



**ALEXANDER GRAHAM BELL PS 205Q
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 26Q205

ADDRESS: 75-25 BELL BLVD. BAYSIDE, NY 11364

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 205 **SCHOOL NAME:** Alexander Graham Bell

SCHOOL ADDRESS: 75-25 Bell Blvd. Bayside, NY 11364

SCHOOL TELEPHONE: 718-464-5773 **FAX:** 718-464-5875

SCHOOL CONTACT PERSON: Karen Scott-Piazza **EMAIL ADDRESS:** kscott@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Karen Scott-Piazza

PRINCIPAL: Karen Scott-Piazza

UFT CHAPTER LEADER: Fran Bosi

PARENTS' ASSOCIATION PRESIDENT: Cathy Cahn

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

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: Allan Cohen

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
Karen Scott-Piazza	*Principal or Designee	
Fran Bosi	*UFT Chapter Chairperson or Designee	
Cathy Cahn	*PA/PTA President or Designated Co-President	
Christine Eisen	Member/Teacher	
Miriam Torres	Member/Teacher	
Jessica Chen	Member/Teacher	
Andrew Konikoff	Member/Teacher	
Judith Batashoff	Member/Parent	
Bonnie Goolcharan	Member/Parent	
Alison Corey	Member/Parent	
Uzma Laique	Member/Parent	
Maria Alvarez-Zion	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 205Q the Alexander Graham Bell School, pursues excellence in education for every student. A shared partnership among staff, parents and students provides all children with a quality education. Our vision is to empower all students with the academic and technological skills to function successfully as adults in the twenty-first century. To actively promote the success of all students by facilitating the creation, articulation, implementation and ongoing commitment to an inspiring vision of the type of school the administration, teachers, staff and parents are working to build together.

Mission Statement

Or Mission is to:

- Provide children with a quality education by implementing high academic standards
- Provide the broadest opportunities for each student to reach his/her highest academic potential
- Foster self-esteem and mutual respect for people with whom they interact
- Instill educational and career aspirations
- Provide professional development opportunities for teachers and staff
- Involve parents and community in the learning process and shared decision making

The Alexander Graham Bell School, P.S. 205Q services Pre-Kindergarten through Grade 5 students in District 26, Bayside, Queens. We are located in Eastern Queens, south of the Long Island Expressway and North of Union Turnpike in a residential community. Our school has 300 students, a total of 19 teachers including 14 classroom teachers and one full-time resource room teacher. We have consistently ranked among the top twenty schools in New York City. We share our facility with a Citywide District 75 Special Education program, serving children classified as SIE VI, VII & VIII.

At P.S.205 students are welcomed into an atmosphere of mutual respect for humankind. Generations of families who have attended school here have called P.S. 205 a home away from home. With its unique small classroom setting, P.S. 205 is a learning community that is built on providing students with an exceptional learning experience. Teachers, students, and parents work to maintain a spirit of collaboration. Many enrichment activities also support a variety of learning styles for every child, such as our yearly Multicultural Day, Farmer's Market, Storytelling Program and Straighten Up America 3- minute daily exercise routine.

Students are engaged in daily learning activities that enhance their academic ability and social/emotional well-being. Our dedicated teachers and staff members are highly trained to offer students the best possible education which includes hands-on activities such as our award winning garden and science program, Studio In A School (art program), and technology program. Our school community encourages children to be altruistic by investing some of their time to charitable events such as New York City Penny Harvest, Canned Food Drive, Blood Drive and March of Dimes Walk.

At P.S. 205, parents always feel welcome. Their opinions and critical feedback helps us to maintain a high-level of trust and respect for our learning community. Parents volunteer their time to assist in fundraising activities that support our yearly trips to the Bronx Zoo as well as providing our school with an Office Supply Drive that helps us maintain necessary supplies to support daily school-related activities. It is these same parent volunteers that also run our school library so that students and teachers can take out books that support daily classroom activities. Their tireless efforts support our school's belief that we are all role models for our children.

