



**P.S./I.S. 208**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 29Q208**

**ADDRESS: 74-30 COMMONWEALTH BLVD. BELLEROSE NY 11426**

**TELEPHONE: (718) 468-6420**

**FAX: (718) 468-5054**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 208      **SCHOOL NAME:** P.S./I.S. 208

**SCHOOL ADDRESS:** 74-30 Commonwealth Blvd Bellerose, NY 11426

**SCHOOL TELEPHONE:** (718) 468-6420      **FAX:** (718) 468-5054

**SCHOOL CONTACT PERSON:** James E. Philemy      **EMAIL ADDRESS:** Jphilem@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ilyssa Mandell

**PRINCIPAL:** James E. Philemy

**UFT CHAPTER LEADER:** Evelyn Schechter

**PARENTS' ASSOCIATION PRESIDENT:** Cherise Parson

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 29      **CHILDREN FIRST NETWORK (CFN):** 205

**NETWORK LEADER:** Joanne Joyner-Wells

**SUPERINTENDENT:** Lenon Murray

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
James E. Philemy	*Principal or Designee	
Evelyn Schechter	*UFT Chapter Chairperson or Designee	
Cherise Parson	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Patrick Dib	Member/	
Sue Friedman	Member/	
Catherine Kilkenny	Member/	
Juliet Ibojie	Member/	
Maryam Lamont	Member/	
Roxanne Nickle	Member/	
Lisa Speller	Member/	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

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

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

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Elementary-Middle School 208 is a random selection school. It is a combined elementary and intermediate school with 733 students from K through grade 8. This school is located in the Bellerose section of Queens, New York. This K-8 state of the art school opened in September 2003 with approximately 650 students from culturally diverse backgrounds. The school population attracted students from all sections of District 29Q: Hollis, St. Albans, Cambria Heights, Laurelton, Rosedale, Jamaica, Queens Village and Springfield Gardens. The students were randomly selected by a computerized system from students who attended elementary, intermediate, private and early childhood schools in District 29Q.

The average attendance rate for the school year 2009-2010 was 96.5%. The school will receive Title 1 funding .Its ethnic make-up is the following: 78% Black, 9%Hispanic, 3% White, and 10% Asian students. The student body includes 1% English language learners and 2% special education students. Boys account for 49% of the students enrolled and girls account for 51%.

The mission of our school is to prepare the leaders of tomorrow by building a nested community of learners where every participant is fully engaged in document-based questions, performance oriented tasks, accountable talk, scientific research strategies and inquiry-based skills; as well as creating a nurturing learning environment via sound instructional practices, shared consent and differentiated learning. Additionally, we will empower children to become self sufficient and responsible. At PS/IS 208Q, we will create lifelong learners and children who are proficient in the art of Sciences and the science of the Arts.

P.S./I.S. 208 is a kaleidoscope of cultures that values partnerships. The school strives to provide a seamless approach to enhancing the opportunities and creativity of the teachers. Teachers play an integral role in the learning process. They really make a difference in the learning that takes place in the lives of our children. We share a common interest in guiding our students to successfully meet the performance standards.

As we develop the whole child physically, socially, intellectually, emotionally, academically and aesthetically, PS/IS 208 holds everyone to a very high standard of performance and achievement in order to attain academic success. We are committed to fostering good parent-teacher, parent-administrator, and student-teacher participation. Our intention is to utilize all resources to develop standards-based, performance-driven educational programs to enhance daily instruction. Our belief is that we need to build on children's prior knowledge, cultivate and nurture the energies and the spirit they bring to the learning environment. Our focus is clear, coherent and consistent. We set high performance goals for all:

"We educate the *Whole Child*"

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S./I.S. 208				
<b>District:</b>	29	<b>DBN #:</b>	29Q208	<b>School BEDS Code:</b>	342900010208

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input 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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					95.4	96.2	96.1		
Kindergarten	82	76	74						
Grade 1	76	79	76						
Grade 2	78	73	83						
Grade 3	76	80	79						
Grade 4	76	75	86						
Grade 5	80	83	72						
Grade 6	86	87	93						
Grade 7	93	84	90						
Grade 8	87	95	81						
Grade 9	0	0	0						
Grade 10	0	0	0						
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	0	1	0						
Total	734	733	734						
				<b>Student Stability: % of Enrollment</b>					
				(As of June 30)	2007-08	2008-09	2009-10		
					97.6	98.8	96.6		
				<b>Poverty Rate: % of Enrollment</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
					37.8	52.3	53.1		
				<b>Students in Temporary Housing: Total Number</b>					
				(As of June 30)	2007-08	2008-09	2009-10		
					1	6	7		
				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
					0	0	0		
				<b>Special Education Enrollment:</b>					
(As of October 31)	2007-08	2008-09	2009-10	<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Number in Self-Contained Classes	0	7	12	(As of June 30)	2007-08	2008-09	2009-10		
No. in Collaborative Team Teaching (CTT) Classes	26	34	45	Principal Suspensions	13	3	1		
Number all others	36	36	35	Superintendent Suspensions	0	0	4		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	TBD	CTE Program Participants			
# in Dual Lang. Programs	0	0	TBD	Early College HS Participants			
# receiving ESL services only	12	13	TBD	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	6	TBD	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	51	50	50
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	11	11	6
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	8
	0	0	1				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	97.9
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	64.7	7.0	90.0
Black or African American	76.8	76.5	77.2	Percent more than five years teaching anywhere	60.8	62.0	70.0
Hispanic or Latino	9.5	9.5	9.7				
Asian or Native Hawaiian/Other Pacific Isl.	10.2	10.0	9.9	Percent Masters Degree or higher	84.0	84.0	88.0
White	2.9	2.7	2.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.0	96.4	97.6
Multi-racial							
<b>Male</b>	48.0	48.0	49.3				
<b>Female</b>	52.0	52.0	50.7				

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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	-				
White	-	-	-				
Multiracial	-	-	-				
<b>Other Groups</b>							
Students with Disabilities	✓	✓					
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	6	6	1				

