POSITION/TITLE PRINCIPAL

PRINT/TYPE NAME CAROLE NUSSBAUM

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Denise Balabushka

PRINCIPAL: Carole Nussbaum

UFT CHAPTER LEADER: Denise Balabushka

PARENTS' ASSOCIATION PRESIDENT: Mabel Sung

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** 532

NETWORK LEADER: Walter O'Brien

SUPERINTENDENT: Anita Saunders

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
Carole Nussbaum	*Principal or Designee	
Denise Balabushka	*UFT Chapter Chairperson or Designee	
Mabel Sung	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lillian Cooper	Member/Teacher	
John Del Vecchio	Member/Teacher	
Jill Lagan	Member/Teacher	
Theresa Wong	Member/Parent	
Samiye Ahmed	Member/Parent	
Jennifer DeVito	Member/Parent	
Cathy Lin	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The mission of the Oakland Gardens School is to insure that its students will achieve the highest academic standards as outlined by NY State Department of Education and the Chancellor's Goals

- a. Providing an environment conducive to hands-on learning in which students are encouraged to inquire, apply and extend their understanding of the world through problem-solving and decision-making skills
- b. Providing an education for all students with equity and access, including those with disabilities, limited English proficiency, advanced independent learning skills and educational challenges
- c. Differentiating curriculum and instructional strategies to maximize success for all students
- d. Educating the whole child in a developmental context, incorporating diverse needs both sequentially and circumstantially, within a caring community
- e. Offering professional development for staff to facilitate the integration of change at all levels of the learning process, set within a framework of high expectations
- f. Utilizing a variety of assessment strategies that support all aspects of the instructional and infrastructural design
- g. Involving parents and the community in the learning process and shared decision-making

P.S. 203 is a multicultural, child-centered school where a warm and nurturing climate is fostered. Presently we have approximately 820 students, including 2 special education classes. We are located in District 26, in Bayside, a predominantly residential and semi-suburban community. Our children live in single or two family homes or apartment houses. Some households are headed by a single parent and a large percentage of families have two parents who are working full time. There are latch key students and numerous caregivers.

Traditional clinical models of supervision as well as innovative practices such as peer coaching, are firmly in place. The school has successfully implemented peer mentoring. There are extensive professional development (PD) opportunities and trainings in ARIS, inquiry, assessment programs, and math and literacy programs. Faculty advisors for innovative programming (e.g. Artifact Box, Odyssey of the Mind) are provided with PD that supports the initiative.

We have an extremely active, supportive and involved parent body. Parents, while juggling work and home responsibilities, have a strong commitment to education and an extraordinary dedication to P.S. 203. Our parents participate regularly and actively in the school's governing committees including the School Leadership Team. They are also involved in P.T.A. meetings, fund raisers, workshops and all aspects of school wide programs which enrich "The P.S. 203 Experience".

It is our goal to have something special for each child. We have extended one day overnight trips in grades 3, 4 and 5. The third grade has gone to Philadelphia, the fourth grade to Plymouth, MA. and the fifth grade to Salem/Boston, MA. Our students are honored as "Hero of the Month" for qualities that extend beyond academics. For example, they may be Perpetually Prepared or an Attentive Listener.

With our cultural arts partner, Early Stages, we are implementing a school wide Storytelling Residency Program. The school-wide Storytelling residency experience is a key component in our school's culture bringing together arts and academics.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2									
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5									
Grade 6				Students in Temporary Housing: Total Number					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8									
Grade 9				Recent Immigrants: Total Number					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12				Suspensions: (OSYD Reporting) – Total Number					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
Total				Special Education Enrollment:					
(As of October 31)	2007-08	2008-09	2009-10	Suspensions: (OSYD Reporting) – Total Number					
Number in Self-Contained Classes				(As of June 30)	2007-08	2008-09	2009-10		
No. in Collaborative				Principal Suspensions					

DEMOGRAPHICS								
Team Teaching (CTT) Classes								
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance		<input type="radio"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="radio"/> 2006-07	<input type="radio"/> 2007-08	<input type="radio"/> 2008-09	<input type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="radio"/> No <input type="radio"/>	If yes, area(s) of SURR identification:
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Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

By combining the strengths and expertise of the members of the SLT, the Principal's Cabinet, and the Inquiry Team, PS 203 has been able to synthesize and disaggregate Progress Report, Quality Review, and School Report Card data so as to understand and meet the needs of the school community.

Performance Trends:

Students continue to do better on NYS Math assessments than on the NYS ELA assessments. Based on this past year's ELA and Math scores; the school now has a small group of Level 2 students identified from each test. We do not necessarily see this as a performance trend as much as a new scoring methodology. The area that remains the most in need of attention, for all students, is writing which is due, in part, to many families for whom English is not their first language and therefore, the children are not familiar with idioms, syntax, etc. that are part of the writing process. That continues to be addressed by implementing a school wide writing program, Being A Writer. The Inquiry team also uses the data from ARIS, the Progress Report, and ISRs to hone in on areas needing attention..

Greatest Accomplishments:

The Data Specialist and Inquiry Team's collection of data from all relevant sources have clarified the needs for the school at every level, i.e.; by grade, class, and individual child. The Team's ELA focus is on reading comprehension with attention to the subset skills of main idea, details, and inferences. Moving the school community into real-time data based information, based on ITAs, indicators, Rally Rehearsal {to name a few} has allowed the school to further differentiate instruction in the classrooms with SMART goals for students. As per the latest New York State School Report Card (2008-2009) the school has achieved AYP in ELA, Math, and Science. The PI of each group is to meet or exceed its AMO and while the State is working toward a goal of 100% of all children meeting State Learning Standards by 2013-2014 and reaching AMOs of 200; PS 203's ELA AMOs are already at 191-200; Math is completely at 200 and Science is at 198. Each of these is far above the Performance Objectives and Effective AMOs .