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:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(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								

DEMOGRAPHICS							
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:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
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							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
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?
-

English Language Arts

As reported on our school’s Progress Report, 94.3% of students scored at proficiency level 3 or 4 on the NYS ELA test in Spring 2010. The percentage of students making one year of progress was 80.0%. Here the trend indicates that 3rd graders who achieve proficiency level 4 drop to proficiency level 3 or drop in scale score in the 4th grade, hence the decline of students making one year of progress as defined by the New York City Department of Education.

Our current 5th grade students who did or did not achieve one year of progress in 2009-ELA have been identified as follows:

1 yr of progress (Gain)	No progress/ Negative Gain	Remained at level 4	N/A (no score for 2009)	ELL	Former ELL
20	18	Out of 39 students 3 remained at level 4	1	0	2

Based on New York State Testing and Accountability Reporting Tool (nySTART), students in grades 3 and 4 were either **above or within the standard target range for ELA** in the following three skill areas: **Information Understanding, Literary Response and Expression and Critical Analysis and Evaluation.**

Mathematics

As reported on our school’s Progress Report, 99.2% of students scored at proficiency level 3 or 4 on the NYS Mathematics test in Spring 2010. The percentage of students making one year of progress was 87.5%. Third graders who achieve proficiency level 4 drop to proficiency level 3 or drop in scale score in the 4th grade.

Our current 5th grade students who did or did not achieve one year of progress in 2009-Mathematics have been identified as follows:

1 yr of progress (Gain)	no progress/ Negative Gain	Remained at level 4	N/A (no score for 2009)	ELL	Former ELL
16	22	Out of 39 students 13 remained at Level 4	1	0	2

Based on New York State Testing and Accountability Reporting Tool (nySTART), students in grades 3 and 4 were either **above or within the standard target range for Mathematics** in the following five areas: **Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability.**

Significant Barriers to Continuous School Improvement

Overall student performance continues to remain at a steady high level as indicated on the NYS testing results from 2008 to 2010. Our focus is to provide students with differentiated instruction that will secure students in achieving one years worth of progress every year. All students will benefit from leveled reading books (especially nonfiction literature), book clubs and varied mathematics groups which will encourage students to use inductive and deductive reasoning.

In order to provide students with differentiated instruction models, it is necessary to maintain a level of ongoing teacher training and materials to support instruction. Inadequate funds, limits the number of teaching personnel for our students.

Significant Aid to Continuous School Improvement

Teachers and parents are our biggest support system to continuous school improvement. It is their commitment to education that fosters a love of learning from Pre-K to 5th grade. It is this commitment that drives us to believe that together we can accomplish many things.

In light of the new Common Core State Standards (CCSS) in ELA and Mathematics, teachers are currently engaged in professional development opportunities offered by our CFN532 that support this new educational initiative. Teachers attend after school workshops that enhance the understanding and application of text complexity within the literacy component of the CCSS as well as in-house professional development that supports the teaching of mathematical strategies that support reasoning skills and problem solving for all students in grades Pre-K to 5.

Teacher study groups analyze student work, create nonfiction units of study, score and collect beginning, mid and end year results in writing and reading that provides the school with longitudinal data used to enhance student academic achievement.

The use of Smart Boards in the classrooms has resulted in a positive impact on learning and teaching. This technological enhancement supports the CCSS by allowing teachers to effectively and efficiently provide students with visual and engaging activities within the context of their lessons. Our newly refurbished computer lab is equipped with state of the art software and hardware that supports lessons in literacy, social studies, math and science.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Annual Goal	Short Description
<input type="checkbox"/> 1. During the 2010-2011 school year, the number of 3rd to 5th grade students making one year of progress in ELA will increase by 1.5% as measured by the NYS Testing Proficiency Level results.	During the 2010-2011 school year, the number of 3rd to 5th grade students making one year of progress in ELA will increase as measured by the NYS Testing Proficiency Level results.
<input type="checkbox"/> 2. During the 2010 - 2011 school year, the number of kindergarten through fifth grade students improving their writing skills in targeted traits will increase by 10% at each grade level as measured by the Six-Traits scoring rubric benchmark assessments administered two times a year.	During the 2010 - 2011 school year, the number of kindergarten through fifth grade students improving their writing skills in targeted traits will increase at each grade level as measured by the Six-Traits scoring rubric benchmark assessments administered two times a year.
<input type="checkbox"/> 3. During the 2010-2011 school year, the number of K-5 students improving their independent reading level will increase by 75% at each grade level as measured by the Fountas and Pinell Benchmark Assessment System.	During the 2010-2011 school year, the number of K-5 students improving their independent reading level will increase at each grade level as measured by the Fountas and Pinell Benchmark Assessment System.
4. During the 2010-2011 school year, the number of 3rd to 5th grade students making one year of progress in Mathematics will increase by 1.5% as measured by the NYS Testing Proficiency Level results.	During the 2010-2011 school year, the number of 3rd to 5th grade students making one year of progress in Mathematics will increase as measured by the NYS Testing Proficiency Level results.