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	42.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	9.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	22.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

In reviewing the educational program of PS/IS 208, analyzing the reports generated by the Quality Review, and assessing the performance standards of our children in all core subjects we have identified the following strengths, challenges and accomplishments:

### **School's Strengths**

- Teachers use Acuity, ARIS, Voyager, E-Class, DRA, Study Island, Destination Reading and authentic assessments to gather information about what students know and can do in fine detail.
- All teaching staff members were trained in differentiating instructions.
- Increase usage of technology to reinforce teaching and learning
- Integration of the arts in all subject areas by most teachers.
- On-going professional development to encourage collegiality and sharing.
- More than 90% of the teaching staff are involved in inquiry work
- Teachers are involved in the decision-making process in the building as far as reviewing new curricula to establish relevance and rigor of the materials.
- Establish a Data Team and teachers teams across and on the grade levels to provide on-going data analysis in order to spot differences in progress among various groups of students across the school.
- Establish clear expectations and academic rigor in a thinking curriculum for progress and personal growth.
- The school adapts excellent resources for the core curriculum to provide very detailed information about students' progress towards their goals.
- The school has very high professional expectations of its teachers, and holds them accountable for students' progress.
- Information is collected from frequent classroom observations and walkthroughs and used effectively to improve instruction.

### **School's Aids**

- Teachers collaborate very effectively across grades, and between grades, to share good practice and improve instruction as evident by the implementation of the "Learning Ensemble".

- Provide effective/additional support; i.e. extended day, push-in, pull-out, circular 6, test preps(Practice to Practice), AIS, peer tutoring to students with greatest needs to improve instruction
- Establish teacher teams across and within the grades. Provide a support system to new teachers to ensure that they have on-going professional development from the administration, their colleagues.
- Partner with external organizations to enrich the curriculum and promote better learning via professional development for all staff members

### **School's Barriers or Challenges**

- Ensure teachers are able to manipulate student achievement data electronically to devise new goals and objectives.
- Set individual goals for each students and each class based on the content areas.
- Use the goals that teachers set in order to target children's strengths weaknesses; and increase students' achievement.
- Develop even more differentiated instruction in the classroom.
- Budget constraints
- Out dated computers and technology equipment
- Inability to provide a true middle school component due to limited funding.
- Overcrowded classrooms due to District-75 inclusion and the enrollment of new special education students from OSEPO.

### **School's Accomplishments**

Our school has earned recognition as a High Performing/ Gap Closing School/District by the University of the State of New York Education Department, and also received the Chancellor's Performance Award. Additionally, the school has achieved the following:

- York City well-developed A school (K-8) during school year '09-'10
- Saturday Academy to enrich children in activities other than the academia.
- Curriculum Fair
- Day of Learning for Parents: a series of workshops to help them support learning at home.
- Stock Market Game Winner for '06-07 and '07-08
- 15 students inducted into the National Junior Honor Society in '08-'09 and 15 students in '09-'10
- NYC Champion in CHAMPS Program in 2009-2010
- SASI school (School Arts Support Initiative)
- We celebrate our accomplishments:
  - Literacy Fair
  - Math Fair
  - Science Fair
  - Social Studies Fair
  - Authors Day
- We study a "county to the month" and a "state of the month." This culminates with a multicultural celebration in May.

At P.S./I.S. 208, we create a nested community of learners where children are participants in the art of sciences and the science of the arts.

## 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.

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The school has experienced a decline in performance and progress due to the recalibration of the cut scores.

- By June 2011, 60% of level 2 students in grades 3-8 will show at least a 2 percent gain in performance and progress in the ELA and Math State exams

Technology is not commonly used and integrated in all subjects to enhance children's performance and address their various learning styles.

- By June 2011, middle school teachers will increase the use of technology to support teaching and learning in their classrooms by 50%

The School Survey does not capture an accurate picture of all the components that account for the evaluation of the School Environment.

- By June 2011 our overall school learning environment will improve to reflect an increase from 9.4% to 9.75%

Children with special needs have been struggling with basic concepts of mathematics. Therefore their performance and progressed decreased considerably as the curriculum is becoming more challenging.

- By June 2011 40% of all special education students in grades 4 and 5 will increase their performance in Math by at least 2%.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):**                     **ELA and Math**                    

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• By June 2011, 60% of level 2 students in grades 3-8 will show at least a 2 percent gain in performance and progress in the ELA and Math State exams</li> </ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Research other programs that are more aligned with the needs of our children - Opt out of Everyday Math to a more comprehensive math curriculum</li> <li>• Engage in identification and tracking of progress of all students, provision of a differentiated enrichment program for those students, include parent notification and participation</li> <li>• Provide individual support to struggling children during Circular 6—Implementation of strategies discussed during the inquiry process</li> <li>• Revisit components of balanced literacy and monitor pacing – Introduce Treasures/ Anthologies as a new series for grades 3-5 and Literature/Anthologies for grades 6-8.</li> <li>• Continue early childhood intervention and targeted professional development program with Reading Recovery teacher and AIS staff – Extended Day Program</li> <li>• Rearrange schedule for accelerated classes to have more periods.</li> <li>• Push-ins and pull-outs in language arts by the social studies teacher</li> <li>• Introduction and continuation of accelerated programs—earth science and algebra for upper grade students</li> <li>• Introduce materials that address a multi-genre and multi-dimensional approach to teaching and learning</li> <li>• Expansion of reciprocal teaching across the grades throughout the school</li> <li>• Use of new science books in the classrooms</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<ul style="list-style-type: none"> <li>• Allocate FSF for teachers’ per session activities – Practice to Practice afterschool program</li> <li>• Department meetings and grade conferences</li> <li>• Common preps for all cluster teachers</li> <li>• Add 2 or 3 common preparation periods for each teacher</li> <li>• Provide on-going professional development using ARRA funding</li> <li>• Arrange smart board Training for teachers and day of learning for parents</li> </ul>

