



P.S. 206 THE HORACE HARDING SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 206 THE HORACE HARDING SCHOOL
ADDRESS: 61-02 98 STREET
TELEPHONE: 718-592-0300
FAX: 718-271-7011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342800010206 **SCHOOL NAME:** P.S. 206 The Horace Harding School

SCHOOL ADDRESS: 61-02 98 STREET, QUEENS, NY, 11374

SCHOOL TELEPHONE: 718-592-0300 **FAX:** 718-271-7011

SCHOOL CONTACT PERSON: NICHOLAS BOLOGNA **EMAIL ADDRESS:** NBOLOGNA@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Maria Torres

PRINCIPAL: NICHOLAS BOLOGNA

UFT CHAPTER LEADER: Gail Zabon

PARENTS' ASSOCIATION PRESIDENT: Adrienne Brown

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** 209

NETWORK LEADER: DANIEL PURUS/MARLENE WILKS/William Manekas

SUPERINTENDENT: Beverly Fflokas- Bryant

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/ronlyres/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
Nicholas Bologna	Principal	Electronic Signature Approved.

* 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.

At P.S. 206 we provide our students with an instructionally based curriculum creating a strong learning community. Our literacy program features a Balanced Literacy approach utilizing the Columbia Teachers College Readers Workshop model, a highly individualized classroom-based program. Through the use of Foundations, grades K-2 are provided with strong decoding skills. Furthermore, we implement the HSP Math (grades K-2) and Everyday Math (grades 3-5) programs, both which emphasize the development of skills, concepts and applications. These programs focus on a problem-centered, hands-on approach to instruction aimed at developing critical thinking skills. Social Studies is taught through an interdisciplinary approach using internet research, non-fiction trade books, newspapers, magazines, and textbooks. Document-based learning is emphasized and research skills are taught through studying and writing in non-fiction genres such as editorials, feature articles, essays and reports. For science, classroom teachers and our science cluster teacher are assigned separate units of study to develop an inquiry based, hands-on investigation approach to the curriculum. Through lab experiments students utilize the scientific method to guide our students to meet the standards.

Integrating technology opportunities have grown as our resources have increased. We utilize our Computer Lab, classroom computers, two mobile labs, each containing 32 wireless eBooks, as well as six permanent and three mobile Smartboards. All classrooms have wireless internet access. This has widened research and project possibilities. Children are learning to word process, create PowerPoint slideshows and use the computer for research and education.

Project Arts funding has allowed resident artists to provide meaningful activities in dance, music, and visual arts. Students have opportunities to dance and perform on our stage. Our music cluster teaches songs, rhythms, musical notation and leads our chorus for periodic concerts and other programs. The visual arts are also featured through an art cluster and residencies. Other arts-related connections are made through trips and the creation of posters, drawings, paintings for various school wide activities.

Academic Intervention Services (AIS) is provided for all students either during the Early Morning Program, throughout the day or after school. They include decreasing student-to-teacher ratio through push-in AIS and ESL teachers; and small group instruction. For students demonstrating Level 3 or 4 proficiency, we have enrichment activities, clubs with academic themes such as science inquiry, Lego Robotics, animation, etc., and the After-school Enrichment Academy.

In implementing the New Continuum, work in our special education classes parallel that in general education. The same grade-specific curriculum is followed with adjustments made as indicated by student IEPs. In an effort to increase academic achievement, teachers of those classes use specialized strategies aimed at meeting the individual needs of each child.

ELLs are involved in a totally integrated program aimed at efficient acquisition of the English language, development of skills, and growth in the ability to perform content area work. Special strategies are used toward this end in our daily push-in program for ELLs, as well as in our mainstream classrooms.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 206 The Horace Harding School								
District:	28	DBN #:	28Q206	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> 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	22	27	32		94	94.1	TBD		
Kindergarten	118	97	88						
Grade 1	96	111	109	Student Stability - % of Enrollment:					
Grade 2	109	90	107	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	98	109	92		94.2	92.84	TBD		
Grade 4	109	96	105						
Grade 5	90	109	99	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		60.6	66.8	81.9		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		8	27	TBD		
Grade 12	0	0	0						
Ungraded	2	0	3	Recent Immigrants - Total Number:					
Total	644	639	635	(As of October 31)	2007-08	2008-09	2009-10		
					7	15	15		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	36	35	36	Principal Suspensions	7	24	TBD		
# in Collaborative Team Teaching (CTT) Classes	26	26	20	Superintendent Suspensions	5	0	TBD		
Number all others	35	31	21						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants					
(BESIS Survey)					0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual	0	0	0		0	0	0		

Classes							
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	91	88	104	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	4	9	Number of Teachers	52	51	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	13	TBD
				Number of Educational Paraprofessionals	8	7	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	96.1	TBD
				% more than 2 years teaching in this school	80.8	82.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	61.5	58.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	92	90	TBD
American Indian or Alaska Native	0.8	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.7	84.9	TBD
Black or African American	24.2	21.1	22.5				
Hispanic or Latino	26.4	26.4	28.8				
Asian or Native Hawaiian/Other Pacific Isl.	21.6	22.1	19.8				
White	27	24.4	23.8				
Multi-racial							
Male	54.4	52.9	53.5				
Female	45.6	47.1	46.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√	-				
Multiracial	-	-	-				
Students with Disabilities	√	√	-				
Limited English Proficient	X	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	72.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	

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

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S. 206 analyzes data on an ongoing basis to inform instruction. Throughout the entire school year, teachers have used Acuity, Foundations, TC Assessments and Running Records to differentiate instruction and create small groups.

Through new initiatives, P.S. 206 continuously gathers qualitative and quantitative data to understand student performance in order to target our next goals. This occurs through:

- Conferring in Reading and Writing Workshop – Classroom, AIS teacher and ESL Teachers
- Guided Reading
- Teachers College Reading Assessment
- Running Records
- Foundations Unit Assessments
- Foundations Probes
- Instructionally Targeted Assessments
- Predictive Assessments
- State Assessments
- NYSESLAT
- LAB-R
- Recognizing Student Achievement – Everyday Math
- Checking for Understanding – HSP Math
- Classroom Tests – All Core Subjects

Our strength lies in that teachers are more aware of multiple sources to gather data which allows them to inform instruction. Teachers in all grades have developed systems for analyzing data through the use of assessment binders which includes Teachers College Assessments, Running Records, Conferring and informal observations of students. Additionally, upper grade teachers utilize templates for creating small groups based on the Instructionally Targeted Assessments and Predictive Assessments. Similarly, the lower grade teachers use the Foundations post unit tests and probes to gather data.

We have also developed a systematic method in gathering qualitative data in Writer's Workshop among classroom teachers. Grade level teams collectively develop writing rubrics in both content and grammar aligned to the instruction so that feedback is consistent.

An area in need of improvement is to include grammar as a component within the Writer's Workshop. During planning days, we will develop grade specific grammar lessons.

Our school is well-developed in its ability to use data to plan and set goals. The school uses data on a daily basis to plan and set goals. Conferring occurs each day during Reader's and Writer's workshop. During this time, teachers research and decide on a teaching point for that individual student. Teachers use information gathered from Everyday Math's Recognizing Student Achievement (RSA) and HSP Math Check for Understanding (C4U) to inform instruction. Additionally, in the lower grades, teachers analyze the Foundations Assessments to determine whether individual students and the class need to revisit the curriculum or can proceed to the next unit. Furthermore, the upper grade teachers analyze the data from Acuity, identify standards, and specify sub-skills to inform instruction for targeted students. Administration analyzes the TC Assessments, Foundations Assessments, ITAs and State Test results to target students for academic intervention, both remedial and enrichment.

An area in need of improvement is to further develop the collaborative planning, goals, and alignment between the classroom teacher with the ESL and AIS/SETSS teachers. In having revisited the master schedule we have created time for congruence between out-of-classroom teachers and classroom teachers. Out-of-classroom teachers have been invited to attend specific grade conferences.

Our school is well-developed in aligning instruction with the data gathered. Throughout the school year, there has been a strong emphasis on not just gathering the data but using the data to inform next steps. Teachers analyze their data to create small groups of students who need remedial and enrichment instruction. Teachers of special education students use the IEP to tailor instruction. Administration analyzes the data to notice school-wide trends. For example, on the last ITA in math, it was noticed that students were having difficulties with the Numbers and Numeration Strand. Therefore, our AIS tutorial program will focus on this strand and it will be a school-wide initiative.