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

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> During the 2010-2011 school year, the number of 3rd to 5th grade students making one year of progress in ELA will increase by 1.5% as measured by the NYS Testing Proficiency Level results.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Teachers will use a differentiated model of instruction to raise the level of standards based literacy skills for each student during the 90 minute literacy block in grade 3-5. Reading skills – author’s purpose, main idea, inference. There will be an emphasis on the reading and analysis of nonfiction text. Teachers in grade 2-5 will address literacy competency skills that are required on the following year’s NYS ELA exam.
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>	Nonfiction books leveled books will be purchased for each classroom library. OTPS TL NYSTL Library budget allocation: \$1564.00
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	The literacy coach will work with teacher teams to analyze ELA trends based on the results of the: <ul style="list-style-type: none"> • NYS ELA results spring 2010 – item skills analysis • Acuity results – ITA/Predictive • Fountas and Pinnel Benchmark Reading Assessments administered in the fall of 2010 and spring 2011 • 6+1 Traits of Writing

Subject Area	ELA/Reading
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> During the 2010-2011 school year, the number of K-5 students improving their independent reading level will increase by 75% at each grade level as measured by the Fountas and Pinell Benchmark Assessment System.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Teachers will use a balanced literacy program during the 90 minute literacy block in grades K-5 from September to June. At-risk students will receive guided reading support during the 37.5 min. Extended Morning Program. Reading skills: author’s purpose, main idea, inference. Reading strategies: re-reading, chunking information, visualization, skimming
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	Design Your Own (DYO) money will be used to <ul style="list-style-type: none"> • support instructional materials to meet the needs of student’s independent and instructional reading levels throughout the year. • 30 hours of per session will be allocated to support teacher team work before or after school. TL DYO Assessment: \$3650.00
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Our staff developer will work with teacher teams to analyze ELA trends based on the results of the Fountas and Pinnel Benchmark Assessment, administered in the fall of 2010 and spring of 2011. <ul style="list-style-type: none"> • Acuity results: ITA/Predictives

Subject Area**ELA/Writing**

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□ During the 2010 - 2011 school year, the number of kindergarten through fifth grade students improving their writing skills in targeted traits will increase by 10% at each grade level as measured by the Six-Traits scoring rubric benchmark assessments administered two times a year.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will use a Six-Traits scoring rubric to measure student’s writing skills on benchmark writing assessments during writing workshop in grades K-5. Two times a year: winter, and late spring. Benchmarks will assess: Conventions, organization, word choice, ideas, voice, and sentence fluency.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Teacher team work will comprise of study groups for the “6+1 Traits of Writing” books for grades K-5 Each grade team will work with the literacy coach to analyze sample student writing using the 6+1 Traits of Writing rubric to determine student writing outliers (weakest to strongest). Teacher study group books and support material will be purchased with OTPS P-Card purchases throughout the year: \$2713.00 TL Children First Inquiry Team Budget Allocation: \$7144.00 will be used for teacher per session work, before or after school.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Our staff developer will work with teacher teams to analyze writing trends based on the results of the “6+1 Traits of Writing Rubric” administered in the fall of 2010 and spring of 2011.</p> <ul style="list-style-type: none"> • Acuity results: ITA/Predictives