<i>described in this action plan.</i>	
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Student notebooks</li> <li>• Goals pacing every 8 weeks for middle school</li> <li>• Portfolios</li> <li>• Projects</li> <li>• Walk throughs</li> <li>• Artifacts in classroom</li> <li>• Informal and formal assessment (ACUITY: Predictive, ITA, teacher created assessment)</li> <li>• Case study</li> <li>• Inquiry Analysis and Reports</li> <li>• Testing Calendar</li> </ul>

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

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<ul style="list-style-type: none"> <li>• By June 2011, middle school teachers will increase the use of technology to support teaching and learning in their classrooms by 50%</li> </ul>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• Increase the level of communication and instructional discussion generated by the use of technology in the Teacher Teams daily practices.</li> <li>• Study groups—continue to explore other technological advances that can improve instruction.</li> <li>• Schedule common prep for grade training on using smart board to impact teaching and learning.</li> <li>• Invite colleagues who are fluent in technology to turn key information to others.</li> <li>• Visitations to other schools to witness exemplary utilization of technology.</li> <li>• Increase per diem allocation for professional development after school hours.</li> <li>• Encourage social studies teachers when doing push-in in language arts classes to incorporate the use of smart board to reinforce the reading skills.</li> <li>• Assign science teachers to push-in or pull-out in math classes when servicing the target population identified by the teacher teams.</li> <li>• Establish professional study groups to envision instructional change strategies that will increase the utilization of technology in all classrooms.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Allocate per session activities for teachers study the benefits of technology in the classrooms.</li> <li>• Train Teacher Teams on using technology as a means of assessment and accountability.</li> <li>• Provide professional development to all middle school teachers on how to integrate technology in their planning</li> <li>• Creation of school-wide technology team</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Review of Teacher Teams' logs and agendas and lesson plans</li> <li>• Implement instructional change strategies made by the teacher teams</li> <li>• Analyze results generated from units projects and classroom activities</li> <li>• Communication with parents via electronic mail.</li> <li>• Class presentations</li> </ul>

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• By June 2011 our overall School Environment will improve to reflect an increase from 9.4% to 9.75%</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Restructure/program Period 6 lunch to accommodate the 20-25 minute scheduling for Friday Madness (co-ed inter-class basketball tournament). This will help build school and team spirit</li> <li>• Revisit process and venues for disseminating information to parents. Methods will include, but not be limited to: <ul style="list-style-type: none"> <li>- Parent newsletter</li> <li>- Parent coordinator newsletter</li> <li>- Assistant Principal's newsletters to parents of their respective grades</li> <li>- School monthly calendar and Principal's letter</li> <li>- Use of school messenger</li> <li>- Use of P.S./I.S. 208 Twitter / Electronic texts and E-Mails</li> <li>- Parent Orientation and Curriculum Nights—keep an ongoing communication stream between school and parents</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Design progress reports to parents and implement a schedule for distribution</li> <li>• Utilize the Arts grant to further our arts program and provide Music, Art, Theatre and dance as electives for 7<sup>th</sup> and 8<sup>th</sup> grade student</li> <li>• Conduct a Day of Learning. (Parent Workshop)</li> <li>• Building strong family/home ties – Mentoring program through All Pro Dad</li> <li>• Etiquette classes to improve social/emotional development</li> <li>• Introduction and continuation of accelerated programs—Earth Science and Algebra</li> <li>• Implementation of reciprocal teaching strategies</li> <li>• Work collaboratively on projects</li> <li>• Improve relationships among students and teachers</li> <li>• Study of “Big Questions” based on units of study focusing on a variety of genres</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Fundraising activities executed by parents and students</li> <li>• Increase per diem allocation</li> <li>• Assign social studies teachers to push-in or pull-out in language arts classes</li> <li>• Assign science teachers to push-in or pull-out in math classes</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Increase attendance in PTA meetings, Parent/Teacher conferences and workshops.</li> <li>• Participation in school wide activities monthly</li> <li>• Feedback on student’s progress monthly</li> <li>• Monthly review of teacher-parent communication logs</li> <li>• Review of parents attendance to parent- teacher conferences, curriculum nights and day of learning conducted every 8 weeks</li> <li>• Student of the month</li> <li>• Monthly Positive Pupil Praise</li> <li>• Honor Roll</li> <li>• PTA meetings attendance sheets</li> </ul>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2011 40% of all special education students in grades 4 and 5 will increase their performance in Math by at least 2%.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The action the school will implement to accomplish this goal includes:</p> <ul style="list-style-type: none"> <li>• All resource specialists teachers will contact parent on performance and progress of every students based on their IEPs.</li> <li>• Utilize different modalities of instruction to improve performance and progress</li> <li>• Reward children regularly for their increased performance and progress</li> <li>• Daily phone message to parents using School Messenger will be placed to monitor attendance and lateness</li> <li>• Articulate with regular classroom teachers on a consistent basis the needs of the students to maintain the rigor in the curriculum and keep up with the pacing calendars/units of studies</li> <li>• All resource specialist teachers will participate in on-going professional development geared towards enhancing comprehension strategies to reinforce learning.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Increase budget for adapted teaching materials.</li> <li>• School activities to train parents on how to best help their children</li> <li>• Professional development from our network support specialist on latest trends and strategies in addressing children with special needs.</li> <li>• Saturday Academy – Extracurricular activities for all children to promote pride and self-worth</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Monthly progress reports.</li> <li>• Monthly meeting with parents, teacher teams, support specialists and administration to discuss students' performance and progress.</li> <li>• Review of children's performance and progress on ACUITY, ITAs, Predictive Assessments to determine new instructional strategies</li> </ul>