Our inquiry team meets weekly to analyze data (NYSTART, standardized assessments, Teachers College Assessments, student writing and teacher surveys) gathered about our target population. This enabled us to identify vocabulary as a sub-skill of comprehension. Our grade four and five ELL students showed a deficiency in this area. Therefore, teachers receive professional development on word walls, Tier I, II and III words, which enables students and teachers to enhance their vocabulary. Additionally, we have implemented Intensity Thermometers and Morphing of words to increase students' vocabulary. Our hypothesis is that increasing student vocabulary will have a positive effect on student comprehension.

Additionally, administration uses informal and formal observations. Teachers receive feedback on their observation based on school-wide goals, one of which is using data to inform instruction.

One area of improvement is to build teacher capacity in small group instruction through improved conferring, guided reading, and strategy lessons. From the work of the inquiry team, we recognize a need to provide our classroom teachers with professional development on ESL strategies. As a foundation, this year, our Network Instructional Specialist for ESL worked intensively with our two ESL teachers and classroom teachers of ELL students to implement best practices and align their instruction with the classroom teacher according to the Teacher's College Units of Study in Reading and Writing.

Through walkthroughs, surveys and conversations with staff, professional development has been aligned based on the needs of the staff. In September, my assistant principal and I noticed that the staff did not have a comprehensive understanding of the implementation of a Teachers College Workshop Model. It was recognized that a practical approach would be to segment the professional development on balanced literacy. We have completed the first two phases of this segment and are

now in the third phase, addressing strategy lessons. Teachers are provided with professional development, modeling by the a peer teacher, side-by-side sessions and inter-class visits on the implementation of strategy lessons.

In further differentiating our professional development, my technology teacher created a technology survey for teachers. Based on this information, we differentiated our professional development workshops on Microsoft Word, Outlook, PowerPoint, etc.

In having been a selected school within the New York City Department of Education involved in the Wilson Foundations RTI study we continue to provide extensive professional development to teachers in kindergarten through grade 2. The implementation of this word study program was a new initiative. Each teacher received and benefited from the on-going professional development.

At cabinet meetings, we continually discuss next steps for staff and students, based on their needs, as well as towards the progression of the school. This allows us to provide staff members with high quality professional development.

An area in need of improvement would be for administration to issue more surveys and feedback forms after professional development. This will enable us to evaluate the professional development and continue to align it towards staff's needs.

This school year is the third year with this administration. Therefore, a good portion of the school year was used to monitor and evaluate instruction. Through observations, walkthroughs, 2007-2008s Quality Review suggestions, CEP, Progress Report and instructional cabinet meetings, administration has been able to determine goals for this school year. As the goals have been implemented, we continue to monitor progress and analyze data to adapt goals and plans as necessary. For example, we noticed that during the mini-lesson the teach was very disjointed in that the teaching point was modeled from selected excerpts from a story that the children had no connection with. Therefore, we implemented the reading aloud of selected stories to match the teaching points of the unit. This allows the students to have an understanding of the entire story which brings a cohesive comprehension to the teaching. We were also conscious of long-term plans and decided that future professional development is needed in small group instruction as well as other components of balanced literacy. To build this foundation we continue to implement Teachers College Alternative Assessments and running records, which teachers use to create their groups and differentiate their instruction. Teachers received professional development on administering the assessments, analyzing the data and on the characteristics of a "good reader" at each level. A uniform coding system has been established. Additionally, our Network Instructional Specialist in Literacy worked with teachers on honing in on the architecture of conferring. She is currently working with teachers on strategy lessons, which is a school-wide initiative this year.

Similarly, in math, we recognized that teachers were collecting data from the Everyday Math RSA, or HSP Math's C4Us but not utilizing it to tailor instruction. Therefore, we adapted the Everyday Math and HSP Math pacing calendars to dedicate one day to review concepts not mastered during small group instruction. This day is used to differentiate instruction based on a cumulative result from the RSAs and C4Us. This year, teachers have utilized math centers daily, which allow them to meet with small groups of students enhancing their short term goals. Additionally, after teacher assesses students' progress through RSAs and C4Us teachers meet with students to remediate or enrich the lessons.

Our monthly SLT, Safety and PTA meetings provide us with opportunities to share school-wide goals. These meetings provide parents and teachers with the opportunity to give us feedback. Additionally, teachers have opportunities to share their insights at grade conferences, faculty conferences and one-on-one sessions with administration. Teachers also provide insight at quarterly policy meetings and through informal meetings with the UFT Chapter Chair.

Furthermore, we have established a community of ongoing learning through extensive professional development. Throughout the school year, teachers have been involved in professional development in the following areas in order to maximize teaching and learning:

- Room Environment
- Conferences
- Guided Reading
- Strategy Lessons
- Mini-lesson
- Comprehension through Read Aloud
- Everyday Math
- HSP Math
- Small Group Instruction
- Foundations
- Smartboard
- Microsoft Outlook
- Power Point
- Microsoft Word
- PortaPortal
- Wilson
- Teacher's College Balanced Literacy (Internal and External)
- Comprehensive Science Planning
- Comprehensive Social Studies Planning
- Vocabulary through Inquiry Team

1. Based on the 2010 ELA exam there was a decrease in students achieving a Level 3 and Level 4.

Based on the 2010 Math exam there was a decrease in students achieving a Level 3 and Level 4.

2. Some of our greatest accomplishments over the last couple of years include:

- Decrease of Initial Referrals
- Increase in Academic Intervention Services
- Data Driven Instruction
- Differentiated Professional Development
- School-wide Events
- Enrichment Programs
- Parent Outreach through our Parent Coordinator
- Expanding the Arts
- Enhanced Technology
- Quality Math Coach
- Academic Intervention Team
- Focused Word Work Program – Foundations
- Grade Conferences
- Academic Intervention Offered to all Students
- Cabinet Meeting Focused on Pedagogy
- School-wide Grading System Aligned with Teachers College Assessments

3. Some significant barriers to the school's continuous improvement are:

- Budgetary Constraints
- Literacy Coach

- Expansion of school to remove portables

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"/> By June 2011, there will be a 2% increase in students in grades 3-5 who demonstrate progress in their reading abilities by moving at least three Fountas and Pinnel reading levels as measured by TC Assessment Pro.	<input type="checkbox"/> After conducting our needs assessment, our SLT found that we need to improve classroom teachers' ability to effectively plan and differentiate literacy instruction while conferring with each student through the use of data
<input type="checkbox"/> By June 2011, a 2% decrease in the number of students who scored a Level 1 in Grade 3 as measured by the New York State Ela exam and school's progress report. By June 2011, a 3% decrease in the number of students who scored a Level 1 in Grade 4 as measured by the New York State Ela exam and school's progress report. By June 2011, a 4% decrease in the number of students who scored a Level 1 in Grade 5 as measured by the New York State Ela exam and school's progress report.	<input type="checkbox"/> After conducting our needs assessment, our SLT found the need to provide effective literacy instruction for all students who achieved a Level 1 or Level 2 on the New York State ELA test.
<input type="checkbox"/> By June 2011, there will be an increase in parents' involvement by 3% as measured by attendance at workshops and school-wide events. <input type="checkbox"/> By June 2011, teachers and other support personnel will become more familiar with and use intervention strategies as measured by a reduction in the number of students' referrals by 0.3%, an improvement in attendance by 0.1%, and greater communication between the parents and the school.	<input type="checkbox"/> After conducting our needs assessment, our SLT found the need to improve students' overall performance by strengthening the home/school connection thereby providing incentives that will help to reduce incidents; reduce the number of referrals and increase parent visibility in the school.
<input type="checkbox"/>	<input type="checkbox"/>