Subject Area**Mathematics**

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	During the 2010-2011 school year, the number of 3rd to 5th grade students making one year of progress in Mathematics will increase by 1.5% as measured by the NYS Testing Proficiency Level results.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Teachers in grades 2-5 will administer a diagnostic test for each unit of study in mathematics. With these results, teachers will use differentiated instruction for high, mid and low performing students. Teachers in grade 2-5 will address math competency skills that are required on the following year's NYS Math Test.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	Teacher teams in grades 3, 4, and 5 will use per session to score the extended responses on the math ITA and Predictive exams for 2010-2011 OTPS Prof. Development allocation : \$500.00
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Our staff developer will work with teacher teams to analyze math trends based on student results on Acuity results: ITA and Predictives. Final student progress and performance will be determined after the 2011 NYS Math test in grades 3, 4 and 5.

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			N/A	N/A				1
1	1	1	N/A	N/A				
2	4	4	N/A	N/A	1			
3	2	2	N/A	N/A	2			
4	4	4						
5					1			
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.).
<p>ELA: <i>ARS (Academic Resource Service)</i> 37.5 Minutes Extended Day</p>	<p><i>At-Risk SETSS as needed.</i></p> <p><i>Morning remediation program to service at-risk students identified by classroom teachers. ESL teacher provides academic support to at-risk students who demonstrate below grade level performance in reading.</i></p>
<p>Mathematics: <i>ARS (Academic Resource Service)</i> 37.5 Minutes Extended Day</p>	<p><i>Pull-out program which services students who need remediation in number sense and computational skills. SETSS teacher works with students during the school day in either a small group or one-to-one setting.</i></p> <p><i>Morning remediation program to service at-risk students identified by classroom teachers.</i></p>
<p>Science: 37.5 Minutes Extended Day</p>	<p><i>Morning remediation program to service at-risk students identified by classroom teachers.</i></p>
<p>Social Studies: 37.5 Minutes Extended Day</p>	<p><i>Morning remediation program to service at-risk students identified by classroom teachers</i></p>
<p>At-risk Services Provided by the Guidance Counselor: <i>Banana Splits</i> <i>At-Risk Guidance Services</i></p>	<p><i>The program services students who have divorced parents. The guidance counselor works with students during the school day in a one-to-one or small group setting; once a week.</i></p> <p><i>Guidance services are provided to students on an as need basis. One –to-one or small group setting.</i></p>
<p>At-risk Services Provided by the School Psychologist:</p>	

At-risk Services Provided by the Social Worker:	
At-risk Health-related Services: <i>School Nurse</i>	<i>The school nurse will monitor any student at-risk for allergic reactions to food or heart related disease. Daily health-related services are provided on an as need basis.</i>

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.

LAP Narrative PS 205, 2010-2011

LAP Team

Karen Scott-Piazza-Principal
Miriam Fishman – ESL Teacher
Lilly Chu – Parent Coordinator
Mary Butler – Testing Coordinator/Literacy Support

Teacher Qualifications

I assure that copies of all teachers' licenses/certifications are on file.

ELL Demographics

There are 10 ESL students at PS 205. 6 students in Kindergarten; 3 students in grade 2; 1 student in grade 4.

Predominant Language Groups are Chinese, Spanish, Croatian, Urdu`

At PS 205 we use only a freestanding ESL pull-out and push-in program. Students are seen in small groups, no more than 5 at a time. Beginning and intermediate ELLs are given 360 minutes of ESL instruction per week, and advanced students are given 180 minutes per week in addition to 180 minutes of ELA. ESL instruction is provided by a licensed ESL teacher.

ESL methodology is used within a balanced literacy approach; the techniques used include modeling, TPR, Natural Approach, and LEAs. The ESL classroom activities support regular class work; the ESL teacher confers regularly with classroom teachers to better coordinate instruction in order to meet the needs of individual students.

PS 205 currently has 303 students of which 10 are ELLs. Of these there are 6 from a Chinese background, 2 Croatian, 1 Urdu, and 1 Spanish child. Our school holds a number of multi-cultural events each year, including an international lunch, and Lunar New Year celebrations; multi-cultural activities include songs, dances, and folklore. The faculty itself is culturally diversified and fosters a positive cross-cultural attitude.