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	23		N/A	N/A				
1	18		N/A	N/A				
2	21		N/A	N/A				
3	27		N/A	N/A				
4	23							
5	31							
6	45	37						
7	39	35						
8	31	13						
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Wilson small group instruction(SETTS)</li> <li>• Reading Recovery - 1 to 1 during the school day</li> <li>• Study Island, Riverdeep, Destination Reading, ACUITY, Performance Series,</li> <li>• Practice to Practice after school</li> <li>• Coach Enrichment group- small group instruction during the school day</li> <li>• Content area teachers push in during the school day</li> <li>• Content area teachers pull out during the school day</li> <li>• Circular 6- small group instruction during extra weekly preparation period</li> <li>• Extended day- 2:40pm-3:17pm- small group instruction</li> <li>• Differentiated instruction by grade</li> <li>• Collaborative Inquiry-based Teacher Teams</li> <li>• Use of computer program to strengthen vocabulary building and writing skills</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Extended day 2:40pm-3:17pm</li> <li>• Use of various computer programs that place emphasis on problem solving strategies and number sense</li> <li>• Content area push in/ pull out</li> <li>• Practice to practice after schools</li> <li>• Collaborative Inquiry-based Teacher Teams</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Taught through Literacy using computer based programs such as Riverdeep, Acuity</li> <li>• Explorations at Alley Pond Park Exploration Center</li> <li>• Extended day 2:40pm-3:17pm</li> <li>• Collaborative Inquiry-based Teacher Teams</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Taught through Literacy using computer based programs such as Riverdeep, ACUITY,</li> <li>• Extended day</li> <li>• Country of the month</li> <li>• State of the month</li> <li>• Collaborative Inquiry-based Teacher Teams</li> <li>• Use of software that reinforce the thinking skills</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Mediation</li> <li>• Individual counseling</li> <li>• Group counseling</li> </ul>

	<ul style="list-style-type: none"> <li>• Guidance Intervention / Character education</li> <li>• Peer Mediation</li> <li>• Tolerance Days/Weeks</li> <li>• At-risk services consist of games and other activities that are designed to treat the emotional, social, and behavioral problems of children. These services are implemented on an individual and/or group basis. They are provided during the school day.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>None</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>None</b>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Long Island Jewish Medical Center workshops</li> <li>• Healthy dental workshop ( school nurse- during the school day)</li> <li>• Health workshops on Diabetes and Asthma 9 school nurse-during the school day)</li> <li>• Safe dating workshops (Guidance- during the school day)</li> </ul>

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

*NCLB/SED requirement for all schools*

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

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**See attached 2010-2011 Language Allocation Policy.**

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

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

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

**Section I. Student and School Information**

Grade Level(s)    K-8 \_\_\_\_\_    Number of Students to be Served: 17 \_\_\_\_\_    LEP \_\_\_\_\_    Non-LEP \_\_\_\_\_

Number of Teachers \_\_\_\_\_ 1 \_\_\_\_\_    Other Staff (Specify) \_\_\_\_\_

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

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

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may

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

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**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School:     P.S./I.S. 208          BEDS Code:     342900010208    

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>

<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

The home language surveys collected by the pupil account secretary are a clear indication of the languages that are mostly spoken in the school. Therefore, there is a dire need to provide translation in these languages.

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

At PS/IS 208, teachers, the parent coordinator and office staff indicate that the greatest need exists for Haitian Creole, Spanish and Bengali translations.

#### **Part B: Strategies and Activities**

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

#### **2009-2010 Language Translation and Interpretation for PS/IS 208**

PS /IS 208 plans to provide the following written translation services: information about the school's academic program and student participation, parent teacher meetings, PTA workshops and meetings, academic intervention services, and enhancing parents' understanding of academic standard, assessment and tests.

We will translate the principal's letters to parents, school newsletter, parent workshop notices, PTA fund raiser events, schools wide cultural events and special events at the school. Teachers will translate documents.

During parent teacher conferences, teachers have expressed a need for translators.

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 Pupil Personnel Secretary indicates that there is often a need for a translator to assist parents as they register their children. Also, the office staff has communicated the need for oral translations when contacting parents about various concepts such as transportation problems and lunch forms. The PTA has also expressed a need for oral translations at PTA meetings as to accommodate all parents.

Teachers, volunteer parents and purchased services from translation and interpretation services will be used.

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>.

All communications are sent to the parents in the languages that are most common to the school population. Also in the main lobby and the main vestibule, there are posters in several languages indicating the availability of translation services for parents as needed.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		3,08833	3,08833
2. Enter the anticipated 1% set-aside for Parent Involvement:		3,088	3,088
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:    92%
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.

## **School-Parent Compact**

*We, the school and parents agree to work cooperatively to provide for the successful education of our children.*

### **SCHOOL**

**We understand:** the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

**We understand:** the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

**We understand:** the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.

**We understand:** the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

**We understand:** the need to provide quality curriculum and instruction.

**We understand:** the need to deal with communication issues between teachers and parents through:

- **Parent Teacher Conferences**
- **Reports to parents on their children's progress**
- **Reasonable access to staff**
- **Opportunities to volunteer and participate in their child's class**
- **Observation of classroom activities**

**We understand:** the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.

### **PARENT/GUARDIAN**

**I understand:** the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

**I understand:** the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

**I understand:** the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.

**I understand:** the need for me to monitor my child's:

- Attendance at school
- Homework
- Television watching
- Health needs

**I understand:** the need to share responsibility for my child's improved academic achievement.

**I understand:** the need to communicate with my child's teachers about his/her educational needs.

**I understand:** the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process

### **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.
  - Review and analysis of school report card to determine needs and create organizational structures that sustain accountability and progress
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.
  - Integration of the arts in the curriculum
  - AIS service during the 37 and ½ minutes , 3 times weekly to address children's deficiency
  - Professional study groups for teachers to research and devise instructional change strategies aligned with the Common Core State Standards that will improve instruction
  - Regents class for 8<sup>th</sup> grade students in English language arts and Science
  - Create a data team to assess the performance and progress of all and make appropriate recommendations for improvement
  - Allocate common preparation periods to teachers to cultivate collegiality and create nested learning environments
  - Develop teacher teams across the grades and in different content areas to conduct inquiry based studies.
3. Instruction by highly qualified staff.
  - Ensure that teachers are not teaching outside of their content areas and that they are also fully certified