<p>By June 2011, a 10% increase in the number of English Language Learner students who scored a Level 1 or 2 in Grade 3 as measured by the New York State ELA, the New York State Math exam and the school's progress report will increase one level.</p> <p>By June 2011, a 10% increase in the number of English Language Learner students who scored a Level 1 or 2 in Grade 4 as measured by the New York State ELA, the New York State Math exam and the school's progress report will increase one level.</p>	<p>After conducting our needs assessment, our SLT found the need to provide effective literacy instruction for all English Language Learner students at each level of proficiency: beginner, intermediate and advanced.</p>
<p><input type="checkbox"/></p> <p>By June 2011, an 2% increase in the number of students who scored a Level 3 or 4 as measured by the New York State ELA exam and the school's progress report.</p> <p>By June 2011, a 2% increase in the number of students who scored a Level 3 or 4 as measured by the New York State Math exam and the school's progress report. .</p>	<p><input type="checkbox"/></p> <p>After conducting our needs assessment, our SLT found the need to extend the curriculum and adapt instructional programs to provide more effective provisions for the highest achieving students.</p>

SECTION VI: ACTION PLAN

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

Subject Area

Literacy

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, there will be a 2% increase in students in grades 3-5 who demonstrate progress in their reading abilities by moving at least three Fountas and Pinnel reading levels as measured by TC Assessment Pro.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Continue to collaborate as a school inquiry team to research and identify effective practices for teaching of literacy, such as Read Aloud</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data. Funds are allocated to provide professional literature, videos and CDs for teachers. - Funds are allocated for materials in order for teachers to implement small group instruction with students.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <p>Use of student assessment binder—Teachers use qualitative and quantitative data to differentiate and inform their instruction. Agenda and attendance for all meetings/professional development Evidence of data driven instruction in the classroom during formal and informal observation Small group differentiated instruction in classrooms.</p>

	<ul style="list-style-type: none"> • Teachers participation in professional development activities on assessment tools and data driven instruction • Reading level grade summary sheets
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**Subject Area
(where relevant) :**

Reading

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, a 2% decrease in the number of students who scored a Level 1 in Grade 3 as measured by the New YorkState Ela exam and school's progress report.</p> <p>By June 2011, a 3% decrease in the number of students who scored a Level 1 in Grade 4 as measured by the New YorkState Ela exam and school's progress report.</p> <p>By June 2011, a 4% decrease in the number of students who scored a Level 1 in Grade 5 as measured by the New YorkState Ela exam and school's progress report.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>To assemble a team of teachers to work collaboratively to implement the new Core Standards in the instructional plan</p> <p>To develop lab sites in lower and upper grades where lead AIS and special education teachers provide on-going support for teachers.</p> <p>To provide opportunities for teachers to observe effective delivery of instruction.</p> <p>To provide AIS and special education teachers extensive professional development in guided reading and strategy lessons delivered by administration, lead teachers and the CFN.</p> <p>To provide external professional development on balanced literacy.</p> <p>AIS and special education teachers will receive professional development from the school's lead teachers and the CFN via side-by-side coaching, debriefing sessions and demonstration lessons.</p> <p>Special education teachers will participate in interclass visitations presented by a peer special education or common branch teacher.</p> <p>The CFN Instructional Team will conduct regularly scheduled cycled workshops with</p>

	<p>teachers to develop guided reading and strategy lessons.</p> <p>The CFN Instructional Team will conduct workshops on the TC Assessments to administer and analyze the running records effectively by looking closely at the types of errors such as, meaning, visual, and structure</p> <p>AIS and special education teachers participate in grade planning developing quality teaching points and conversational prompts in collaboration with classroom teacher.</p> <p>The instructional team meets with AIS and special education teachers to analyze the results of students' performance on local assessments in order to develop strategic plans to specifically meet the needs of students who are not meeting the standards and students who are exceeding the standards.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data.</p> <p>Funds are allocated to provide professional literature, videos and CDs for teachers.</p> <p>- Funds are allocated for teachers to attend professional development workshops by CFN.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Classroom observations on guided reading lessons. Teacher-made charts demonstrating scaffolding of lessons. Review of teacher lesson plans and teaching points. Examination of students' portfolios Artifacts of students' work displayed on hallway bulletin boards and in classrooms. Displays of students' work during monthly celebrations. Observing teachers planning and conducting mini-lessons. Assessment binders contain data that is used to track student progress. Examination of student's running records</p>

Subject Area
(where relevant) :

Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, there will be an increase in parents' involvement by 3% as measured by attendance at workshops and school-wide events.</p> <p><input type="checkbox"/> By June 2011, teachers and other support personnel will become more familiar with and use intervention strategies as measured by a reduction in the number of students' referrals by 0.3%, an improvement in attendance by 0.1%, and greater communication between the parents and the school.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Students and teachers participate in a series of gang prevention and bullying workshops.</p> <p>Students in upper grades view videos regarding self-esteem.</p> <p>New behavioral intervention system called Positive Behavioral Interventions and Support (PBIS) will be implemented to improve behavior</p> <p>Within PBIS, the implementation of STARS will be an incentive to improve attendance</p> <p>Students will receive a Perfect Attendance, Student of the Month, Homework Hero and Reader of the Month awards during the monthly assembly program.</p> <p>School Messenger calls parents daily regarding student attendance. In addition, messages are forwarded home regarding school-wide events and special announcements.</p> <p>Professional development provided by our Pre-Kindergarten teacher in One, Two, Three Magic.</p> <p>Scheduling parent workshops both during the school day and after school hours to accommodate parent schedules.</p> <p>Administration meets with the Parent Coordinator monthly to design and follow-up on the progress towards meeting these goals.</p> <p>To continue a parent newsletter with the Parent Coordinator.</p> <p>To work collaboratively with the parent coordinator and the Parent Teacher Association to keep parents updated regarding all school issues.</p> <p>To develop high quality parent workshops that meet parent and student needs.</p> <ul style="list-style-type: none"> • To develop and implement school-wide events, such as, Grandparent Read Aloud Day, Reading by Twilight, Kindergarten Pumpkin Patch, 100th Day of School, Family Sports Night, Math Games Night, Science Fair, Literacy and Artist Fair, etc.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> - Funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data. - Funds are allocated to provide professional literature, videos and CDs for teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Decrease in OORS Reporting System Decrease in suspensions, as monitored in OORS Increase in student attendance, as monitored by the PAR report Increase parent involvement, as recorded by attendance of school-wide events. Increase of attendance at parent meetings, as recorded by attendance sheets.</p>

**Subject Area
(where relevant) :**

English Language Learners

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, a 10% increase in the number of English Language Learner students who scored a Level 1 or 2 in Grade 3 as measured by the New York State ELA, the New York State Math exam and the school’s progress report will increase one level.</p> <p>By June 2011, a 10% increase in the number of English Language Learner students who scored a Level 1 or 2 in Grade 4 as measured by the New York State ELA, the New York State Math exam and the school’s progress report will increase one level.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> To develop lab sites in lower and upper grades where a lead ESL teacher provides on-going support for classroom teachers of ELL students To provide opportunities for ESL teachers to observe effective delivery of instruction. To provide ESL staff extensive professional development in modified guided reading strategies and strategy lessons delivered by administration, coaches and the CFN.

	<p>To provide ESL teachers with extensive professional development on how to use Fundations and analyze and use the data to provide differentiated instruction for students through probes.</p> <p>To provide extensive professional development for ESL teachers in the use of Acuity</p> <p>Provide professional development through external sources for all classroom teachers to learn ESL methodologies</p> <p>ESL teachers will receive professional development from the CFN via side-by-side coaching, debriefing sessions and demonstration lessons.</p> <p>ESL teachers will participate in interclass visitations presented by the CFN.</p> <p>CFN Instruction Support, Pierre Galvez, will conduct regularly scheduled cycled workshops with teachers to develop ESL strategies</p> <p>ESL teachers participate in grade planning developing quality teaching points and conversational prompts.</p> <p>The instructional team meets with ESL teachers to analyze the results of students' performance on local assessments in order to develop strategic plans to specifically meet the needs of students who are not meeting the standards and students who are exceeding the standards.</p> <p>Provide professional development workshop to all teachers of ELLs on the analyzing and use of the data from the NYSESLAT to provide differentiated instruction to ELLs</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data.</p> <p>Funds are allocated to provide professional literature, videos and CDs for teachers.</p> <p>- Funds are allocated for teachers to attend professional development workshops provided by CFN</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Classroom observations on modified guided reading lessons.</p> <p>Classroom observation reflecting ESL modifications</p> <p>Teacher-made charts demonstrating scaffolding of lessons.</p> <p>Review of teacher lesson plans and teaching points.</p> <p>Examination of TC Assessment binders, which include running records as well as conferring, guided reading, and strategy lesson observations</p> <p>Examination of Math binders which includes differentiation of instruction through small</p>