Parent Program Choice

Parents of ELLs attend orientation meetings to explain the options they have for their children's education and to assist them in selecting one of the options. Almost every parent has chosen the freestanding ESL program we have here. There are not enough ELL students from any ethnic background to warrant having a Transitional or Dual Language program. The staff encourages parent involvement in their children's education. We welcome and answer any questions they may have, and we suggest ways they can help improve their children's academic skills. Parents are kept informed about their children's progress through parent-teacher conferences, informal meetings, by correspondence and by phone. Our parent

coordinator is very involved in having school-based activities for parents. Along with Ms Chu our PTA encourages parent involvement and together they provide a strong relationship between the school and the parents or guardians.

The great majority of our ELLs have made good progress, every year reaching the next higher level of proficiency in English, sometimes even two levels higher. We review student performance, using standardized assessments and evaluating class work to determine how to best help our ELLs advance. Our school does not do testing in any language other than English, except for those standardized tests for which translations are provided. All test results provide feedback to help guide instruction for ELLs as well as other students.

There are exceptions where a student has not made the progress we expect. To accommodate these individual problems we differentiate our instruction, either in the ESL class, in after-school programs, or in reading programs. In certain cases other help is needed, such as counseling or speech, and the ELL will receive such help. If we were to have a SIFE child come to PS 205 we would provide differentiated instruction in ESL classes, in reading or with the after-school program to help the child make up any deficiencies in their academic skills.

The student is given additional academic support as well as counseling to help her progress. To help all ELLs reach proficiency on the NYSESLAT the ESL teacher provides instruction to develop the skills that the NYSESLAT measures. Classroom teachers are also given feedback on how to help their ELLs. Students are scheduled for ESL classes so they are seen for the mandated numbers of minutes. ESL Strategies are used in the ESL classroom and regular classroom teachers are trained in ESL techniques to help them develop their abilities to teach limited English proficient students. The strategies we use are mentioned above. The materials used in ESL classes include pictures dictionaries by which ELL children can improve their vocabulary and expression. In addition picture books, *Action English Pictures*, songs and picture books are used to help students learn to express themselves in English. The materials used provide comprehensible input, so the students understand and then they learn the English associated with the material.

Classroom teachers are provided with staff development to help them understand what to do with their ELL students. These sessions are held twice yearly, but there are many instances in which a regular classroom teacher confers with the ESL teacher to determine how to support the student's learning.

Since PS 205 is a relatively small school, we can provide individualized support for students who have unique problems. The staff and administration support and encourage all students.

Assessment Analysis

At PS 205 we only use the English version of the LAB-R (no translated versions are used). Our findings are based on the English version. Patterns noted are that newcomers score at the beginning level in the speaking portion of the test and may do better in the reading and writing portion. After one or two years in the program their speaking scores are elevated to match the other 3 strands. The interim assessments show weakness in the listening portion. The ESL and classroom teachers collaborate and address student needs in the listening comprehension strand. Students' native language skills are addressed in the freestanding ESL program with the use of bilingual dictionaries.

Planning for ELL's

The ESL teacher pushes in and pulls out students according to their NYSESLAT levels. The advanced students receive 180 minutes per week of explicit ESL instruction and English Language Arts. And the beginner and intermediate students receive 360 minutes of ESL instruction per week. ESL instruction is aligned with comprehensive core curriculum in math and literacy.

Targeted intervention programs for ELLs in ELA, mathematics, and content area subjects such as social studies are presented to the ELL's in the extended day AIS program. We provide a two year support/transitional plan for students who have reached NYSESLAT proficiency. Students are serviced by our ESL teacher in the extended morning program.

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

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

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

Section I. Student and School Information

Grade Level(s) **K, 2, and 4** Number of Students to be Served: LEP: 10

Number of Teachers 1 Other Staff (Specify) **N/A**

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative – Our school does not receive enough Title III funding to create a Title III program. Please see our school's LAP Plan above. Please note that we service 10 mandated ESL students.

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.

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.