Aids & Barriers: The strong commitment of making information, resources, and leadership opportunities available coupled with an open line of communication among all constituents are all factors in the success of the children and the school. The ARIS Parent Portal continues to be an information resource and encourages parents to ask pertinent questions. When current and data-refreshed, Acuity and NYStart are good resources for real time data information for classroom teachers. RESI snapshots by class and the ARIS portal provide data profiles and reports for teachers. The Progress Report publicly reinforces the information that PS 203 successfully maintains the performance levels of students; with level 3 & 4 students at more than 92 % in Math and nearly 85% in ELA. With this year's results introducing a small number of level 2s on each test; the school will target these students for improvement. Constant reorganization outside the building at all levels of the DOE contribute to the challenges faced at the school, as it is not usually a straight line from the question to the answer. Additional budget loss and change in hiring protocol are also challenges as they need to be managed so that there is less (preferably no) disruption in services to the children, including mandated service.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal One: To improve the level of students' progress from a level 2 to a level 3 on the New York State English Language Arts Assessment.

Goal Two: To improve the level of students' progress from a level 2 to a level 3 on the New York State Math Assessment.

Goal Three: To improve ELL students' progress by one proficiency level (e.g. Beginner, Intermediate, Advanced, Proficient) on the New York State English as a Second Language Achievement Test (NYSESLAT).

Goal Four: To continue to support parent involvement and participation in all facets of the school community as a means to increase student achievement.

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.

ELA

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal One: To improve the level of students’ progress from a level 2 to a level 3 on the New York State English Language Arts Assessment; moving 50% of all 4th and 5th grade level 2 students to level 3 (or higher).</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>	<ul style="list-style-type: none"> • All level 2 students on NYS ELA in grades 4 and 5 will be identified and targeted by their teachers at the beginning of the year. • The targeted students will participate in the 37.5 minute mandated instructional period. • All targeted students will receive Academic Intervention Services (e.g., ELA Tutorial). • During the 90 minute Literacy Block, targeted students will receive guided literacy instruction in flexible groups and differentiated instruction by the teacher. • Instruction will be driven by analyzing the formative data (e.g., Fountas & Pinnell). • Individualized student goals will be developed by the teacher in conjunction with the student. • All teachers have an SBO 1 hour lunch period where they meet weekly to discuss, plan and analyze goals and data. • Beginning November, new SBO to provide teachers with 37.5 minute period to work collaboratively. <i>Introduce CCSS</i> 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> - Professional Development opportunities (OTPS) - Purchase appropriate books and materials to support goal (OTPS) - Replenish consumables (OTPS) - Purchase Substitute teachers so that classroom teachers may conduct individual student assessments (PS) 	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Teachers will implement and evaluate folders containing individual student goals, Fountas & Pinnell running records, indicators, predictors, rehearsals, Advantage assessment, guided reading conference notes and writing checklists. - Administrators will visit the classrooms to assess teachers and students both formally and informally 	

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal Three: To improve ELL students’ progress by one proficiency level (e.g. Beginner, Intermediate, Advanced, Proficient) on the New York State English as a Second Language Achievement Test (NYSESLAT) by moving 50% of ELL students in Grade One one proficiency level (e.g. Beginner, Intermediate, Advanced, Proficient) on (NYSESLAT).</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>	<ul style="list-style-type: none"> • Each first grade ELL student will be given the mandated teaching time for English as a Second Language. • ELL students will meet in small class sizes (no more than 12 per class) and will be grouped according to their needs (writing, reading, listening, and speaking) • Instruction will include guided reading, writing through content areas, vocabulary, and oral communication.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Budget for 1 ESL Teacher
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teachers will track students’ progress through interim assessments, Fountas & Pinnell running records, Guided Reading levels, and Writing checklists.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal Four: To continue to support parent involvement and participation in all facets of the school community as a means to increase student achievement by: Moving the parent feedback scores on the School Survey, in Communication & Engagement, to 8 or higher.</p> <ul style="list-style-type: none"> • Ensuring that 50% of all parents are using ARIS ParentLink • Increasing involvement of parents needing translation and interpretation services by 10%. • Maintaining School Leadership Team balance. • Supporting PTA initiatives. • 90% Parent use of the Student Goals Homework/Communication notebook • 90% attendance at Parent~Teacher Conferences 	
<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>	<ul style="list-style-type: none"> • Support Title I Parent Committee • Support Title I PIP & School~Parent Compact • Support Title I parent spending plan • Support School Survey liaison with parent outreach and engagement • Parent Coordinator will facilitate workshops for parents in topics related to student achievement such as: ARIS, Assessments, Quality Review, Progress Report, ESL, and Special Education. • Attend PTA sponsored functions • Ensure distribution of translated materials <ul style="list-style-type: none"> • Meet regularly with PTA Executive Board & Title I-subcommittee • Use School Messenger system to its fullest capabilities. (ongoing) • Teachers will give Grade Orientation Packets to parents. (September) • Publications will be sent home to parents informing them of school activities. (ongoing) • Translate Materials (ongoing) • School community (Administration, Teachers, and Parent Coordinator) will maintain regular contact with families about student progress during parent/teacher conferences and at meetings as needed. (ongoing) • Orientation between staff and parents at the beginning of each year giving parent’s incisive insight into what the expectations are for their children by giving out in-depth information in both folders and handouts. 	

