



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 205
DBN (i.e. 01M001): 20K205
Principal: BETH GRATER
Principal Email: BGRATER@SCHOOLS.NYC.GOV
Superintendent: KARINA COSTANTINO
Network Leader: NEAL J. OPROMALLA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|--------------------|--|-----------|
| Beth Grater | *Principal or Designee | |
| Kathleen Nicholas | *UFT Chapter Leader or Designee | |
| GerryLynn Haak | *PA/PTA President or Designated Co-President | |
| | 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 | |
| Michelle Altamura | Member/ UFT | |
| Raeann Haddad | Member/ UFT | |
| Christine Kafkalas | Member/ UFT | |
| Beth DiCamillo | Member/ Parent | |
| Maryann Mignano | Member/ Parent | |
| Yin Cheng | Member/ Parent | |
| Hafida Bologna | Member/ Parent | |
| | Member/ | |

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

| | |
|--|--|
| | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| | Academic Intervention Services (AIS) |
| | Title I Plan (Only for schools receiving Title I funding) |
| | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the percentage of fourth and fifth graders increasing in levels of progress within proficiency in ELA will increase by 2% as measured by scale score to proficiency conversions on the NYS ELA exam.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As indicated on the 2012-2013 Progress Report, 30.2% of students in grades 3 -5 performed at proficiency (level 3 or 4) on the NYS ELA exam. The median adjusted growth percentile for fourth and fifth grades was 65. This median rendered a score of 40.2% on the progress bar for the median adjusted growth percentile when PS 205 was compared with the other schools in its peer horizon.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- To increase achievement in reading for all students including students with disabilities in grades 1-4 through guided reading using Common Core Standards based driven instruction.
- All classrooms use the workshop model to provide rigorous instruction for all students based on their individual reading levels.
- Non-fiction texts to incorporate science and social studies into the reading and writing curriculum.
- Student work in grades K to 5 will be assessed monthly in ELA (running records) in order to plan instruction.
- Monitoring For Results 3 times a year.
- Planning sheets-whole, small and individualized for conference binders.
- Extended day, AIS provided for targeted small group instruction.
- Task work is embedded in instruction.
- Professional development provided by coach, staff developer and Assistant Principals in the area of ELA, to incorporate the new Common Core Standards, Depth of Knowledge, UDL, and assessments into our curriculum maps.
- Afterschool ELL and ELA Academy.
- Parent meeting in grades 4 & 5 to support level 1 & 2 students.

B. Key personnel and other resources used to implement each strategy/activity

- The ESL Teachers push-in daily during the Literacy Block to support ELLs with vocabulary development, reinforcement of the mini lesson, and differentiated instruction in guided reading instruction in grades K-5 from September 2013-June 2014.
- Two full-time and one part-time AIS provider will service students during the school day.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- The Instructional Team comprised of general and special education teachers from grades K-5 meet weekly with the Coach to assess and evaluate the effectiveness of the strategies and activities listed above. The Instructional Team focuses on Designing Coherent Instruction, using Question and Discussion Techniques and or using Assessment in Instruction.
- The Instructional Team meets with their respective grades to turnkey all information.

D. Timeline for implementation and completion including start and end dates

- September 2013- June 2014
- Ongoing implementation of the Curriculum Maps using the Common Core Learning Standards, DOK and embedded task work.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Curriculum planning periods and days- 2 full days for teachers.
- Purchase of guided reading/non-fiction books.

- Afterschool ELA Academy.
- Instructional Team 8 Members 25 sessions 40 minutes.
- 2 Instructional Leads 8 Full days PD.
- Full time Literacy Coach

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent workshops are offered twice a month. Topics include: Motivating your child to read and Preparing for the NYS ELA exam.
- Book of the Month is sent home with students to read and write a response with parents and or guardians.
- Ongoing communication between the school and parents regarding students' performance and progress in reading.
- Bimonthly Newsletters including the Common Core Learning Standards being taught in ELA translated in several languages.
- Translations available for all meetings, workshops, and Parent Teacher Conferences.
- ELA Websites available to use at home by grade and level.
- Online books available from school library.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | | | | | | | | | | | |
|-------------------------|-----------------|--|-----------------|--|------------------|-------------------------|------------------|--|------------------|--|---------------|
| \$51,947.00 X | Tax Levy | | Title IA | | Title IIA | \$24,690.00 X | Title III | | Set Aside | | Grants |
|-------------------------|-----------------|--|-----------------|--|------------------|-------------------------|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