We ensure that the 7.5 hours of PD is met by the ESL teacher. ESL strategies are embedded in all professional development activities that are provided for teachers during the school year, especially during faculty and grade conferences. Our ESL teacher models instructional ESL strategies for teachers of ELL's during the school day using a push-in model. During the professional development periods the ESL teacher provides support material that include process tools and scaffolding techniques.

Section III. Title III Budget

School: 26Q205

Allocation Amount: \$600.00		
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)		
Purchased services		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$600.00	Supplies to support translation for parents.
Educational Software (Object Code 199)		
Travel		

Other		
TOTAL	\$600.00	

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.

Using the ATS-Home Language Report and parent coordinator survey we have identified families who require translation assistance in either written or oral format.

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.

Out of the 303 students we have identified 5 students whose families need translated documents as well as oral interpretation. During grade conferences the teachers of these students were notified of the students who required translated documentation at home.

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.

All parent letters, school fliers, and memorandums from the school and city are translated using the Department of Education translation service. Our Parent Coordinator and parent volunteers assist families who require translated documents by stamping the English written documents with a translation stamp in the families' native language asking them if they would like specific documents translated. When needed, the Department of Education's Translation and Interpretation Unit will be used.

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. *Our parent coordinator is the designated translator of any written or oral communication in Chinese. Our family worker is also available as an oral translator for Chinese or Mandarin speaking families during any parent teacher meetings, I.E.P conferences, and student registration. School staff and parent volunteers will provide oral interpretation in Spanish when needed.*

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>.

Parents will be given a copy of the Bill of Parent Rights and Responsibilities which included their rights regarding translation and interpretation service. A sign will be posted at the school's main entrance of the most prominent covered languages – Chinese and Mandarin, indicating the availability of interpretation services. The school's safety agent will be given assistance by the Parent Coordinator or staff member to provide interpretation services to parents entering the building.

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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

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

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

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

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

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

Part 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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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>(☑)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(☑)</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>(☑)</i>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						

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.

Tax Levy	Local						
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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.)
2. Please describe the services you are planning to provide to the STH population.

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. 205 Alexander Graham Bell					
District:	26	DBN:	26Q205	School		342600010205

DEMOGRAPHICS

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

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	38	36	36		96.7	96.6	96.9
Kindergarten	44	44	48				
Grade 1	38	43	46	Student Stability - % of Enrollment:			
Grade 2	36	41	47	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	39	37	45		97.5	95.6	95.0
Grade 4	50	40	39	Poverty Rate - % of Enrollment:			
Grade 5	37	49	40	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		23.5	34.4	37.1
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		1	0	1
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		0	1	0
Ungraded	0	2	2				
Total	282	292	303				

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	6	9	10	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	6	Superintendent Suspensions	0	0	0
Number all others	18	22	22				

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	19	19	19
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	3	4
# receiving ESL services only	11	6	TBD	Number of Educational Paraprofessionals	2	3	4
# ELLs with IEPs	1	3	TBD				

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	89.5	100.0
				% more than 2 years teaching in this school	78.9	63.2	73.7
				% more than 5 years teaching anywhere	63.2	57.9	73.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	89.0	94.7
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	83.3	100.0	100.0
Black or African American	3.9	4.8	5.0				
Hispanic or Latino	8.9	9.6	15.2				
Asian or Native Hawaiian/Other Pacific	49.3	48.6	43.2				
White	36.9	33.9	35.3				
Male	52.5	55.8	54.8				
Female	47.5	44.2	45.2				