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ol style="list-style-type: none"> a. Parent Coordinator (PS) b. School based budget allocations from Title III LEP c. School based budget allocations from Translation & Interpretation (PS & OTPS) d. Use of Parent Coordinator's Galaxy spending line e. Alignment of the Translation & Interpretation budget.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance at and Evaluation of workshops • ARIS summary of parents who have logged on • Increase in participation at workshops as evidenced by attendance sheets • Teacher response to survey of Homework-Communication notebook and attendance at Parent~Teacher conferences • Documentation of translated materials distributed and interpretation services requested and provided

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	1	1	N/A	N/A	5	1	6	
1	3	3	N/A	N/A	7			
2	11		N/A	N/A	3	1	1	
3	14	7	N/A	N/A	6		3	
4	10				5			
5	5				4		4	
6								
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).
ELA:	This program enables students in Grades K-5 to receive enrichment/remediation in reading, writing, listening, and oral language. Students in Grades K-3 are screened for participation based on Fountas and Pinnell, and students in Grades 4 and 5 are selected based on standardized reading examination. CAP- Communication Arts Program-Students meet 2 times a week in small group setting incorporating a balanced literacy approach during the school day. Tutorials- Students meet once a week in a small group setting, focusing on skills and strategies to help students improve Individual At Risk Service- one-to-one individualized assistance during the school day.
Mathematics:	Tutorials- Students meet once a week in a small group setting, focusing on skills and strategies to help students improve
Science:	Students meet once a week focusing on science vocabulary, concepts, and experiments during the school day.
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	The AIS services are given to students during the school day. The Guidance Counselor works with the students in small groups. Several of these groups focus on socialization skills, anger management, bereavement and divorce and study skills.
At-risk Services Provided by the School Psychologist:	The school psychologist sees students on a one-to-one basis focusing on interpersonal skills and conflict resolution during the school day.
At-risk Services Provided by the Social Worker:	The social worker sees the students in a group setting, focusing on socialization skills, during the school day.
At-risk Health-related Services:	N/A. All health related cases are 504 mandated cases.

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

NCLB/SED requirement for all schools

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

Part 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.

- X Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 1-5__ Number of Students to be Served: 50 LEP 15 Non-LEP

Number of Teachers 2 Other Staff (Specify) Administrator

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.

P.S. 203 presently has an ELL program that consists of small group pull out classes arranged by grade and proficiency level (beginner, intermediate, and advanced). In addition, we have a push in component for various students who require a double period of additional instruction. A balanced literacy approach is used to foster rapid assimilation of ELL students into the academic and social community of the P.S. 203 Oakland Gardens School.

With the supplemental money provided by Title III funding, it is our intention to serve all the ELL students, beyond the programs required under CR Part 154. The language of instruction will be in English. The rationale for the selection of the program/activities comes directly from our CEP and the continued mission to provide innovative strategies for ELL students that support their improvement in academic achievement. We will continue and expand the Storytelling component as the thread with which to tie all the pieces together. The rationale for using storytelling as the lynch pin to the program is its unique combination of providing grammar, syntax, vocabulary, listening, writing, remembering, retelling, and socializing skills. Used in conjunction with Rosetta Stone in the computer lab, the technologically enhanced program will enrich core curriculum and will extend school services beyond what is presently offered to our ELL population and community. In addition, creativity and critical thinking activities will be incorporated. The student learning profile data report from The Renzulli Learning System supports the rationale for conducting weekly mini-lessons with Rosetta Stone as the top three learning styles of our students are games, discussion and technology and the top area of interest is technology. Teaching to interests and learning styles will improve the chances for a successful outcome. It is our sincere expectation that with this program, ELLs will be able to use the skills attained and reinforced during this program in the regular school day.

This program will provide “direct supplemental instruction” after school for 22 sessions of two hours each to our ELL students to serve the needs of our inter-dependent community. A certified ESL teacher as well as other certified teachers and consultants, will be part of the implement of this program. A supervisor will be hired for the duration to support and supervise the implementation of this program, staff, and students as it takes place outside regular school hours.

While we plan on offering this supplemental program to all our current ELL students, we are realistically expecting less than half of our ELL students’ parents to give permission to stay after school and participate. The program will also be offered to recently tested out ELLs who continue to benefit from additional support. We will meet the differentiated needs of the students based on the children who attend the program. The students will be broken into groups based on proficiency level: beginner, intermediate and advanced proficiency. The 22 weeks will be broken down into mini-sessions (8,7,& 7 weeks, respectively) The mix of children will allow for differentiated instruction and group work.

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.

The entire school community of PS 203 consists of 800 students, of whom more than 50% are bilingual. Due to this factor, our staff and student body are aware and sensitive to the needs of our ELL population. All stakeholders work together on a continual basis to ensure that ELL students are welcomed and feel comfortable in taking the necessary risks that will enable them to achieve within the school setting. All classroom, cluster, specialty teachers, and paraprofessionals are informed and knowledgeable about the specific services and instruction that ELL students are mandated to receive. There is ongoing professional development for all staff members so that they may be kept aware of changes and status regarding the LAP. In addition, teachers attend ongoing offsite conferences concerning ELL strategies and research to be implemented in their classrooms.

All Professional Development designed for this supplemental program will support the extended day strategies and activities. In order to accomplish these goals, we will plan on-going professional development to be scheduled throughout the year. Professional development will be provided for staff to turnkey and help improve instruction. It is important to familiarize the entire staff with the supplement program so that meaningful exchanges may take place during the school day between ELL student participants and others involved directly in the program. Professional Development activities may include, and not be limited to, the following:

- Workshop(s) facilitated by professional organizations and individuals
 - Creativity and the ELL child.
 - Storytelling (Early Stages, Inc.) strategies that foster literacy and writing skills
 - Identifying HALO children (High, Average, Low & Other) for data collection purposes
- Creating rubrics for organizing information for analysis and evaluation by ELL students.

In addition, Parent support and involvement is an integral component of this Supplemental Service program. We will utilize our Parent Coordinator to assist in outreach to increase participation and to support Parent Workshops and activities that may be an outgrowth of this Title III program.

Section III. Title III Budget

School: 26Q203 _____

BEDS Code: 342600010203 _____

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	7294	Class Planning & Class Time Teachers \$4788 Supervisor \$2506
Purchased services - High quality staff and curriculum development contracts.	2250	Early Stages, Inc. 1 storyteller X 1.5 hr x 6 days @ \$250 per day=\$2250 Elements of storytelling and the ESL child: How to use storytelling for writing and literacy
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	1376	Head sets, Leveled Library books
Educational Software (Object Code 199)	4080	Rosetta Stone
Travel		
Other		
TOTAL	15,000	

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.
 - a. HLIS survey
 - b. ATS RPOB report
 - c. ELL parent orientations
 - d. NYC DOE Home Language preference letter
 - e. Survey to each classroom teacher requesting additional identification of families they also felt would benefit from receiving translated materials.
 - f. RHLA report
 - g. Blue Emergency Cards
 - h. ARIS administrative details report by class
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.