	<p>group instruction</p> <ul style="list-style-type: none"> Artifacts of students' work displayed on hallway bulletin boards and in classrooms. Displays of students' work during monthly celebrations. Observing teachers planning and conducting mini-lessons. Assessment binders contain data, which includes but not limited to NYSESLAT scores, which is used to track student progress. 10% of ELLs in grades 4 and 5 will increase at least one level in the New York State ELA and the New York State Math exam
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**Subject Area
(where relevant) :**

ELA & Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, an 2% increase in the number of students who scored a Level 3 or 4 as measured by the New York State ELA exam and the school's progress report.</p> <p>By June 2011, a 2% increase in the number of students who scored a Level 3 or 4 as measured by the New York State Math exam and the school's progress report. .</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> To assemble a team of teachers to work collaboratively to implement the new Core Standards to the instructional plan Teachers receive professional development on differentiated instruction of Math and ELA to meet the needs of the highest achieving students. Develop an early morning program for the highest achieving students in Grades 2-5, which includes ThinkQuest, Keyboard, Science, Social Studies and Lego Robotics Clubs. Continue our during the day Chorus, Computer, Dance and Art club for Grade 4 and 5 students. In-house Technology Professional Development Series on Power Point and the use of technology in the classroom. Teachers attend workshops on the use of technology in the classroom

	<ul style="list-style-type: none"> Teachers implement technology in math, literature, social studies instruction.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> Funds are allocated to provide professional literature, videos and CDs for teachers. Allocation of funds through RESO A Grant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <p>Analysis of student's work show targeted students are performing above state standards Students are using technology in the classroom Progress on summative assessments made by the highest achieving students. Results of the ITA's show targeted students performing in Tiers 3 and 4. A 2% increase in the number of students who scored at levels 3 and 4 as measured by the NYS ELA exams and a 2% increase in the number of students who scored at levels 3 and 4 as measured by the NYS math exam. Successful completed projects, such as a movable Lego Robotic and a designed Web page</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	24	6	N/A	N/A	24			
1	23		N/A	N/A				
2	38		N/A	N/A				
3	22		N/A	N/A				
4	22							
5	37							
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Students in grades K-2 receive Double Dose Foundations. They receive this instruction during during the day in small groups. The AIS provider used the push-in model. In grade 2, students receive either guided reading instruction/services during the school day through small group instruction or Double Dose Foundations. In grades 3-5 students receive guided reading, strategy lesson aand/or writingsupport through one-on-one conferences during the school day. Selected students in grdaes 3-5 who struggle with fluency will be targeted to receive Wilson. Children who have not responded well to guided reading receive small group instruction in a pull-out program focusing on comprehension skills through read alouds and the reading and writing connection..
Mathematics:	<input type="checkbox"/> Students in grades 3-5 receive small group instruction in mathematics utilizing a hand on approach. Using differentiation options in Everyday Math provides support for students.
Science:	<input type="checkbox"/> Using an interdisciplinary approach, students read non-fiction science content literature during guided reading.
Social Studies:	<input type="checkbox"/> Using an interdisciplinary approach, students read non-fiction social studies content literature during guided reading.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The school guidance counselor meets either one-on-one or in a small group during the school day with selected students.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The school psychologist meets either one-on-one or in a small group during the school day with selected students. Schools Attuned methodology is implemented with targeted students.

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The school social worker meets either one-on-one or in a small group during the school day with selected students. Schools Attuned methodology is implemented with targeted students.
At-risk Health-related Services:	<input type="checkbox"/> We do not have any students who receive this service.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

3,4,5

Number of Students to be Served:

LEP 45

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) 1

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

For 2010-2011 Title III ELL After School Program will be set up for students in Grades 3, 4, and 5 on Tuesdays, Wednesdays, and Thursdays. Instruction will be provided by one licensed ESL teacher and one licensed common branch teacher. Small groups of students will work toward approaching and meeting the standards in their English language skills. Activities will be taught in the balanced literacy model. We will concentrate on read alouds, shared and paired reading, and shared and paired writing. Emphasis on rigo will impact on vocabulary. Focus will continue in vocabulary development, ranging from Tier 1, Tier 2 (now "mortar" for foundation,) to Tier 3 (now "brick" for support) words. Integrating curriculum with ESL is imperative for ELLs language acquisition. Their listening, speaking, reading, and writing skills will be further reinforced through NYSESLAT information and test preparation.

Parents/Caregivers of the Title III program will be invited to 5 different workshops in order to observe, participate, and inquire about the ESL services.

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 are fortunate to have a knowledgeable and hard-working ELL network specialist Pierre Galvez. He provides monthly professional development for the ESL instructors in his network. The teachers' binders of various ELLs' works are showcased during the Principals' Fair in June.

The ELL CFN also shares his expertise in ESL strategies with classroom teachers at the school. In addition, he delivers individual assistance when necessary.

Section III. Title III Budget

—

School: 206

BEDS Code: 342800010206

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$17,660	<input type="checkbox"/> Teachers: $\$49.73 \times 1.5 \text{ hrs} \times 66 \text{ days} \times 2 \text{ teachers} = \$9,847$ Administrator: $\$51.34 \times 1.5 \text{ hrs.} \times 33 \text{ days} = \2541.33 Prof. Dev. Program $\$49.73 \times 1 \text{ hr.} \times 2 \text{ days} \times 2 \text{ teachers} = \199
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$5073.00	<input type="checkbox"/> Books and materials to support program
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Using the Home Language Information Surveys parents fill out when they register their children is a major source of information for languages spoken at home. Data is gathered to discover which languages other than English are spoken in our school population and school community.

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.

All data is entered in the Department of Education ATS and ARIS systems. The data of different languages allow us to see which languages we need to tap into the community and/or the DOE translation unit.

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.

We utilize our Parent Coordinator and other personnel for written translations for the Spanish parents and students. However, other written interpretation needs such as Russian will come from the DOE translation unit.

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.

The school provides a stronger oral interpretation service. We have a list of staff members who speak other languages (Polish, Russian, Hebrew, French, Haitian Creole, Chinese, Bengal, and Urdu.) They assist in translating during parent-teacher conferences, school workshops, and Parents' Association meetings. Trained parent volunteers also translate for the parents/caregivers, and students. If we do not have personnel to help out, we will use the translation unit at the DOE. Their phone number is posted in the office for easy access for both school staff and the community. All information is shared again in the parents' workshops and in the new school newsletter.

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>.

N/A

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	386,632	16,677	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3866		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	19,300	*	
4. Enter the anticipated 10% set-aside for Professional Development:	38,663	*	

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

95

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

Each teacher that is not highly qualified will be offered the opportunity to use the Title I - 5% set-aside to obtain certification in the area taught. Each teacher will also attend workshops specific to their area of need.

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

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

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

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

P.S. 206 agrees to implement the following:

1. An annual Title I Informational Meeting will be held each fall at which Title I program goals, objectives, assessments and activities will be explained. Ways in which parents can be involved will be presented. Parents will be encouraged to become active and ongoing members of the school community.
2. Parents will be given the opportunity to be involved in the planning, reviewing and improvement of the Title I program,
3. Parents will receive report cards three times per year which includes a schoolcreated AIS/ESL report card and will be invited to confer with teachers about the progress of their child both during designated Parent Conference Days/Evenings and during the school year when questions and concerns arise.
4. Parents will be informed about assessments other than report cards that measure their child’s progress through school created Progress Reports.
5. Where possible, correspondence to parents will be sent in various languages.
6. Parents will be able to observe their children at work in their classrooms.
7. Parent meetings/workshops will be held at varied times of the day to accommodate family work and child-care schedules.
8. Parents will be invited to attend workshops arranged by the Parent Coordinator on topics relevant to school and children. Parent meetings/workshops will be held at varied times of the day to accommodate family work and child-care schedules.