2009-10 TITLE I STATUS

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

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	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	80.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	22.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	49						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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 CFN 532	District 26	School Number 205	School Name Alexander Graham Bel
Principal Karen Scott-Piazza		Assistant Principal N/A	
Coach Mary Butler		Coach N/A	
Teacher/Subject Area Miriam Fishman/ESL		Guidance Counselor Aimee Serfaty	
Teacher/Subject Area		Parent type here	
Teacher/Subject Area		Parent Coordinator Lilly Chu	
Related Service Provider Debbie Sabel		Other type here	
Network Leader Walter O'Brien		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	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	303	Total Number of ELLs	10	ELLs as Share of Total Student Population (%)	3.30%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. Upon registration parent completes the HLIS form. The ESL teacher reviews all HLIS forms and identifies those children whose home language is other than English and need to be LAB-R tested. After the school's secretary enters all new admits into ATS, the ESL teacher pulls up the new admit roster on ATS which indicates who need to be LAB tested. The ESL teacher administers the LAB-R and NYSESLAT at the end of the year.
2. Parents receive notification of child's eligibility for ESL services via a parent letter from the ESL teacher. We only offer Freestanding ESL, but parents are informed of the other types of ESL instruction available.
3. The ESL teacher coordinates with the Pupil Accounting Secretary to ensure that all letters are returned and phone calls are made.
4. We do not have enough students to warrant a bilingual class.
5. For the past 5 years, our school has only serviced no more than 12 students at a time per year.
6. Program models offered at our school are aligned with parent request.

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	6		3		1									10
Total	6	0	3	0	1	0	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)	9	Special Education
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
ESL	<input type="text" value="9"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="10"/>
Total	<input type="text" value="9"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="10"/>

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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
Polish														0
Albanian														0
Other			1											1
TOTAL	6	0	3	0	1	0	10							

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.

Paste response to questions 1-4 here

1. a. ELL instruction is delivered through a push-in and pull-out model.
 - b. Our program model is heterogeneous grouping.
2. The ELL teacher provides 360 minutes of ESL instruction to students at the beginning and intermediate level. The children who are at the advance level receive 180 minutes of ESL instruction. The Extended Morning period is also used to provide additional services for ESL children. The classroom teachers are provided with ESL strategies to support the ELL's in the content area in the classroom.
3. The ESL teacher pushes in to the classrooms during the literacy block. During the pull-out periods the ESL teacher supplements content area vocabulary in math, science, and social studies.
4. a. We do not have SIFE children.
 - b. We do not have any ELL students who are new to the US school system.
 - c. We have one student who falls in the category of receiving services for 4 years. This student participates in the extended morning program.
 - d. We have no Long-Term ELLs.
 - e. At this time, we do not have any ELLs with special needs.