Data results indicate most need as English: 52%, Chinese: 29%, Korean: 14%, Spanish: 2%. This information is shared at School Leadership Team meetings and at PTA meetings.

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.

Written translations of DOE documents are sent out as per points in question 1, above. When time allows, material is sent to the DOE Translation Unit. Time sensitive materials are translated in-house by either staff or parent volunteers. General information materials (e.g., attendance procedures) may be sent in to the Translation Unit in the spring for distribution in our Parent Handbook in the fall.

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.
Oral interpretation is handled on an as-needed basis. Staff and parents assist with interpretation. Interpreters are generally present at PTA meetings and workshops. . The administration and staff always ask if a parent would like an interpreter present when an individual meeting is scheduled. The Translation Services languages available card is at the security desk and in the Main Lobby for parents.
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>.
Signage is in the Main Lobby. The Regulations are available in the Main Office, in the PTA room and at the Parent Coordinator's desk, including Parents Bill of right in all 8 languages.
The school regularly refers parents/guardians to the DOE website for additional translation information

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	N/A	241,351	241,351
2. Enter the anticipated 1% set-aside for Parent Involvement:	N/A	2,414	2,414
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A	*	
4. Enter the anticipated 10% set-aside for Professional Development:	N/a	*	

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

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

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

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

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

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

PS 203 will:

- Provide parents with frequent reports on their child's progress through:
 - ARIS Parent Link information
 - Workshops addressing NYS Assessment Tests
 - Information sessions explaining the new CCSS
 - Student report cards
 - Parent-Teacher Conferences
 - Promotion in doubt letters
 - Distribution of ISRs
- Inform parents of school grading policies and rubrics
- Encourage daily use of classroom Parent Comment Goal Book
- Use School Messenger system to its fullest capabilities.
- Distribute DOE publications and information (e.g. Respect for All, Guide to NYC Public Schools, Discipline Codes)
- Translate Materials and ensure distribution of translated DOE materials.
- Maintain regular contact with families about student progress)
- Involve families as partners in the assessment process
- Staff and parents will have orientation at the beginning of each year giving parent's incisive insight into what the expectations are for their children by giving out in-depth information in both folders and handouts.
- Develop a unified handout for orientation curriculum.
- Facilitate workshops for parents in topics related to student achievement such as: ARIS, Assessments, Quality Review, Progress Report, ESL, and Special Education.
- Align Translation & Interpretation budget
- Meet regularly with PTA Executive Board and PTA

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

PS 203 ~Oakland Gardens School 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:**
 - *Working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.*
 - *Teachers will follow a curriculum map using State Standards as a guide.*
 - *Teachers will use assessments to plan instruction according to their students’ needs. Instruction will be differentiated and Academic intervention will be provided to support the struggling students.*
 - *The students will be given many resources to assist them: appropriate text books, classroom leveled libraries, etc.*

- **Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:**
 - *On November 9, 2010 and March 15, 2011*

- **Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**
 - *Official report cards will be distributed in November (Grades 1-5), February (Grades K-5) and June (Grades K-5).*
 - *Parents will be provided access to ARIS as a means of monitoring their child’s performance and progress.*

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - *Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.*
 - *The Principal and Assistant Principals have an open door policy.*

- **Provide parents opportunities to participate in their child’s class, and to observe classroom activities, as follows:**

- *Curriculum Conferences will be conducted by classroom teachers (Grades K through 6) during the month of September.*
- *During Open School Week (November), parents will be invited into classrooms.*

Parent Responsibilities

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

- **Supporting my child’s learning by making education a priority in our home by:**
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*
- **Participating, as appropriate, in decisions relating to my children’s education;**
- **Promoting positive use of my child’s extracurricular time;**
- **Participating in school activities on a regular basis;**
- **Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;**
- **Reading together with my child every day;**
- **Providing my child with a library card;**
- **Communicating positive values and character traits, such as Play Fairly, Act Responsibly, Work Together, Show Respect;**
- **Respecting the cultural differences of others;**
- **Helping my child accept consequences for negative behavior;**
- **Being aware of and following the rules and regulations of the school and district;**
- **Supporting the school discipline policy;**
- **Expressing high expectations and offering praise and encouragement or achievement**

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.

Addressed in Annual Needs Assessment , and Annual Goals

2. Schoolwide reform strategies that:

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

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Addressed in Action Plans

3. Instruction by highly qualified staff.

Addressed on page 2 of School Demographics (CEP page 7)

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.

Addressed in Action Plans

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

N/A

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

Addressed in Parent Compact

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.

Based on information gathered during registration, students and their families will receive appropriate additional support.

Once in attendance, any additional support serviced deemed necessary will be provided. (e.g.; AIS, counseling)

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.

Addressed in Action Plans

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.

Addressed in AIS Appendix 1; Part B

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.

In conjunction with the school's administrators, appropriate staff (e.g. parent coordinator, guidance counselor, meal application coordinator, school nurse) will conduct outreach, provide information, and support individual family's needs.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program <i>(R)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(R)</i> 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(R)</i>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal	✓			238,937	✓	
Title II, Part A	Federal	✓			21,927	✓	
Title III, Part A	Federal	✓			15,000	✓	

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title IV	Federal						
IDEA	Federal	✓			216,804	✓	
Tax Levy	Local	✓			2,805,592	✓	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

None

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

N/A

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 203 Oakland Gardens					
District:	26	DBN:	26Q203	School		342600010203

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded		
	2	v	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	54	54	54		97.0	97.5	97.1
Kindergarten	98	120	126				
Grade 1	110	136	130	Student Stability - % of Enrollment:			
Grade 2	99	122	137	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	134	103	123		97.2	96.4	96.2
Grade 4	122	135	112				
Grade 5	120	126	134	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		18.9	39.7	40.9
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		0	0	0
Grade 12	0	0	0				
Ungraded	2	1	0	Recent Immigrants - Total Number:			
Total	739	797	816	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					13	11	14