This School Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I Part A programs as evidenced by the School Leadership Team of P.S. 206. This policy was adopted by P.S. 206 in June, 2010 and will be in effect

for the period of 2010-2011. This policy will be made available to all parents of participating Title I, Part A as soon as it is posted on the website

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

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

P.S. 206 School-Parent Compact

School Responsibilities

P.S. 206 will:

- Provide high-quality instruction in a supportive learning environment that will enable all children to meet the NYC and NYS standards.
- Hold parent-teacher conferences as indicated (in addition to the two mandated days).
- Provide parents with frequent reports on their child's progress.
- Provide parents with opportunities to volunteer and participate in their child's class and to observe classroom activities.

Parent Responsibilities

Parents will support their children's learning by:

- Making sure children are in school and on time every day.
- Seeing that homework is completed.
- Monitoring the amount and quality of TV that children watch.

- Volunteering in their child's classroom.
- Participating in decisions about their child's education.
- Promoting positive use of their child's free time.
- Staying informed about their child's education by reading and responding to all notices or correspondence from the school.
- Communicating appropriately with the school when there is a concern.
- Serving on school committee and attending school-based parent and/or child events.

Student Responsibilities

Students will aid in their own academic achievement by:

- Doing homework every day and asking for help when necessary.
- Reading at least 20 minutes a day after school.
- Write every day.
- Following the rules of the school and classroom.
- Getting along with others.
- Making sure that their parents get all notices and information received from the school every day.

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.



The needs of our students will be assessed in the following ways:

- Looking at formal and informal data including standardized test scores, TC Alternative Assessment, Acuity assessments, such as predictive and ITA, student portfolios, NYSTART Report information, report card grades, teacher-made tests and observations.
- Asking for parent input through surveys and questionnaires.

- Reviewing data in the School Report Card.
- Conducting an in-house school-wide walkthrough, this includes teachers and parents.
- Quality Review
- Looking at attendance records.
- Evaluating the effectiveness of professional development sessions through teacher surveys and checklists.
- Doing focused periodic walkthroughs focused on a specific grade, curriculum area, etc.

2. Schoolwide reform strategies that:

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



See question 9 and 10.

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

3. Instruction by highly qualified staff.

- Statistically, 95% of our teachers are fully licensed and 95% have Master's Degrees or higher. Teachers participate in professional development sessions across curriculum areas. Our collaboration with our LSO ensures that a Staff Developer models lessons and conducts workshops to help teachers improve literacy instruction. Our Math Coach and LSO work with teachers to implement best practices in the teaching of mathematics. Additionally our Network Support Specialist for ESL and Special Education works with teachers to ensure best practices.
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% of Title I funding is used to support quality professional development. In addition, weekly grade meetings and monthly faculty conferences both have a staff development component. Teachers attend professional development and turnkey essential information. In addition, staff attends professional development workshops provided by our LSO and in-house conducted by our coaches and staff members.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

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

- workshops.
 - Students in upper grades view videos regarding self-esteem.
 - SAPIS Worker will conduct lessons in grades 3-5 on self-confidence and self-esteem.
 - The continued implementation of Pride Dollars (An incentive program to improve attendance.)
 - The implementation of Weekly Bonus Pride Dollars to further increase students' attendance.
 - Students will receive a Perfect Attendance, Student of the Month, Homework Hero and Reader of the Month awards during the monthly assembly program.
 - An attendance aide calls parents daily regarding student attendance.
 - Professional development provided by our Pre-Kindergarten teacher in One, Two, Three Magic.
 - AIS Team will implement the strategies received at extensive professional development on Mel Levine's, A Mind at a Time strategies presented by our Special Education Network Support Specialist, Karen Tedesco in the 2008-2009 school year.
 - Scheduling parent workshops both during the school day and after school hours to accommodate parent schedules.
 - Administration meets with the Parent Coordinator monthly to design and follow-up on goals.
 - To develop a parent newsletter with the Parent Coordinator.

- To work collaboratively with the parent coordinator and the Parent's Association to keep parents updated regarding instruction and discipline.
- To develop high quality parent workshops that meet parent and student needs.
 - To develop and implement school-wide events, such as, Grandparent Read Aloud Day, Reading by Twilight, Kindergarten Pumpkin Patch, 100th Day of School, Family Sports Night, Math Games Night, Science Fair, Literacy and Artist Fair, etc.

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.



Many of the pre-school children who come to kindergarten at P.S. 206, attend the Pre-K program in our building. There is, therefore, a natural transition from this program to the next level. Our Pre-K teacher takes advantage of many opportunities to introduce her students to the building environment by providing them with walkthroughs and visits to the cafeteria, auditorium, library, computer room and gymnasium. This prepares them for the kindergarten experience they are about to embark on.

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.



Teacher input is sought after and suggestions are given due consideration. Discussions about assessments and achievement take place regularly at weekly grade meetings and at faculty conferences. Additionally, teacher input is given at instructional cabinet meetings, policy meetings and school-wide walkthrough.

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.



Standardized tests, TC Alternative Assessment, Foundations Unit Test and Probes, teacher-made tests and interim assessments are used to determine proficiency and progress toward meeting standards. Students who are struggling are scheduled for AIS during the instructional day and/or in an extended day program. Here, small groups and work is geared to specific needs giving students an opportunity to master skills that has proven difficult for them.

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.



Students participate in violence prevention activities through outside agencies. Our Physical Education teacher provides the students with comprehensive lessons on nutrition. Housing programs, Head Start, adult education, vocational and technical education and job training do not apply to our school.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool.

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
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 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

Currently, we have 2 students in temporary housing.

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

As in the past, we provide the students with support through our Guidance Counselor and/or Social Worker. Also, if need be, we provide the students with MetroCards. The families are also offered the opportunity to meet with our Parent Coordinator as a means of support.

Part B:

Part B - For Non-Title I Schools

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

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.

CEP RELATED ATTACHMENTS

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

File Name - 28_28Q206_102810-122921.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	Children Come First	District	28	School Number	206	School Name	Horace Harding
Principal	Nicholas A. Bologna			Assistant Principal	Diana G. Simon		
Coach	Maureen Bilewich - Math			Coach			
Teacher/Subject Area	Frances Chin - ESL			Guidance Counselor	Lauren Phillips		
Teacher/Subject Area	Elissa Garrel - ESL			Parent			
Teacher/Subject Area				Parent Coordinator	Maggie Isdith		
Related Service Provider	Marc Katz - IEP			Other			
Network Leader	Marlene Wilks			Other			

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	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	629	Total Number of ELLs	132	ELLs as Share of Total Student Population (%)	20.99%
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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.

Part II: ELL Identification Process

1. For those parents who are registering their child for the first time, a Home Language Identification Survey (HLIS) is included in each registration packet. The Pupil Accounting Secretary, trained in administration of the HLIS, conducts the oral interview in English or refers the parent to a personnel member who can serve as an interpreter. If the staff members are unavailable, a telephone contact is made to the DOE's translation services. Also, one of two fully ESL-certified K-12 teachers is on call to assist in this process. Once completed, the HLIS is then submitted to the ESL department for review. From the responses provided, the ESL contact person/providers determine whether the child is eligible to take the LAB-R. If eligible, the ESL provider administers the LAB-R within 10 days of the student being admitted. If applicable, Spanish LAB is administered to Spanish speaking students at this time by a Spanish-speaking pedagogue in the building within the ten days.

This year ATS also generates lists of new eligible for testing admits who have been in the system either from 1-5 days or 6-10 days. The staff also double-checks via ATS report called the RLER for new admits needing LAB-Revised test. Thus, the Pupil Accounting Secretary, ATS, and the ESL department make sure the guidelines and timelines are followed accordingly.

For current ELLs, the most recent results of the New York State English as a Second Language Achievement Test (NYSESLAT) are used to determine eligibility for ESL services. A printout of the latest RLAT from ATS is used to indicate changes in proficiency, changes in the amount of services provided, and continuance of services. Data from the RLAT is continually monitored and updated to reflect an accurate roster of current and former ELLs.

2. Following the administration of the LAB-R, all parents receive a letter explaining the informal and formal assessments used to determine their child's eligibility and whether their child is entitled to ESL services. For those students eligible for ESL services, an entitlement letter is sent to parents, inviting them to attend an orientation session regarding specific program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) that are available to them. At the workshop for Parents of Newly Enrolled English Language Learners parents view the video outlining their available options – Bilingual Transitional, Dual Language, or Freestanding English as a Second Language. This workshop is made available at three different times. However, acknowledging the fact that our parents' schedules often conflict with these times, orientations may be set up at the request of the parent. Orientations are on-going throughout the academic year. Notices are frequently sent out reminding parents of these opportunities. Parent involvement is a priority at P.S. 206, and outreach efforts are made by the ESL teachers, the Parent Coordinator, Administrators, and other school personnel to ensure that parents understand their available choices.