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.
  - Comprehension Study Group for Administration and Staff through the inquiry team meeting to gain familiarity with the Common Core State Standards
  - Teacher Team session every Monday from 2:40 to 3:17 and ½ to look at students' work
  - Professional Development provided by Network Support Specialist in Literacy and Mathematics
  - Queens Borough Data Inquiry Implementation Team (participation in data analysis, case studies and the implementation of the inquiry process).
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - Partner with universities such as St. Johns, Queens College, Adelphi University
  - Open our doors for student teachers from these universities to conduct their internships
  
6. Strategies to increase parental involvement through means such as family literacy services.
  - Curriculum Night
  - Parents breakfasts to discuss school expectations and academic rigor
  - Day of learning--- a series of workshop for parents
  - ARIS and ACUITY Training for Parents
  - Internet Safety Workshop
  
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.
  - Reading recovery teacher provides services to children at-risk
  - A Wilson trained teacher assists with children with special needs
  - An early intervention specialist provides voyager services to children who are showing difficulty in the reading and writing
  - Articulation with feeder schools to ensure a smooth transition
  
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.
  - ECLAS
  - Wilson
  - Teacher created assessment

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.
  - Early assessment and intervention
  - Additional support services by speech teacher, resource specialist, Reading Recovery teacher and Wilson trained teachers
  - Guidance intervention
  
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.
  - Violence prevention program mentored and implemented by our SAPIS counselor
  - College fair organized by our guidance department

## **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,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

### 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;

- 
- 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.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **Part A: FOR TITLE I SCHOOLS**

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

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. / I.S. 208					
<b>District:</b>	29	<b>DBN:</b>	29Q208	<b>School</b>		342900010208

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.4	96.2	96.1
Kindergarten	82	76	74				
Grade 1	76	79	76	<b>Student Stability - % of Enrollment:</b>			
Grade 2	78	73	83	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	76	80	79		97.6	98.8	96.6
Grade 4	76	75	86	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	80	83	72	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	86	87	93		37.8	52.3	53.1
Grade 7	93	84	90	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	87	95	81	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		1	6	7
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		0	0	0
Ungraded	0	1	0				
<b>Total</b>	<b>734</b>	<b>733</b>	<b>734</b>				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	7	12	Principal Suspensions	13	3	1
# in Collaborative Team Teaching (CTT) Classes	26	34	45	Superintendent Suspensions	0	0	4
Number all others	36	36	35				

*These students are included in the enrollment information above.*

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	12	13	TBD
# ELLs with IEPs	0	6	TBD

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	8

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	1	% fully licensed & permanently assigned to this school	100.0	100.0	97.9
				% more than 2 years teaching in this school	64.7	70.0	90.0
				% more than 5 years teaching anywhere	60.8	62.0	70.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	84.0	88.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	93.0	96.4	97.6
Black or African American	76.8	76.5	77.2				
Hispanic or Latino	9.5	9.5	9.7				
Asian or Native Hawaiian/Other Pacific	10.2	10.0	9.9				
White	2.9	2.7	2.7				
<b>Male</b>	48.0	48.0	49.3				
<b>Female</b>	52.0	52.0	50.7				

#### 2009-10 TITLE I STATUS

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	42.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 205</b>	District <b>29</b>	School Number <b>208</b>	School Name <b>type here</b>
Principal <b>James Philemy</b>		Assistant Principal <b>Ilysa Mandell, Rachel Thomas</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Zipora Cysner/ESL</b>		Guidance Counselor <b>Suze Meisel</b>	
Teacher/Subject Area <b>Mary Sweeney/Reading Recovery</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Debral Mason</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>734</b>	Total Number of ELLs	<b>17</b>	ELLs as Share of Total Student Population (%)	<b>2.32%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. The Home Language Identification Survey is administered to all students enrolled. They are given an informal oral interview in English and their native language by the secretary, the ESL teacher and other bilingual staff. The HLIS is given in translated versions when necessary and the LABR is administered by the certified ESL teacher within the first 10 days of registration to determine ESL eligibility. Each year, our ELLs performance on the NYSESLAT and LAB-R are evaluated to determine proper placement and instruction. Instructional decisions are made based on students' NYSESLAT and LAB-R results. Both the instructional hours and instructional skills are determined based on individual students' performance on these exams. The LAB-R is administered when necessary based on students' Home Language Identification Survey responses. Spanish speaking ELLs in the program are administered the Spanish LAB to determine language dominance. The RLER in ATS is generated to determine which ELLs are eligible for LAB-R and NYSESLAT testing.

2. ELL parent orientations are held at the beginning of each year and will continue to be held throughout the year for parents of newly enrolled students. The meetings are conducted by the ESL teacher, parent coordinator and bilingual staff, who are available to translate. The parents sign in and receive an agenda, Parent Survey/Program Selection Forms, and Parent brochures (in their native language if available). They view the translated parent orientation video in their native language, and have an opportunity to ask questions so they understand the three choices of programs available. Parents unable to attend the orientation are contacted by a bilingual staff member or through a translated letter in order to schedule a make-up meeting.

3. Parents of English Language Learners are given translated entitlement letters and translated Parent Survey and Program Selection forms. Bilingual paraprofessionals are available to translate and all necessary materials are given to parents in their native languages whenever possible. All materials are returned to the ESL teachers in a timely and organized manner. Parents are contacted and further assisted as necessary. Parents sign the selective form after reviewing the video. All of our ELLs have a Parent Selection Form on file.

4. Freestanding ESL is the program offered at PS/IS 208Q, and it has been the request of most of the parents of English Language Learners. During the course of the year, both the ESL and classroom teachers meet with parents during Parent Teacher Conference time as well as other scheduled times to evaluate their needs. Bilingual paraprofessionals are available to translate during the meetings. Students are given ESL instruction based on their performance on the LAB-R and NYSESLAT tests. Spanish LAB is administered to newly enrolled Hispanic ELLs. Parents are informed in their native language if their children are enrolled in the ESL program. Also students who test out of LABR and NYSESLAT are given translated letters to inform parents.