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	22	22	22	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	64	69	80				

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	Number of Teachers	46	45	49
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	14	8
# receiving ESL services only	64	70	TBD				
# ELLs with IEPs	0	10	TBD	Number of Educational Paraprofessionals	5	4	13

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	91.3	100.0	100.0
				% more than 2 years teaching in this school	78.3	88.9	85.7
				% more than 5 years teaching anywhere	52.2	66.7	71.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	91.0	93.9
American Indian or Alaska Native	0.4	0.3	0.4	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	1.9	2.3	2.2				
Hispanic or Latino	5.7	6.1	6.6				
Asian or Native Hawaiian/Other Pacific	71.7	70.8	71.9				
White	19.9	18.8	17.8				
Male	47.6	47.8	47.7				
Female	52.4	52.2	52.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v	-			
Multiracial	-	-	-			
Students with Disabilities	v	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:	A	Overall Evaluation:			NR	
Overall Score:	68.7	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	16.8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	40.1					
<i>(Comprises 60% of the</i>						
Additional Credit:	2.8					

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

**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 532	District 26	School Number 203	School Name Oakland Gardens
Principal Carole Nussbaum		Assistant Principal L. Wechsler/C. Palmieri-Ordas	
Coach N/A		Coach N/A	
Teacher/Subject Area Stacey Silverman/ESL		Guidance Counselor Cassandra Pitkin	
Teacher/Subject Area Tony Shen/IEP		Parent Mabel Sung	
Teacher/Subject Area Voula Angelidakis/Reading		Parent Coordinator Debra Halpern	
Related Service Provider Cheryl Christopher/Speech		Other Vivian Gold/SETTS	
Network Leader Walter O'Brien		Other Dr. Ross Gelman/Psychologist	

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

C. School Demographics

Total Number of Students in School	816	Total Number of ELLs	65	ELLs as Share of Total Student Population (%)	7.97%
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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.

Upon initial enrollment of their child, all parents complete the Home language Identification Survey (HLIS). An interpreter is available, and a translated version of the HLIS is on hand in various languages. An interview is conducted with a pedagogue (i.e. ESL, IEP, literacy teacher, or reading specialist) to help with completion of the survey. Eligible students, based on the HLIS, are tested with the Language Assessment Battery-Revised (LAB-R) within ten days of their first day of school. Students who do not pass the LAB-R are sent an entitlement letter (Appendix C) within the first 21 days of school. The letter gives sufficient notice for a parent orientation meeting, i.e. one week or more). This meeting informs parents of their choice of programs offered within New York City public schools. The meeting’s agenda includes an introduction of the ELL staff, including school administrators, interpreters, parent coordinator, and additional support staff that will work with ELL students. All letters and forms are presented in the parents’ native language. Moreover, parents view a DVD in English and their native language explaining the various second language acquisition programs. Interpreters are available to translate and assist with any questions and concerns parents may have. After a question and answer session, parents are asked to complete the Parent Survey and Program Selection form (Appendix D). These letters and forms are kept on file in the ESL room, along with copies of the HLIS.

Several attempts are made to ensure the return of all parent surveys. If a parent fails to return the form after the initial letter is sent, or does not attend the parent orientation, a second letter is given at the fall parent teacher conferences in November. Parents are invited to the ESL room, where program choices are explained, and the video may be viewed. A subsequent attempt to retrieve the parent survey includes a second parent orientation meeting offered in January of the school year. A final attempt includes the spring parent-teacher conferences in March. If a substantial amount of surveys have not been returned, an additional parent orientation meeting is held in May, in combination with the NYSESLAT parent information meeting.

Parents have consistently requested English as a Second Language as their program choice. Approximately 80% of the surveys show freestanding ESL as the first choice, while the Transitional Bilingual program is chosen by less than 10%, with the Dual Language program as a distant third choice. English as a Second Language is our only program in this school. All parents have opted for this program, or rejected the transfer to another school for their first choice.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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"/> 59	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	65
Total	<input type="checkbox"/> 59	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	65

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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	0	0	0	1	2	0								3
Chinese	14	14	5	3	4	6								46
Russian														0
Bengali														0
Urdu														0
Arabic		1		1										2
Haitian														0
French														0
Korean	6	2	1	2	2	1								14
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	21	17	6	7	8	7	0	66						

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.

English Language Learners (ELL), comprising of less than 8% of the school's population, are educated by means of a freestanding English as a Second Language (ESL) program, incorporating a pull-out model with both homogeneous and heterogeneous groups. Sixty-six ELL students spend the entire day in all English content area instruction with native language support. ESL teachers take the ELL students from their mainstream classroom and bring them together for small group English instruction, with 10-12 students per group. Students are grouped according to proficiency level (beginner, intermediate, and advanced) as determined by the New York State English as a Second Language Achievement Test (NYSESLAT), NYSESLAT results in the four modalities (listening, speaking, reading, and writing), and current grade level. Instructional time is based on their proficiency level as outlined in CR Part 154 Regulations. Nineteen beginner and nineteen intermediate students receive 360 minutes of ESL instruction per week, while twenty-eight advanced level students receive 180 minutes of ESL instruction per week, and an additional 180 minutes of English Language Arts (ELA) instruction in their

mainstream classroom. There are no SIFE students at this time. Special education ELLs comprise of seven students. Additionally, six students are classified as receiving service for 4 to 6 years, while there are presently no long-term ELLs. A balanced-literacy approach is used to foster rapid assimilation of ELL students into the academic and social community of PS 203. ESL instruction is designed to align curriculum and instruction with mathematical, science, social studies and literacy standards.