Entitlement letters are developed and distributed by the ESL department and sent home with every new and returning ELL student. For new students, the aforementioned entitlement letter is sent home to parents, indicating their child's eligibility for ESL services. For current ELLs, a letter is sent home, indicating the child's new proficiency level (as determined by the previous year's NYSESLAT) and/or whether the child is still eligible for ESL services. For ELLs who have tested out, parents are informed that their child will continue to receive academic support for two years and will receive ELL test modifications. In addition, their child is still eligible for participation in Title III programs.

To ensure that Parent Surveys and Program Selections forms are returned, the school has a strong line of personnel designated to keep parents aware of the importance of attending orientations and workshops. The Parent Coordinator is a key liaison in forging and strengthening the home/school relationships for newcomers, ELL students and their families. Further support is provided by classroom teachers who have frequent contact with families and are able to remind them about the importance of returning forms. Follow-up phone conversations have also yielded a high level of returned documents.

4. At this time, P.S. 206 offers a Freestanding ESL instructional program to its identified ELL students. Clear communication between parents and teachers ensures that parents understand their options. If language is a barrier to communication, personnel are brought in to interpret and to assist parents in making their preferences known. Translated Parent Survey forms are also offered at this time. In the event that a parent wishes to get more information about Transitional Bilingual or Dual Language programs in the area, the orientation provides this information and/or refers the parent to the appropriate contact person if he/she wants a transfer to another program selection.

5. As aforementioned, P.S. 206 offers a Freestanding ESL program to its eligible students. After reviewing the Parent Survey and Program Selection Forms for the past few years, we have observed that our parents indicate ESL as the first choice on the document. This year, of the 42 eligible students, all parents chose to enroll their children in the school's Freestanding ESL program. In previous years the Free Standing ESL model has been chosen by parents. In the school year of 2009-2010 32 parents selected Free Standing ESL as their first choice. There have been a few rare instances in which a parent omitted to indicate the type of program on the preference sheet. When this has happened, a follow-up contact was made by the ESL staff member and/or translator (when needed), and the preference for Freestanding ESL instruction was indicated. As a result, we can safely say that our school is aligned with our parents' final choices..

6. Parents who have filled out the preference sheet have indicated that they wish their child to receive Freestanding ESL instruction. Thus, the program models offered at P.S. 206 align with the parent requests. The school continually monitors parent choice on all forms, and changes itself to reflect growing and changing needs. In response to linguistic diverse student population, the school has provided classroom teachers and ESL personnel with more professional development on instructional strategies that facilitate optimum learning opportunities for the ELL child. If, indeed, there appeared to be a greater need for bilingual programming from increased enrollment, the school administration would certainly make this a serious consideration.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0

Dual Language (50%:50%)																		0
Freestanding ESL																		
Self-Contained																		0
Push-In	2	2	2	2	2	2												12
Total	2	2	2	2	2	2	0	12										

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	132	Newcomers (ELLs receiving service 0-3 years)	108	Special Education	11
SIFE	1	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	115	1	7	17	0	4	0	0		132
Total	115	1	7	17	0	4	0	0	0	132

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	
	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	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:
Native American:	White (Non-Hispanic/Latino):
	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	8	9	10	9	7	8								51
Chinese	2	1	0	0	2	0								5
Russian	12	11	7	7	7	9								53
Bengali	1	1	1	1	1	0								5
Urdu														0
Arabic	2	0	0	2	1	0								5
Haitian	0	1	0	0	0	0								1
French	0	0	0	1	1	0								2
Korean	0	0	0	0	0	1								1
Punjabi														0
Polish														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
Albanian														0
Other	1	3	1	1	1	2								9
TOTAL	26	26	19	21	20	20	0	132						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. At P.S. 206 we use the push-in model of instruction in Free Standing English as a Second Language. There are two full-time certified ESL teachers to implement our ESL program.

All Beginner, Intermediate, and Advanced ELLs are placed together in each of the K-5 grades.

ESL specialists push-in during balanced literacy of the Reading Workshop and the Writing Workshop. Classroom teacher and ESL teacher team-teach and/or parallel teach the mini-lessons. Co-teaching with the classroom teacher, the ESL instructor interjects and scaffolds through the use of the language lens and ESL strategies and methodologies. After the ELLs reflect on the teaching point, they embark on the modified guided reading component or a strategy lesson, especially concentrating on vocabulary and deconstructing the “juicy sentence.” This further serves to strengthen the skills and to improve the performance of our ELLs. Emphasis is placed on integrating content and language objectives with a focus on building social as well as academic language. The ELLs are continuously monitored and provided with differentiated instruction during small group instruction.

2. We are aware that under CR part 154 Beginner and Intermediate students are entitled to 360 minutes of ESL and Advanced Level ELLs are entitled to 180 minutes of ESL and 180 minutes of ELA. Through Balanced Literacy Advanced ELLs receive 180 minutes of ESL during ELA Reading Workshop and 180 minutes during ELA Writing Workshop. Beginners and Intermediates receive 360 minutes of ESL per week during the balanced literacy periods of the Reading Workshop and Writing Workshop schedule. Extended Day and Title III provide additional ESL instructional support.

3. In our Freestanding ESL push-in model, grades 3 and 5 are departmentalized. These ELLs are blocked into their literacy program. Grade 5 students travel as a group. Grade 3 students stay in their homeroom, and the subject teachers travel with the materials. Grade 4

class of ELLs and mainstream students is not departmentalized. ELLs are serviced in both the Reading and Writing workshops. Of course, content vocabulary and academic rigor are incorporated into both reading and writing lessons. ELLs work in modified guided reading or strategy lesson with ESL scaffolding and strategies. Language prompts are set up in the classrooms. These listening prompts, conversation prompts, reading prompts, and writing prompts enable the ELLs to visualize, to grasp, to understand, and to apply the vocabulary and concepts. For the lower grades ESL emphasis occur in phonology and word construction, read-alouds, shared and guided reading, shared and guided writing, and word work. In all these language acquisition activities ESL teachers scaffold instruction through use of modeling and other Sheltered English approaches.

At all times, it is our priority to implement a uniformed research/standards based, rigorous curriculum for all students. There is consistent attention to ensure the active engagement of all ESL students in the areas of listening, reading, writing, and speaking. In designing and implementing data driven instruction, LAB-R, NYSESLAT, Acuity Assessments, Teachers' College Assessments, and state mandated exams will be analyzed and implications made clear to guide best practices. In addition, there will be major emphasis placed on differentiating the instruction for all our ELL students at varying stages of language acquisition, ensuring that pedagogical staff members are well informed and equipped with the necessary resources to address the developmental needs of these students (Newcomers, SIFE, Special Needs, and former ELLs included.)

4. Meeting the Needs of Our English Language Learners Subgroups:

SIFE Students:

Students with Interrupted Formal Education (SIFE) will be identified for classroom teachers upon entry to the school community. Personnel, as well as other related service providers, will be alerted to and assigned to provide at-risk support for the children. Special attention will be given to strengthen social and academic areas of need. As indicated in the Newcomer category, classroom interventions and At-Risk Academic Intervention Services will be provided for these SIFE children. SIFE students are welcomed into the Title III After School Program.

Newcomers: Newcomers include any English Language Learners with less than 3 years in the English speaking school system. Our new ELL students are provided with an orientation into their new class setting. Efforts are made to scaffold the class work appropriate to their level of language acquisition, and they are paired with a learning partner. They are given picture dictionaries or dictionaries and glossaries in their native language, if available. These children are invited to attend the Extended Morning Program and/or the Title III Program. Parents of these students are invited to attend various workshops that would support their child's learning. These adults are offered strategies and access to various tools/resources that they can use to work with the children at home. Thereby, this valuable information increases their child's English acquisition, as well as their own.

Classroom teachers are provided with instructional strategies that need to be implemented to facilitate optimum learning opportunities for the ELL child. There is particular focus on the individual classroom learning environments to ensure that supports are in place for these students. Visual representations are great for ELLs. Language prompts are beneficial for all students. These include the labeling of items in the room; classroom library with an increased number of native language books; the scaffolding of questioning strategies; the assignment of peer buddies and team building structures to increase the sensitivity and appreciation of cultural diversity within the school community.