5. Based on incoming students' Home Language Identification Surveys (HLIS), they are given an informal oral interview in English and the LAB-R to determine ESL eligibility. Each year, our ELLs performance on the NYSESLAT and LAB-R are evaluated to determine proper placement and instruction. Freestanding ESL is the program offered at PS 208Q and the trend over the years has been that the parents request the ESL program. If in the future, 15 parents of ELLs speaking the same language request a bilingual or dual language program, we will accommodate their request.

6. All the parents of our 11 ELLs have chosen a Free-Standing ESL program (we have 6 special ed ELLs). If we should in the future have a minimum of 15 parents of students that speak the same language in the same grade request a bilingual program, then we will offer a bilingual or dual language class, based on their requests.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	3	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	14	0	6	3	0	1	0	0	0	17
<b>Total</b>	<b>14</b>	<b>0</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>

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

**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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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	7		2					1						10
Chinese														0
Russian														0
Bengali		1	3	2										6
Urdu														0
Arabic														0
Haitian			1											1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>7</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1. At PS 208Q, ESL instruction is delivered in a pull-out model. ESL classes are formed based on the English Language Learners current grade and English language ability. The ESL teacher, licensed and state certified in ESL, provides our ELLs with all instruction in English. Students are grouped heterogeneously by need and grade level in our pull-out ESL instructional program. Where numbers allow, push-in instruction is also implemented. English Language Learners are receiving the New York State mandated ESL/ELA allotted instruction time based on student proficiency levels. Beginning and intermediate level ELLs are receiving 360 minutes of ESL instruction weekly. Advanced level ELLs are receiving 180 minutes of ESL instruction weekly. ELLs are receiving the NYS mandated ESL/ELA allotted instruction time based on student proficiency levels.

2. Instructional minutes for beginner and intermediate ELLs are 360 minutes and 180 minutes for advanced ELLs as per 154. Each child's schedule is checked to make sure that there are no conflicts with other providers. The schedule is also discussed with the classroom teachers to insure that no essential or mandated subjects are being taught at that time. Attendance is kept daily by the ESL teacher. The ESL teachers schedules are given to the administration and both the Principal and Assistant Principal observe the classes on an ongoing basis. CR Part 154 ensures that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in all subjects. In order to meet the high standards set for all students, ELLs equally participate in literacy, mathematics and other subjects with rigorous instruction.

3. The ESL program is designed to develop skills in understanding, speaking, reading, writing and communicating in English through the integration of academic content for the students grade level. The ESL program is aligned with mandated ESL/ELA and content learning standards and the core curriculum. All English language learners are taught in English using the following strategies : journal writing, drama, poetry, chanting, singing, choral speaking, computer and puppetry. All instruction is delivered in English. Using the workshop model, reading, writing and mathematics skills are reinforced with special attention given to the conventions of grammar and usage. Real-life experiences are provided to increase and encourage the use of English vocabulary. Cooperative learning groups, paired learning, thematic units, Word Walls, graphic organizers, Total Physical Response, teacher modeling and trips are all part of instruction. Scaffolding techniques are always used to facilitate and enhance learning while making the content and language instruction comprehensible for English Language Learners. The following scaffolding strategies are implemented in order to support students' understanding of the academic curriculum: Modeling when introducing a new task, learners need to see or hear what a developed product looks like; Bridging activities prior knowledge to establish the basis for new information. This includes brainstorming, anticipatory charts and identifying related literature and experiences; Contextualization which refers to putting words in context in order to convey meaning of unfamiliar words using visuals, manipulatives, graphic organizers, and other realia services; Schema building which involves bringing to light the connections that exist between and across concepts and the curriculum. Strategies such as graphic organizers, story mapping, jigsaw puzzles, etc... help students gain a wider understanding of how concepts fit together; Metacognitive development involves the explicit teaching and learning of strategies that enable students to become autonomous learners ; such as KWL activities; think alouds, and reading with a focus; Text representation which involves taking a known text and changing it for a new purpose using a different genre such as dramatizations, storyboards and post cards. In addition, cooperative learning strategies are very useful in helping English Language Learners improve their listening, speaking, reading, and writing skills. Additional strategies used to facilitate language acquisition are predictable and consistent classroom routines, aided diagrams, lists, and easy to read schedules on the board or on charts to which the teacher refers frequently. Also employed is additional time and opportunities for practice, emphasizing vocabulary development by identifying and clarifying difficult words and passages within texts in order to facilitate comprehension, summarizing and paraphrasing text, and always targeting both content and English language objectives.

Though English Language Learners are grouped according to both English proficiency and grade, differentiated groups are formed within each class in order to further meet the needs of individual students. ELLs are continually monitored both formally (tests) and informally (observations). The data from each assessment is gathered by the teachers and shared with the ESL teachers. The teachers meet on a continuous basis to analyze the data and determine the proper skills/lessons to be taught. Students are taught in strategy and guided groups according to their individual levels of proficiency in each skill area addressed. Furthermore, English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1-5), RAZ Kids, Foundations (K-2), Headsprout (1st grade), At Risk SETSS and summer school.

4. We differentiate instruction for all of our English Language Learners.

a. We currently do not have any SIFE students. In the event that we do have SIFE students, we will address each student's individual needs. In addition, we will differentiate instruction, focus on students' strengths, administer AIS supports, and Extended Day services. We will also use computer programs such as National Geographic, Avenues, ESL programs and peer tutoring. Scaffolding strategies to make content comprehensible, and bilingual support using bilingual books and support from bilingual staff will be used also.

b. Our newcomers are continually assessed and closely monitored throughout the school year. Based on the students' needs, and abilities, they are given ESL support towards English proficiency as well as meeting the curriculum needs of their grade. All newcomers receive their mandated 360 minutes of ESL instruction each week in order to support their efforts towards success. We also ensure that ESL testing modifications are in place at the time of the standardized exam as well as all exams in preparation for the NYS ELA. Support programs such as AIS, Extended day are also administered as necessary. Peer tutoring is also available if needed. Also, scaffolding strategies, differentiating of instruction, small group instruction, bilingual support using books and staff, and use of computers will be implemented.