Scientifically based research on second language acquisition is the foundation of instructional planning for ELL students. For example, students' native language literacy skills need to be taken into consideration in order to diversify instruction. In addition, students need to be exposed to large amounts of comprehensible input to develop all areas of second language acquisition. Moreover, the results of the 2010 NYSESLAT analysis have implications for instructional decisions. In the primary classroom, oral language activities are emphasized. Some examples include giving an opinion (responding to a book), narrating (sharing a personal experience), describing (people, things, and story characters), giving instruction (how to make something, or steps in a lifecycle), and hypothesizing (what do you think will happen if...). Teachers understand the need for students to produce comprehensible output as well. An interactive classroom, in which teachers engage in a dialogue with the students, encourages more than single-word answers. Language use is encouraged for conceptual learning through the use of group work, in which ELL students hear more language, interact more with proficient students, and use language in a task oriented, meaningful way. Problem solving and information-sharing activities set up the need for communicative language within the group. These student partnerships are planned to give students who are less proficient in English the opportunity to build academic language from interaction with an English proficient partner.

The process of writing occurs through the content areas, as well as within the literacy block. Teachers use strategies across a variety of genres to make writing meaningful for the ELL students. Mini-lessons, including 'thinking aloud' and modeling, demonstrate the writing process. Teachers work together with students to produce writing pieces, as demonstrated in the use of the Independent Investigation Method (IIM) in the classroom. Teachers take ideas from the group, and the text is constructed through notetaking and discussion. Read alouds, from various genres, provide models for writing purposes. Writing centers encourage independent work, as well as provide access to tools such as dictionaries, high-frequency words, and editing checklists. Students also write collaboratively in pairs and groups, providing less confident ELL students with good models for writing. Beginner students are allowed to write in their first language, and proficient speakers of the same language may translate to ease any shyness and anxiety the newcomers may have.

The native languages of the ELL students are used throughout the school year in a variety of ways. Students have the opportunity to refer to bilingual content-area glossaries, picture dictionaries, and English-native language dictionaries during the school day. Students who speak the ELL students' native language are allowed to translate, especially in content area projects. ELL students, especially at the beginner and intermediate levels, may write their names in their native language, and are encouraged to share a greeting, such as good morning, in their native language. Welcome signs in numerous languages, coupled with multilingual labels are present in the school building. Students are never reprimanded for using a language other than English, but rather encouraged and rewarded for their attempts to use their new language. Interpreters are present throughout the building, and are provided for parent-teacher conferences as needed. Notes are sent home in English and the native language, if necessary. Parents are welcome to share stories, songs, dances, and experiences in their native language, as evident in our annual Lunar New Year celebration. At this event, parents share their culture through food, music, and artwork, and are involved at every step, from planning dances and musical pieces, to offering a taste of their native cuisine. The definitive message to parents is that using their own language with their children will assist in their child's progress and not hamper their English language learning.

Comprehensible input is simply making the content more understandable to the ELL student, and this is an underlying principal in second language acquisition. With beginning to intermediate ELL students, this includes providing as many non-verbal cues as possible by using pictures, real objects, demonstrations, gestures, and intonation cues. As students' proficiency develops, prior knowledge is activated, using graphic organizers, hands-on learning activities, and cooperative learning. Teachers plan the language objectives for all lessons, introduce key vocabulary and use pre-reading strategies to help ELL students in their language development. There is an emphasis on academic vocabulary. Students are given the opportunity to use this vocabulary in an oral and written form. Word walls, illustrations, real picture files, and art projects are used to help students organize and retain new vocabulary. Students are encouraged to write out vocabulary using pictures and add labels with words. ELL students are expected to join in academic talk in the classroom. The Cognitive Academic Language Learning Approach (CALLA) includes asking students higher order thinking questions ("Tell me more about that..." or "Why do you think so?"). ELL students, even at a beginner level, are encouraged to share and translate their thoughts with a partner, and then add to the class discussion.

Differentiated instruction is an approach to planning so that one lesson is taught to a group of students while meeting the individual needs of each child. There are a variety of activities and teaching strategies employed in this approach, including the use of different texts, picture books or short stories at a reading level appropriate for each individual student. Teachers can use flexible groups and have students assigned to alike groups listening to books on tape. Students could have a choice to work in pairs, groups or individually, but all students are working towards the same standards and objectives.

Explicit ESL is delivered through a balanced literacy approach which incorporates content area curriculum. The use of ESL methodology and instructional strategies, coupled with scaffolding learning, is the foundation of this approach. In order for students to develop critical thinking skills, problem-solving strategies, and communicate proficiently in English, educational programs utilized throughout the school scaffold students' learning as they progress through stages of language acquisition. Effective practices such as graphic organizers, semantic maps, modeled writing, and read alouds foster academic language development. ESL teachers teach to varied learning styles; encourage students to participate in class; give students more wait time (at least 15-20 seconds); use lots of visuals, including real-life pictures; use physical activity, Total Physical Response, model, role-play, act out; use concrete language and questions; incorporate the four skills of language acquisition: reading/writing/listening/speaking; and check understanding using "show me" techniques.

Academic language is modeled and fostered in the classroom in order for students to transition from BICS (Basic Interpersonal Communication Skills) to CALP (Cognitive Academic Language Proficiency). Teachers strive to create a challenging setting where instruction is adjusted for students to work within their zone of proximal development. Instruction is aligned with New York State learning standards in English language arts and core curriculum. A wide range of materials and strategies are incorporated into the methodology to support students understanding of academic content. Among these are accountable talk read alouds, a print-rich environment, shared reading texts, leveled libraries, writing and listening centers. Small group instruction, such as guided reading groups, tutorials, and strategy groups, is planned based upon various assessments, including the ELL interim assessment. Classroom and ESL teachers coordinate to design lessons that compliment content area instruction while taking different cognitive learning styles into consideration. Individual and group projects, oral presentations, and numerous writing samples are all used to assess the development of students' progress and growth. ELL students are given the opportunity to utilize the computer lab and classroom computers, where various kinds of software and online internet access are available to improve literacy, writing, and research skills. Materials used in order to teach the four modalities of listening, speaking, reading, and writing are as follows: authentic literature with accompanying audio cassettes; charts, graphs, diagrams, visuals, graphic organizers, manipulatives, computer resources, including translated editions of the Worldbook online; Oxford picture dictionaries; Being a Writer program; Rosetta Stone interactive language experience software; Rally Science Rehearsal; Houghton-Mifflin ESL reading series, Carolyn Graham Jazz Chants, author study materials, and biographies. Students study various genres, including poetry, historical fiction, narrative, non-fiction, realistic fiction, periodicals, and content area resources for shared reading.