\$34,421.00 **X** Title I

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the percentage of fourth and fifth graders increasing in levels of progress within proficiency in Mathematics will increase by 2% as measured by scale score to proficiency conversions on the NYS Mathematics exam.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As indicated on the 2012-2013 Progress Report, 44.7% of all tested students in grades 3 -5 performed at proficiency (level 3 or 4) on the NYS Math exam. The median adjusted growth percentile for fourth and fifth grades was 72. This median rendered a score of 67.6% on the progress bar for the median adjusted growth percentile when PS 205 was compared with the other schools in its peer horizon.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
- Student work in grades K to 5 will be assessed monthly in Math (Math in Focus Assessments) in order to plan instruction.
- Professional development provided by Assistant Principals in the area of Math.
- PARCC Benchmark Assessments in Grades K-5 are analyzed three times a year for planning small group instruction.
- Small group targeted instruction in grades 1-5 during extended day.
- Rain Forest Math an online individualized math program.
- Math Journals purchased for grades K-5 from MathTeachingresources.com.
- Task work is embedded in instruction.
- Common Core Learning Standards are incorporated into our curriculum maps.
- Instructional Team reading professional book "The Singapore Model Method For Learning Mathematics".

| |
|---|
| <ul style="list-style-type: none"> • Key personnel and other resources used to implement each strategy/activity |
| <ul style="list-style-type: none"> • Math In Focus purchased for grades K-5 • One full time and one part-time AIS provider will service students during the school day. • Grades 4&5 will receive a full day of professional development for Math In Focus . • Math In Focus lessons will be integrated into our Curriculum Maps. |
| <ul style="list-style-type: none"> • Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| <ul style="list-style-type: none"> • Based on teacher evaluation of our current math program we will purchase Math In Focus for grades K-3 to better support the Common Core Learning Standards. |
| <ul style="list-style-type: none"> • Timeline for implementation and completion including start and end dates |
| <ul style="list-style-type: none"> • September 2013-June 2014. • White board purchased for new classes to use interactive math manipulatives. • Ongoing implementation of the Curriculum Maps using the Common Core Learning Standards. |
| <ul style="list-style-type: none"> • Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| <ul style="list-style-type: none"> • Full Curriculum Planning Days for teachers. • After school Math Academy 7 teachers. • Technology-i.e. white boards, laptops, PCs, "My Skills Tutors" Math Fluency for Students Online. |

Strategies to Increase Parental Involvement

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| All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). |
| <ul style="list-style-type: none"> • All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. • Parent workshops are offered twice a month. Topics include: Preparing for the NYS Math exam. • Math web sites available by grade and level to be used at home. |

Budget and Resource Alignment

| | | | | | | | | | | |
|---|----------|--|----------|--|-----------|------------------|-----------|--|-----------|--------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | |
| \$72,703.00 X | Tax Levy | | Title IA | | Title IIA | \$14,115.00 X | Title III | | Set Aside | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | |
| \$34,421.00 X Title I | | | | | | | | | | |

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

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|---|
| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
| By June 2014, to increase communication with parents and parent involvement by 2% as measured by internally collected attendance data from PTA meetings and parent workshops. |

Comprehensive Needs Assessment

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|--|
| Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards. |
| The 2012-2013 NYC Learning Environment Survey score in the domain of Communication was 6.9 out of 10. The parent score was 8.3 and the Teacher score was 5.5 thus identifying Communication as a need within the school community. |

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

Strategies/activities that encompass the needs of identified subgroups

- Bi-monthly Parent Workshops with translators.
- Parents receive a free gift such as a hard cover book or math manipulative.
- Translators at Parent Teacher Conferences, twice a year.
- Monthly school newsletters translated into all languages.
- Every other month Grade and Cluster newsletters translated into all languages.
- Class Websites.
- School aide makes daily contact with parents of students who are absent.
- Family Entertainment Performances.
- Family Fun Days.
- Book of the Month parent component.
- English for Parents three times a week using the Rosetta Stone.
- Parent Curriculum Conferences.
- PTA Meetings – Student of the Month awards.
- Monthly Breakfast With The Principal for students and parents.