c. Our plan for ELLs receiving service for 4 to 6 years is once again to follow their required instructional ESL time each week. As we do with our newcomers, we continually assess their English proficiency as well as the curriculum needs in their grade and use this data to drive

our instruction and create a safe and effective educational atmosphere for them. As stated above, scaffolding differentiating instruction, small groups, bilingual support using books, AIS, Extended Day, glossaries, libraries and peer tutoring are available and administered when necessary.

d. We currently do not have any long term ELLs. In the event that we do have long term ELLs, we will address each student's individual needs. In addition, we will differentiate instruction, use scaffolding strategies, peer tutoring, bilingual books, glossaries and dictionaries, focus on students' strengths, administer AIS supports, Extended Day services.

e. Our ELLs who have been identified as having special needs continue to receive their mandated ESL time each week with an additional focus on their individual IEP goals and needs. In addition, we have ELLs with special needs who are English dominant but are unable to pass the NYSESLAT due to their individual disabilities. We continue to modify and adapt their lessons in order to maximize each student's potential. Bilingual Guidance, and bilingual libraries are made available when necessary. Each teacher has copies of the IEP and instruction is driven by data and curriculum. Also, scaffolding, differentiating instruction, small group instruction, bilingual support, use of computers, peer tutoring, extended day, OT, PT, participation in extra curricular activities such as basketball, volleyball, etc.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. Language instruction is aligned to ESL and ELA standards and core curriculum. All of our students receive differentiated instruction in ELA, math and other content areas. Our ELLs are no exception. We offer our ELLs individualized instruction targeting their English Language needs as well as their curriculum needs towards meeting the New York State and New York City Standards. English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1-5), RAZ Kids, Headsprout, At Risk SETSS and summer school. NYS bilingual glossaries are provided in different content areas in order to support each child's understanding of the lesson and materials. Instruction always takes into account the first language and culture of our ELLs.

6. We continually support our ELLs in their efforts to reach proficiency on the NYSESLAT. We differentiate our instruction in order to meet their individual needs both in our pull-out ESL program and in the classroom. Our ESL teachers meet with the classroom teachers and together they continually discuss and plan instruction in each content area. Transitional support for ELLs reaching proficiency includes, scaffolding, AIS, SETSS, Extended Day, guidance, and differentiated small group and individualized instruction.

7. Each year, we assess the work done in the previous year, and focus our attention to what worked and what needs improvement. This year, we have decided to deepen our work in differentiation with all of our students including our ELLs.

8. None of our programs will be discontinued. We are pleased with our ELLs progress and will continue to differentiate our instruction and deepen our work towards academic rigor.

9. There is equity amongst all of our student population. ELLs are given the same opportunities as the rest of the PS 208Q students. They are provided opportunities to go to Beacon after school program, extended day, PTA after school, Saturday Academy, summer program, basketball, soccer, etc.

10. We have laptops of which all teachers including our ESL teachers have access to. We have leveled libraries available for all of our students including our ELLs to check out books on their independent reading levels. We have hands on tools such as manipulatives for use in

mathematics instruction. In addition, the following materials are used to support the learning of ELLs – computer software , thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Avenues, , vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps. ELLs are given same technology opportunities as other students, such as Star Fall, RAZ Kids, BrainPop ESL, National Geographic...

11. ELLs are given the opportunity to express themselves in their native language when needed through their writing. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves. We also have bilingual dictionaries and bilingual libraries available for their use.

12. Our English Language Learners are given their required ESL service support in relation to their ages and current grade level. They are given bilingual texts, glossaries and translation services when necessary. In addition, instruction is differentiated in order to meet each child's individual needs as they strive towards both English proficiency as well as meeting their grade's curriculum requirements.

13. PS 208 has a summer camp program . We give newly enrolled ELL students the opportunity to come to our school during the summer and familiarize themselves with both PS 208Q as well as provide them with educational opportunities during the summer months.

14. At PS 208Q, we offer Spanish as an elective to all students, as well as ELLs.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Paste response to questions 1-3 here

1. Staff development takes place at grade conferences and faculty meetings. Throughout the school year, our ESL teacher attends professional development through our Learning Support Organization. She attends training in ESL methodologies as well as being updated on new guidelines, as well as continuously being informed regarding NYSESLAT and LAB-R training and policies. The ESL teacher turnkeys information to teachers of ELLs. The ESL teacher works closely with the classroom teachers to ensure that ESL methodologies and strategies are being used in everyday instruction.

2. As our ELLs transition from middle school to high school, they are given further assistance from our guidance counselors who meet with them to discuss transitional concerns and feelings. Staff members continually monitor students and keep the lines of communication open with parents should any needs arise.

3. ESL teachers conduct professional development activities for the school pedagogical staff during monthly congruence meetings. An ESL workshop is administered during the month of January for all staff to attend. Both the congruence meetings and the ESL workshop fulfill the 7.5 hours of ELL training for our staff members. Lesson support, peer mentoring, intervisitations and modeling is provided by ESL teachers on an ongoing basis.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. At PS 208Q, we have high parent involvement. Parents are encouraged to get involved in school activities. We offer parents numerous times throughout the year when they can participate in activities with their children both during the school day and during after school events. We have parent workshops, school trips, food festivals, class activities, shows, museum visits, plays and various other activities. We have staff members who speak second languages and are available to translate when necessary. Parents of ELLs are active participants in all of the PS 208Q extra curricular parent activities. The Translation and Interpretation Unit is used if necessary.
2. We partner with Long Island Jewish Hospital, Met Life, Fire Department and various banks to provide workshops to ELL parents. We always translate pertinent information and have staff members avail themselves as interpreters on an as needed basis. In addition we use the Translation and Interpretation Unit.
3. We evaluate the needs of parents through surveys, PTA meetings, Title I meetings and through our ongoing communication with parents, teachers and our parent coordinator.
4. Again, we have ongoing communication with parents during PTA meetings, Title I meetings, parent/teacher meetings and with our parent coordinator. We encourage feedback from parents throughout the year and have bilingual staff members available for translation purposes. At PS 208Q, we greatly value our parental involvement and create many opportunities throughout the year for parents to attend both in school and after school programs and activities. Workshops on parental guidance, test taking support in ELA an math, bullying and cyber bullying, understanding the new core curriculum and grading, teaching parents to talk to their children about sex, are amongst some of the parental workshops addressed to all PS 208Q parents including our ESL parents. Translators are used as necessary.