Additionally, ELLs who take the ELA test after one year need special attention. As they adjust to the new country, new culture, and new language, the ELLs apply reading strategies, acquire extra vocabulary, and become familiar with different writing styles. These newcomer ELLs can also take advantage of the Extended Morning Program and Title III enhancement program to prepare themselves for the standard-based examinations.

ELLs Receiving Service 4 to 6 Years:

These English Language Learners are provided with additional Academic Intervention Services where they work in small groups for literacy, writing and math either before school hours and/or during the instructional day. These children are monitored closely as are all other at-risk students and are offered the full range of intervention services available. They are invited to the supplementary services of Title III After School Program.

ELLs Also Identified As Special Needs:

These students are provided with the necessary instructional supports as set forth in their Individual Education Plan (IEP). As mandated, all efforts are made to ensure compliance and diligent efforts are put forth to ensure that they receive all related services and access to any academic intervention programs available to an at-risk student. Of course, invitations to the Title III After School Program are issued to these ELLs to participate in learning and applying ESL strategies across the curriculum.

B. Programming and Scheduling Information--Continued

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

5. Implications: Intervention Programs

We recognize that students progress from the Beginning to Intermediate Level when they acquire listening and speaking skills. As they work on progressing to the Advanced Level of ESL acquisition, or work upon becoming proficient in the English language, ELLs need increased support in reading strategies to further enhance their comprehension and critical thinking skills. They need to also increase the focus on their writing skills and the organization of their thoughts in a logical manner. It is necessary to increase their awareness and understanding of the various concepts and the use of writing conventions. Due to the increased rigor of the upper grade curriculum content, our English Language Learners require targeted instruction in these areas of ELA, math, social studies, and science to move ahead. Content vocabulary and academic rigor will move the ELLs forward into the

Based upon our school's Mission Statement and the LAR initiative, we continue to encourage active engagement in the four modalities of ESL instruction (Listening, Speaking, Reading, and Writing) within the Balanced Literacy framework, ESL/ELA Standards, and learning across the curriculum. We discourage teaching in isolation, and our professional development focus is geared towards strengthening the pedagogical interdisciplinary planning and the differentiation of instruction for all students with a particular focus on our English Language Learners. There is awareness that teachers need additional support given to guide them in scaffolding instruction for their students as well as how to tailor verbal and written directions. Increased opportunities for inter-visitation and modeling of appropriate strategies to support the ELL child, is another key consideration as we enhance our best practice.

Our Freestanding ESL model is built-in inclusion. Instructional support and language objective parallel the classroom teacher's teaching point. Small groups of ELLs work on content-based vocabulary within academic rigor. Consistency is important in implementing ESL modified guided reading and implementing Foundation with emphasis on phonology and word construction.

6. ELLs Who Have Tested Out:

Although ELLs have tested out (become proficient) as a result of the NYSESLAT, academic transitional support is still provided to them for two more years. They are allowed the same test modifications accorded to present ELLs. They are invited to the Title III Program and Academic Intervention Service in literacy or math, as determined by their ongoing assessments.

7. New Programs:

New ELLs in the lower grades will participate in Foundations/Wilson. This program involves decoding, phonology, letter and sound recognition. Also, ELLs will be experiencing the ESL modified guided reading and strategy lessons. Trained by the ELL Network Specialist, the ESL teacher will use ESL scaffolds to learn vocabulary and understand comprehension questions. Small group instruction will revolve around strategy lessons.

8. Discontinued Services for ELLs:

Because of budget cuts there will be no Academic Intervention Service after school program for our ELLs.

9. ELLs' Equal Access

ELLs are an integral part of the school population. They participate in all programs available at this time. During the day, ELLs enjoy computer classes, various activities of physical education, music either from singing, recorders, or keyboards, and the creativity that comes from art. More hands-on fun activities are continued during Clubs on Tuesdays and Thursdays for grade 4 and grade 5, such as Dance and Chorus.

As part of the community involvement ELLs come with their parents in pajamas for Reading by Twilight. Later on in the school year ELLs compete on Sports Nights and participate during "Math Games Night."

10. Instructional Materials/Resources:

Instructional materials used to assist our English Language Learners, include a variety of supplementary resources that support the literacy, math, and content area instruction in science and social studies. These include a broad spectrum of print, visual, and digital resources designed to assist the learner in further increasing English language proficiency. Additionally, ELLs are receiving services from staff, who are constantly trained in Foundations, Wilson, and Special Education Tracking. The ELLs take advantage of the Extended Day Tutorial, working in listening, speaking, reading, and writing skills. Technology is infused at all levels, and ELL students will have increased opportunities to further enhance their skills utilizing our Computer Lab as well as the portable wireless laptops.

11. Native Language Support:

Newcomers are paired with native language buddies for acclimation to the new school, new food, new language, and new culture. They are constantly reminded to use their glossaries and dictionaries in the classrooms. Personnel and parent volunteers are tapped for their translated services when necessary.

12. Required Services Support/ Resources for ELLs' Age and Level:

As reiterated previously in the LAP, picture dictionaries, native language dictionaries, and glossaries are provided for the ELLs. Leveled books for guided reading are supplied to the staff in order to support the ELLs in learning vocabulary and reading strategies. Foundations/Wilson materials allow early childhood ELLs to learn and understand the letters and sounds associated with "tapping." Flashcards and games to reinforce literacy skills are beneficial and age appropriate for the ELLs. Classes in technology, art, math, science, and social studies are always considered in regards to the ELLs' age and proficiency level.

13. Activities Prior to Beginning School Year:

During the interview for the Home Language Information Survey with the parent/guardian/caregiver and the child, ESL teachers, or translated staff member, or Parent Coordinator can share the school lay-out and routines of the day. The parent receives a list of school supplies. The guardian is encouraged to ask questions. We are here to answer questions, make the new ELL feel comfortable, and escort him/her to class.

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.

D. Professional Development and Support for School Staff:

Professional development is strategically planned to focus on informing all pedagogical staff on the powerful specialized strategies for strengthening the literacy and academic performance of our ELL students. Sessions are conducted during grade conferences, faculty conferences, and assigned professional development opportunities, both in-house and through outside service providers.

Staff development is designed to meet the needs of the new teachers as well as the veteran pedagogues. An important element that continues to be reinforced is the need to differentiate and scaffold instruction for all students, including our English Language Learners and special needs children. Teachers are informed on ways in which the classroom can provide an inviting and nurturing learning environment that supports the building of an ELL's self-esteem and developing confidence in a new language.

Topics include how to implement the Total Physical Response (TPR) and Sheltered English supports; how to use language in the service of other learning, with the planned integration of content and language; how to plan opportunities for meaningful interaction between peers; how to provide opportunities where the child is a "problem solver" rather than an information receiver"; how to present different models of language that are understandable to the ELL, but also provides a new way of expressing meaning; and establishing frequent opportunities for interaction between the teacher and the individual student. Teachers are guided in how to develop/enhance reading and writing proficiency and strategies to further assist with listening comprehension and vocabulary development.

Children Come First Network:

The ESL staff, mainstream instructors, and other related service providers attend Network PD for ESL strategies and methodologies. In addition, they encourage the staff to study the ELL data and research for data-driven differentiated instruction. The Literacy and ESL Network Specialists also provide in-house staff development and strong support for the teachers with classes of concentrated ELL population. In all, teachers at school receive more than the required 7.5 hours of ESL training from in-house and outside service providers.

As ELLs begin transition from elementary to middle or junior high schools, workshops are given for the teachers, the students, and the parents. Orientation workshops either at P.S. 206 or the middle schools encompass important issues. One involves understanding the differences in the different school lay-outs, program schedules, and the large number of teenagers. Another issue deals with students who like to bully and with students who are bullied. ELLs and other students are encouraged to get along with each other and be sensitive to others.

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?