Upon initial enrollment, all ELL students are given a newcomer package. Included in this package is the Oxford Picture Dictionary for Kids, the Oxford Picture Dictionary Translated Version, the Longman Picture Dictionary (with listening CDs), numerous native language content-language glossaries, various independent workbooks, a handwriting component, and a guide for the classroom teacher. This packet is designed for independent and partner use. Students can work at their own pace and alongside a peer who speaks their native language. Teachers are given tips to help make newcomers feel comfortable in their classrooms, as well as assessment guidelines and teaching strategies specific to ELL students. Test accommodations, including extended time and separate location are used for state tests. Tutorials are offered for all New York State testing subjects, and take place during the school day, as well as in an after school program. P.S. 203 offers math, science, and reading clubs to all ELL students, along with a broad after school homework help program. Furthermore, our Title III after school program is strictly for ELL students, and utilizes the hands-on Geocaching Global Positioning System (GPS) treasure hunt program, infusing science, math, art, and language through the study of the solar system. For students who recently achieve proficiency on the NYSESLAT, a pull-out reading program offers two to three periods per week in reading and writing strategies. Learning materials include the Rally Education program G.O.A.L. (gathering, organizing, analyzing, linking), a complete reading comprehension program used for small group instruction across diverse genres. These newly proficient students stay in this program an average of two school years in order to advance academic language. Before and after school test preparation courses for the New York State mathematics and English Language Arts tests are provided utilizing Kaplan materials and resources. Testing accommodations are in place for these children for two school years after achieving English proficiency.

Presently, there are no SIFE students at PS 203. However, there are steps in place to assist these students in second language acquisition. In addition to providing the mandated ESL services, SIFE students are entitled to participate in any before and after school programs appropriate for their grade level. These students are given an additional literacy block for phonemic awareness. Furthermore, content area subjects, such as math, science, and social studies are explained and taught through a tutorial group offered during the school day.

Every long-term ELL student will receive instruction specific to his or her individual needs. Students who need to achieve proficiency in listening and speaking are grouped accordingly and are instructed with choral speaking, role-playing, puppetry, and storytelling. A balanced literacy approach will be utilized in providing assistance in reading and writing. The workshop model is coupled with various TESOL techniques, such as repetition, visual aids, modeling, and hands-on activities, to aid students in achieving proficiency in these modalities. Various instructional strategies and materials, as well as a focus on multiple forms of intelligences and scaffolding, will be used

to enhance second language acquisition. Furthermore, these ELL students will receive content area instruction during their ESL periods. In addition, a pupil personnel committee will meet regularly to evaluate the progress of each student. If necessary, the student will be referred for additional instruction. Special Education Teacher Support Services (SETSS), formerly known as resource room, will be provided for those students as indicated in their Individualized Education Program (IEP). Guidance counseling will also be available for those students in need. These interventions will occur throughout the school year to ensure these students receive the attention and instruction they require in achieving proficiency in the English language.

The Academic Intervention Services (AIS) team consists of the assistant principal, AIS teacher, SETSS provider, ESL teacher, reading specialist, speech and language teachers, as well as an occupational therapist, social worker, school psychologist, and a guidance counselor. The purpose of their weekly meetings is to discuss the needs of struggling students and students with special needs. ELL students are supported with intervention services to help with difficulties beyond the acquisition of the second language. ELL students may receive SETSS services after an evaluation proves these services necessary. Additional support for these students includes speech therapy and occupational therapy. Special education students at P.S. 203 are either placed in self-contained classrooms, or general education classrooms with SETSS, with placement determined by the students' IEP. If these students are entitled to receive ESL services, they are pulled-out with mainstream ESL students. Instruction is differentiated to meet the needs of these students. ELL students placed in a self-contained special education classroom may receive the support of a bilingual paraprofessional. This paraprofessional accompanies the ELL student to the ESL room, assists with learning tasks, and supports second language acquisition within the classroom.

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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



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

B. Programming and Scheduling Information--Continued

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

Academic language is modeled and fostered in the classroom in order for students to transition from BICS (Basic Interpersonal Communication Skills) to CALP (Cognitive Academic Language Proficiency). Teachers strive to create a challenging setting where instruction is adjusted for students to work within their zone of proximal development. Instruction is aligned with New York State learning standards in English language arts and core curriculum. A wide range of materials and strategies are incorporated into the methodology to support students understanding of academic content. Among these are accountable talk read alouds, a print-rich environment, shared reading texts, leveled libraries, writing and listening centers. Small group instruction, such as guided reading groups, tutorials, and strategy groups, is planned based upon various assessments, including the ELL interim assessment. Classroom and ESL teachers coordinate to design lessons that compliment content area instruction while taking different cognitive learning styles into consideration. Individual and group projects, oral presentations, and numerous writing samples are all used to assess the development of students' progress and growth. ELL students are given the opportunity to utilize the computer lab and classroom computers, where various kinds of software and online internet access are available to improve literacy, writing, and research skills. Materials used in order to teach the four modalities of listening, speaking, reading, and writing are as follows: authentic literature with accompanying audio cassettes; charts, graphs, diagrams, visuals, graphic organizers, manipulatives, computer resources, including translated editions of the Worldbook online; Oxford picture dictionaries; Being a Writer program; Rosetta Stone interactive language experience software; Rally Science Rehearsal; Houghton-Mifflin ESL reading series, Carolyn Graham Jazz Chants, author study materials, and biographies. Students study various genres, including poetry,

historical fiction, narrative, non-fiction, realistic fiction, periodicals, and content area resources for shared reading. This year the ELL program has been extended to include the Ballard-Tighe curriculum for English language learners. This program addresses the four modalities on the NYSESLAT and provides a home school connection for parental involvement. At this point, all of our ELL programs have had great success, and are reviewed each year for efficacy.