## 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)		1	2	1										4
Intermediate(I)														0
Advanced (A)	7		4	1				1						13
Total	7	1	6	2	0	0	0	1	0	0	0	0	0	17

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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:

- All three levels (beginning, intermediate and advanced) students scored highest in speaking modality.
- The next highest scores across proficiency levels (beginning, intermediate and advanced) was listening modality.
- After listening, the assessments reveal that writing is the next strongest area for ELLs
- Reading modality is the most challenging area for our ELLs across all three levels of proficiency (beginning, intermediate and advanced)

The LAB-R and NYSESLAT data continue to inform us that our ELLs need the most support in reading and writing.

3. Our assessment analysis of the LAB-R and NYSESLAT indicate that ELLs need strengthening in all modalities but especially in reading and writing. We will continue to align our ESL program to meet the New York State and New York City standards.

4. a. LEP/ELLs performance and services are continually assessed on varying levels in order to ensure fairness and equitability. Assessments are conducted in their native language and in English as appropriate. b. We don't have periodic assessment , since our ELL population is so small, Administration and teachers use data obtained from informal assessments to drive instruction, assess progress, determine English proficiency and refine services in order to ensure that each child is given high academic rigor toward meeting and exceeding the New York State and New York City standards. c. Since the ELL population is so small, we don't have periodic assessments.

5. N/A

6. Each year administration as well as our ESL teacher review the data of our ELLs. We look for patterns and trends that may need to be addressed. We design our ESL program to meet the needs of our students and differentiate curriculum in order to meet each child's individual needs. We collaborate with classroom teachers and meet with network support specialists in an effort to ensure that each student is receiving the highest level of education in order to meet or exceed the NYS and NYC learning standards. Success is measured as per our ELLs gains on both formal and informal assessments. Year after year, we are noting our ELLs progress on their NYSESLAT testing as well as other SED tests.

### 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		11/1/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		308,833	308,833
2. Enter the anticipated 1% set-aside for Parent Involvement:		3,088	3,088
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
 \_\_\_92%\_\_\_\_\_

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.

## **School-Parent Compact**

*We, the school and parents agree to work cooperatively to provide for the successful education of our children.*

### **SCHOOL**

**We understand:** the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

**We understand:** the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

**We understand:** the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.

**We understand:** the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

**We understand:** the need to provide quality curriculum and instruction.

**We understand:** the need to deal with communication issues between teachers and parents through:

- **Parent Teacher Conferences**
- **Reports to parents on their children's progress**
- **Reasonable access to staff**
- **Opportunities to volunteer and participate in their child's class**
- **Observation of classroom activities**

**We understand:** the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.

### **PARENT/GUARDIAN**

**I understand:** the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

**I understand:** the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

**I understand:** the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.

**I understand:** the need for me to monitor my child's:

- Attendance at school

- Homework
- Television watching
- Health needs

**I understand:** the need to share responsibility for my child's improved academic achievement.

**I understand:** the need to communicate with my child's teachers about his/her educational needs.

**I understand:** the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process

## **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.
  - Review and analysis of school report card to determine needs and create organizational structures that sustain accountability and progress
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.

- Integration of the arts in the curriculum
- AIS service during the 37 and ½ minutes, 3 times weekly to address children's deficiency
- Professional study groups for teachers to research and devise instructional change strategies aligned with the Common Core State Standards that will improve instruction
- Regents class for 8<sup>th</sup> grade students in English language arts and Science
- Create a data team to assess the performance and progress of all and make appropriate recommendations for improvement
- Allocate common preparation periods to teachers to cultivate collegiality and create nested learning environments
- Develop teacher teams across the grades and in different content areas to conduct inquiry based studies.

### 3. Instruction by highly qualified staff.

- Ensure that teachers are not teaching outside of their content areas and that they are also fully certified

### 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.

- Comprehension Study Group for Administration and Staff through the inquiry team meeting to gain familiarity with the Common Core State Standards
- Teacher Team session every Monday from 2:40 to 3:17 and ½ to look at students' work
- Professional Development provided by Network Support Specialist in Literacy and Mathematics
- Queens Borough Data Inquiry Implementation Team (participation in data analysis, case studies and the implementation of the inquiry process).

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

- Partner with universities such as St. Johns, Queens College, Adelphi University
- Open our doors for student teachers from these universities to conduct their internships

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

- Curriculum Night
- Parents breakfasts to discuss school expectations and academic rigor
- Day of learning--- a series of workshop for parents
- ARIS and ACUITY Training for Parents
- Internet Safety Workshop

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.

- Reading recovery teacher provides services to children at-risk
- A Wilson trained teacher assists with children with special needs
- An early intervention specialist provides voyager services to children who are showing difficulty in the reading and writing
- Articulation with feeder schools to ensure a smooth transition

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.

- ECLAS
- Wilson
- Teacher created assessment

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.

- Early assessment and intervention
- Additional support services by speech teacher, resource specialist, Reading Recovery teacher and Wilson trained teachers
- Guidance intervention

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.

- Violence prevention program mentored and implemented by our SAPIS counselor
- College fair organized by our guidance department

## **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,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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<sup>1</sup> **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.

<sup>2</sup> **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.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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			✓			
Title I, Part A (ARRA)	Federal	✓			305,743		
Title II, Part A	Federal	✓			175,729		
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			176,575		
Tax Levy	Local	✓			3,359,743		

#### 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:

- 
- **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.

- 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.