E. Parent Involvement:

Parent Involvement is a priority at P.S. 206, and outreach efforts made by the Parent Coordinator, ESL Teachers, Administrators, and other school personnel are consistent. Parent Coordinator is a key liaison in forging and strengthening the home/school relationships for newcomers, ELL students, and their families. Communications and workshops offered to these families are coordinated with the ESL teachers and conducted in multiple languages to reflect our commitment to include all members of the student population. Translators are readily available on a daily basis within our learning community to offer support to parents who may not be fluent in English.

Additional supports and resources are offered to our families in an effort to assist them in better navigating the DOE system and identifying key agencies that could provide further assistance to the student and his/her family. ELL parents are encouraged to become involved in their child's learning by participating in the various workshops/orientations offered; by attending the programs/events sponsored at the school and also by volunteering their time to assist in our learning community. There are ELL parents who are encouraged by seeing other ELL parents used as translator volunteers during some of our events.

Community involvement will continue to be a priority and families will be invited to participate in our events, collaborations with PTA functions, trips and the daily happenings at the school. Local CBO's and collaborating organizations will continue to support our efforts to develop stronger home/school connections for our ELL youngsters and their families.

To evaluate the needs of the parents we need to check out the feedback from the ELL parents.

They share feedback from the ESL Progress Reports, Parents Teachers Conferences, telephone calls, Parent Coordinator, PTA Association, the ELLs themselves, and confidential reports (for example , medical, housing). Workshops are developed based on the ELL parents' needs. One important training for ELL parents will be to know how to maneuver and understand the data in ARIS for his or her child.

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)	19	15	9	6	6	6								61
Intermediate(I)	0	7	2	7	7	4								27
Advanced (A)	7	4	8	8	7	10								44
Total	26	26	19	21	20	20	0	0	0	0	0	0	0	132

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	19	3	4	5	4	4							
	I	0	6	3	0	1	2							
	A	7	11	10	5	8	6							
	P	0	6	2	11	7	8							
READING/ WRITING	B	24	17	9	6	5	7							

	I	2	7	2	6	7	2							
	A	0	2	8	9	8	11							
	P	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	7	0	0	9
4	2	12	4	0	18
5	5	5	0	0	10
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	1	2	1	5	1	0	1	11
4	0	0	1	2	13	1	2	0	19
5	1	0	3	2	5	1	0	0	12
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	5	2	6	0	2	0	18
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	1	8	2	0	0	0	0	11
8									0

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

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

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

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

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

Data

The school uses a variety of assessment tools to assess and measure the early literacy skills of English Language Learners. Among these are Fountas and Pinnell Benchmarks, Teachers College Reading and Writing Workshop, Foundations Benchmarks (Probes), in addition to the city-mandated Acuity assessments and state mandated ELA, math, and science tests. Data from analyzing the New York State English as a Second Language Achievement Test is incorporated.

When we examine the data, we find many trends that can help us further drive our instruction. We have noticed, that in the past, students have had many difficulties with reading and reading comprehension. In response to this, we have implemented several school-wide programs which help to reinforce literacy skills taught in the classroom. Within the classroom, consistent monitoring of student progress through guided reading, strategy lesson, and conferencing is done by every teacher and extra conferencing is done by the ESL teachers for ELL students. Comments pertaining to student progress and areas that need development are kept in literacy and writing binders, which every teacher keeps in his or her classroom. Additionally, through research conducted by our Inquiry Team we have initiated a vocabulary focus. Children are exposed to Tier II words through specialized activities such as the Intensity Thermometer and Morphology. This intensive vocabulary work has shown an increase in reading comprehension among the targeted group.

Our school continues to nurture student's love of reading. In order to foster this kind of school environment, we offer family literacy programs such as Reading by Twilight, PTA-sponsored book fairs, Weekly Readers, and Scholastic Book Clubs. Specifically for ELLs, we have developed an after school Title III enrichment program which continues to support the four skills of reading, writing, listening, and speaking.

Whereas we acknowledge these improvements in reading, our NYSESLAT data continues to indicate student weakness in writing skills. We find that ELL students need to move beyond simple sentence structure to include more complex and varied sentence structure, broader vocabulary, and a great understanding of syntax and grammar.

As a school, we have a joint interest in moving these students forward. We have begun to look at different ways to incorporate strategies that will help our students improve upon their writing. During Writer's Workshop, classroom teachers and ESL specialists are conferencing with students on their writing on a consistent basis. The school's Inquiry Team has also been investigating ways to expand student vocabulary, looking specifically at the way morphological structures and metalinguistic awareness can assist ELLs in identifying more challenging Tier II words and encouraging students to use these words in their writing and daily communication. The school has also been looking more specifically at how we are modeling sample writing lessons—understanding how, as educators, we must “show” more than “tell”, specifically in our daily interactions with ELLs. We are also looking more closely at ways to incorporate language objectives into daily planning. These are strategies that we hope will benefit ELLs—in addition to students school-wide.

While we look at the NYSESLAT data as only one piece of the data and information equation, it provides us with an understanding of where we are and how we will continue to move our students. The data shows us that reading and writing are the skills that are giving students the

most difficulty. As deliberate practitioners, we are aware that we must focus much of our efforts on reading and writing without compromising speaking and listening skills. In other words, we approach our ESL instruction with an acknowledgement that we need to continually develop cognitively demanding instruction that builds on student strengths and strive to improve on student weaknesses.

NYSESLAT Modality Analysis supports the claim (see Table 5.) “As deliberate practitioners, we are aware that we must focus much of our efforts on reading and writing without compromising speaking and listening skills. In other words, we approach our ESL instruction with an acknowledgement that we need to continually develop cognitively demanding instruction that builds on student strengths and strive to improve on student weaknesses.”

We are aware of how ELLs can be “stagnate.” For example, an ELL has been at the Advanced level of proficiency for 3 consecutive years. We can use Foundations to help with decoding.

ESL modified guided reading can be utilized for comprehension skills. We stress how consistently scaffolding ESL strategies and methodologies are important to reinforce reading strategies and writing skills.

We understand data determines the success of the ESL program – the subgroups improving from Beginner to Intermediate, from Intermediate to Advanced, from Advanced to Proficiency in the English Language. However, we see success in the students’ eyes when they can accomplish a small task – nodding and understanding a word or phrase, communicating with a classmate, creating a play. Language is always evolving, and there is no finality to it. It is our goals as educators to support language acquisition. It will be reflective in the data.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 206 The Horace Harding School					
District:	28	DBN:	28Q206	School		342800010206

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	27	32	25		94.0	94.1	94.1
Kindergarten	97	88	94				
Grade 1	111	109	94	Student Stability - % of Enrollment:			
Grade 2	90	107	99	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	109	92	113		94.2	92.8	92.5
Grade 4	96	105	90				
Grade 5	109	99	111	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		60.6	81.9	84.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	27	49
Grade 12	0	0	0				
Ungraded	0	3	3	Recent Immigrants - Total Number:			
Total	639	635	629	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	15	15

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	35	36	34	Principal Suspensions	7	24	8
# in Collaborative Team Teaching (CTT) Classes	26	20	18	Superintendent Suspensions	5	0	0
Number all others	31	21	17				

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	52	51	52
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	13	7
# receiving ESL services only	88	104	TBD				
# ELLs with IEPs	4	9	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	8	7	14

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	96.1	100.0
				% more than 2 years teaching in this school	80.8	82.4	86.5
				% more than 5 years teaching anywhere	61.5	58.8	76.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	90.0	94.2
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	95.7	84.9	85.7
Black or African American	21.1	22.5	21.9				
Hispanic or Latino	26.4	28.8	30.5				
Asian or Native Hawaiian/Other Pacific	22.1	19.8	19.1				
White	24.4	23.8	28.0				
Male	52.9	53.5	51.8				
Female	47.1	46.5	48.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Overall NCLB/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:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	X	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	33.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	1.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 28Q206

All Title I SWP 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:	386,632	16,677	403,309
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,866	167	4,033
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	19,332	*	
4. Enter the anticipated 10% set-aside for Professional Development:	38,663	*	

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

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

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

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

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

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

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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

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

3. Instruction by highly qualified staff.

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 (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes 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 (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			386,632	X	16 – 23
Title I, Part A (ARRA)	Federal	X			16,677	X	16 – 19, 22 & 23
Title II, Part A	Federal	X			12,164	X	22 & 23

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

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

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

Title III, Part A	Federal	X			17,660	X	20 & 21
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			3,004,214	X	16 - 23

Tax Levy : page 13