ESL teaching is closely integrated with curriculum content. Students are given meaningful language in context to support the classroom curriculum. In both the classroom and ESL setting, there are planned teaching and learning activities ensuring that the language demands of the content curriculum are met. Activities include brainstorming prior knowledge vocabulary, notetaking and summarizing from resources (IIM), interviewing for information, and the sharing of information through oral reports. Planning for content area instruction includes the ESL teacher and the classroom teacher to work collaboratively on the language demands of the topic. The ESL teacher provides the classroom teacher with the students' language needs (i.e. NYSESLAT level and weakness). In turn, the classroom teacher provides the curriculum topic and focus (i.e. lifecycle of the turtle). Activities are developed to support both settings in enhancing and strengthening the second language through the content areas.

Upon initial enrollment, all ELL students are given a newcomer package. Included in this package is the Oxford Picture Dictionary for Kids, the Oxford Picture Dictionary Translated Version, the Longman Picture Dictionary (with listening CDs), numerous native language content-language glossaries, various independent workbooks, a handwriting component, and a guide for the classroom teacher. This packet is designed for independent and partner use. Students can work at their own pace and alongside a peer who speaks their native language. Teachers are given tips to help make newcomers feel comfortable in their classrooms, as well as assessment guidelines and teaching strategies specific to ELL students. Test accommodations, including extended time and separate location are used for state tests. Tutorials are offered for all New York State testing subjects, and take place during the school day, as well as in an after school program. P.S. 203 offers math, science, and reading clubs to all ELL students, along with a broad after school homework help program. Furthermore, our Title III after school program is strictly for ELL students, and utilizes the hands-on Geocaching Global Positioning System (GPS) treasure hunt program, infusing science, math, art, and language through the study of the solar system.

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contained special education classroom may receive the support of a bilingual paraprofessional. This paraprofessional accompanies the ELL student to the ESL room, assists with learning tasks, and supports second language acquisition within the classroom.

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.

Our ELL teachers provide professional development in second language learning, covering strategies for scaffolding learning and integrating content area instruction with second language goals. Teachers are given assistance in methodology and approaches for ELL students in the classroom, as well as assessment alternatives for these children. Staff development is offered at the onset of the school year, during the Chancellor's conference days, and continues throughout the term at faculty conferences and grade meetings. Each topic for the 7.5 hours of staff development is designed to assist the classroom teacher in their teaching and assessing of their ELL students. Special education teachers and paraprofessionals receive 10 hours of ELL training.

Upon graduation from the fifth grade, guidance counselors come from the feeder middle schools to articulate with the fifth grade teachers and discuss the needs of the ELL students. Students' cumulative folders are forwarded to their new middle school, along with sample pieces of each ELL students' work. Parent surveys and the original HLIS are included to show program preferences. Classroom teachers discuss specific needs of the students to ensure a seamless transition academically and emotionally.

All stakeholders share in the goal of each and every English Language Learner meeting the high standards set for all of our students. Great care, attention, and dutiful planning are provided for these students to achieve their goals at P.S. 203 and beyond.

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?

Parent involvement is an integral part of every child's education. Parents have opportunities to come in to school and participate in many activities and events. This includes class trips, volunteering for PTA events, attending parent and family workshops, attending student performances and showcases, and being part of our annual Lunar New Year celebration..At this event, parents share their culture through food, music and artwork, and are involved at every step, from planning dances and musical pieces, to offering a taste of their native cuisine. Parents of ELLs' do not shy away from being active. They are comfortable in coming in to school.

The school is partnered with Early Stages, Inc. a cultural arts organization that brings storytelling residencies to every grade. Within these residencies are built in home-school connections (take home and bring back tales) with an emphasis on respect for the cultures and home languages of all the students. In addition, they provide family sessions as part of Title III LEP funding.

The parent coordinator uses the ARIS administrative details page for each class to know the preferred home language of the family. This informs us as to how to distribute material from the DOE as well as items translated for us by either the Translation & Interpretation Unit or

in-house personnel. As often as possible, material is sent home in both home language and English so as to reinforce the movement of children (and perhaps the parents as well) into English. The PTA evaluates parents' needs through a multi-linguaged survey. It asks what they would like to see covered during the year.

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)	10	5	0	2	1	1								19
Intermediate(I)	0	6	2	4	3	4								19
Advanced (A)	11	6	4	1	4	2								28
Total	21	17	6	7	8	7	0	0	0	0	0	0	0	66

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	0	0	1							
	I		4	1	1	1	0							
	A		8	4	4	1	4							
	P		3	1	1	3	2							
READING/ WRITING	B		4	0	1	0	1							
	I		6	2	4	2	4							
	A		3	1	1	3	2							
	P		3	3	0	0	0							

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3		1		2		2		3	8
4		0		2		4		2	8
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed								1	1

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

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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

After careful analysis of the results of the 2010 NYSESLAT, various strengths and weaknesses of our ELL students were revealed. Kindergarten children mostly performed at intermediate, advanced and/or proficiency levels for the listening/speaking subsets. However, their ultimate proficiency level was determined by their weakness in the reading/writing subtest. These results may be due, in part, to the possibility that kindergarten children have had more of an opportunity to use the second language in interaction with adults and other children. These children are new to the academic setting, and primarily speak their native language at home. Socialization is one of the primary objectives in kindergarten, and language use is prevalent in this process through songs, read alouds, and classroom direction. While reading and writing require knowing the symbols of the written language, listening requires recognizing the sounds of the language. However, in the kindergarten classroom, listening may be a challenge due to the “background noise” that makes it difficult for young

primarily on spelling and grammatical correctness, and are not confident enough to write in varying genres or extended length.

ELL students in grade three are administered the New York State English Language Arts (ELA) Examination. The total amount of ELL students tested was seven, with one student in a self-contained special education class scoring at Level I (shows serious academic problems), one student in a self-contained special education class, as well as one student in a regular education class, scoring at Level II

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		

Part VI: LAP Assurances