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

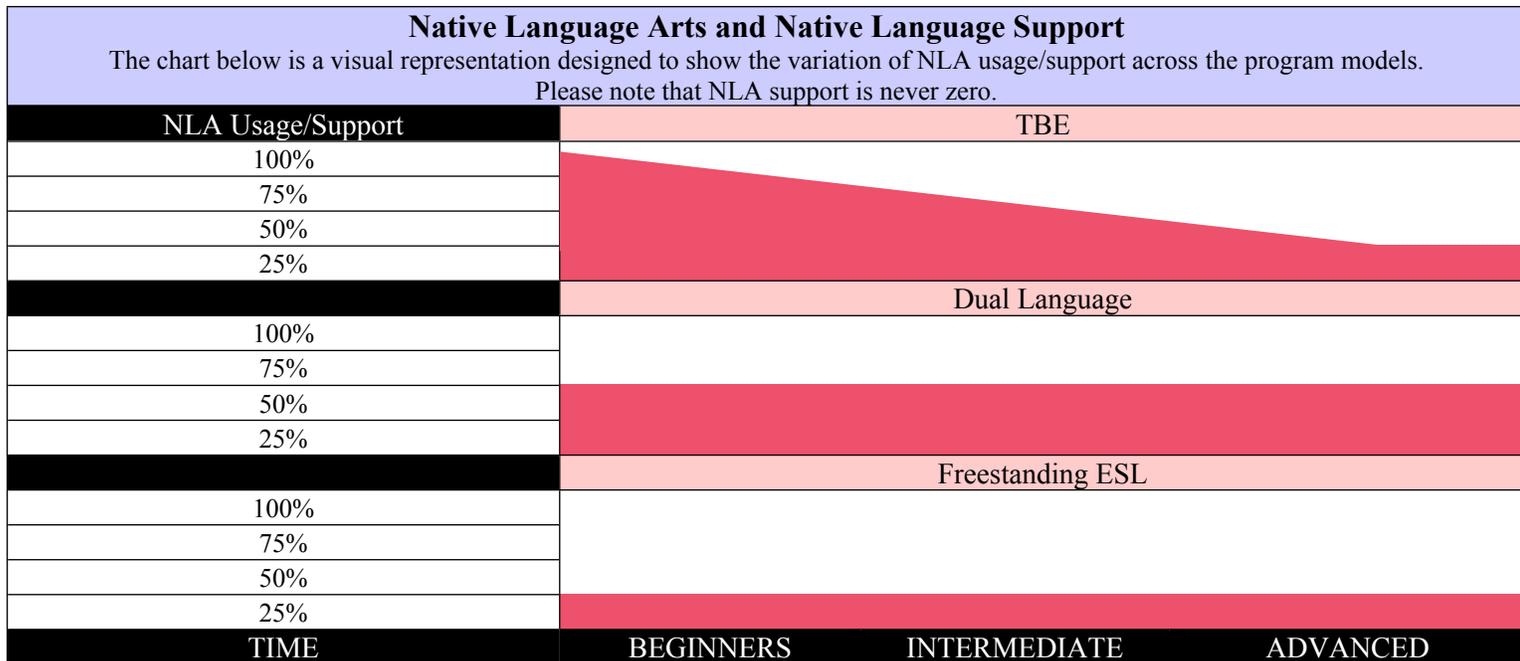
Beginning

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. We have a freestanding ESL program, all classes are in English. The only intervention program we have at this time is the early morning extended program, where all our ELL students attend.
6. We provide additional ESL instruction to ELL students who have reached proficiency level on the NYSESLAT. Our AIS teacher also provides additional instructional services as needed to proficient ELLs. We ensure that students who have reached proficiency level on the NYSESLAT receive time and a half on the NYS Exams for two additional years (as per NY State requirements).
7. N/A
8. N/A
9. All students at our school participates in ALL activities and cluster programs such as computers, art, science, music, and book clubs.
10. Bilingual dictionaries, picture dictionaries, and audio visual materials are used (specifically SMART Board lessons) in the classroom.
11. Student buddies who speak the same native language as the ELLs are used as peer support.
12. Yes
13. ESL summer school programs are provided in our district for newcomers to the US school system.
14. N/A

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.

Paste response to questions 1-3 here

1. During faculty conferences, the ESL teacher gives professional development to the entire staff.
2. Our student academic and social support is embedded in our everyday school curriculum.
3. The ESL teacher provides the 7.5 hours of ELL training to ALL teachers. ESL strategies, activities and instructional materials are provided to the teachers.

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?

Paste response to questions 1-4 here

1. All parents are involved at our school via the PTA and volunteerin on an as need basis. Our parent coordinator does outreach programs to all ELL parents and involves them in various workshops thoroughout the year which include Book Clubs, Craft Making Projects, and Stress Management.
2. Not at this time.
3. Our parent coordinator articulates with the parents through a parent a survey to determine needs, ideas, and suggestions for support.
4. Based on the parent survey needs, the parent coordinator provides workshops that meet those needs.

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)														0
Intermediate(I)	6		3											9
Advanced (A)					1									1
Total	6	0	3	0	1	0	0	0	0	0	0	0	0	10

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

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

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

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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

Fountas and Pinnell Benchmark Assessment System. ECLAS assessments are used to identify areas of writing proficiency. The classroom teacher and ESL teacher meet to discuss the results of these formative assessments and create a plan to meet the needs of the individual students.

2. For the past 5 years we have seen growth in student's levels of proficiency on the NYSESLAT. If we notice that a child is not making sufficient progress on the NYSESLAT exam from year to year, we will do further evaluation.

3. Based on the outcomes of the individual modalities on the NYSESLAT exam, the teacher will provide differentiated instruction to meet the area of needed improvement.

4. Due to our small ELL population, we do not provide native language instruction. We do not administer ELL periodic assessments and our ELL students are provided with much attention during the school year.

5. N/A

6. We evaluate the success of our program by the result of the NYSESLAT and progress of children moving toward the proficiency level on the NYSESLAT. Most of our ELLs, meet the proficiency level within 4 years.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/27/10
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		