Key personnel and other resources used to implement each strategy/activity

- Staff and outside agencies provide bi-monthly Parent Workshops.
- Parent Coordinator.

Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Environmental Survey.

Timeline for implementation and completion including start and end dates

September 2013-June 2014.

Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Student folders with school information for all students.
- Marquis Studios-Parent and Child workshop.
- Books of the Month-1 per class each month that goes home with a folder and notebook
- Paper and translations.
- Family Entertainment Days.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

See Instructional strategies/activities listed above.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | | | | | | | | | | | |
|-------------------|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| \$2,065.00 | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
| x | | | | | | | | | | | |

List any additional fund sources your school is using to support the instructional goal below.

X \$15,235.00 TITLE I

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

The percent of SETSS and self-contained students in grades 4&5 at 75 Growth Percentile or Higher level 3 or 4 on the NYS ELA exam will increase by 1% by June 2014.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As indicated on the 2012-2013 Progress Report 51.9% of SETSS and self-contained students in grades 4&5 are at 75th Growth Percentile or Higher on the NYS ELA exam.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- To increase achievement in reading for all students including students with disabilities in grades 1-4 through guided reading using Common Core Standards based driven instruction.
- All classrooms use the workshop model to provide rigorous instruction for all students based on their individual reading levels.
- Non-fiction texts to incorporate science and social studies into the reading and writing curriculum.
- Student work in grades K to 5 will be assessed monthly in ELA (running records) in order to plan instruction.
- Monitoring For Results 3 times a year.
- Planning sheets-whole, small and individualized for conference binders.
- Extended day, AIS provided for targeted small group instruction.
- Task work is embedded in instruction.
- Professional development provided by coach, staff developer and Assistant Principals in the area of ELA, to incorporate the new Common Core Standards, Depth of Knowledge, UDL, and assessments into our curriculum maps.

2. Key personnel and other resources used to implement each strategy/activity

- Two full-time and one part-time AIS provider will service students during the school day.
Full time IEP Teacher

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- The Instructional Team comprised of general and special education teachers from grades K-5 meet weekly with the Coach to assess and evaluate the effectiveness of the strategies and activities listed above. The Instructional Team are going to participate in instructional rounds using the Teacher Effectiveness Checklist, focusing on Designing Coherent Instruction, using Question and Discussion Techniques and or using Assessment in Instruction.
- The Instructional Team meets with their respective grades to turnkey all information.

4. Timeline for implementation and completion including start and end dates

September 2013-June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Teachers of self-contained special ed students plan with the general ed. teachers.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Non-fiction texts.
- 2 full time AIS Providers.
- 1 F Status AIS Provider, IEP/SETTS Teacher.
- 14 Afterschool ELA/Math Academy Teachers.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | | | | | | | | | | | |
|------------------|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| \$242,494 | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
| X | | | | | | | | | | | |

List any additional fund sources your school is using to support the instructional goal below.

N/A

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 4. Timeline for implementation and completion including start and end dates**
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

| | | | | | | | | | | |
|---|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | |
| | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | |
| | | | | | | | | | | |

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|--|--|
| ELA | Guided Reading | Small Group | Before, during and after school |
| Mathematics | Guided Math groups | Small Group 1:1 | Before, during and after school |
| Science | Science Enrichment-Targeted non-fiction including writing in Science aligned with the CCLS and are integrated into ELA | Small Group | After school During the school day |
| Social Studies | Targeted Non-fiction including writing in Social Studies that aligns with the standards integrated into ELA | Small Group | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Guidance sessions provided by Guidance Counselor, School Psychologist and Social Worker | Small Groups 1:1 | During the school day |

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

| | | | |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. | | | |
| X | School Wide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | Non-Title I |

All Title I Schools

Highly Qualified Teachers (HQT)

| | | | |
|--|--------|----------|-----------------|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. | | | |
| Highly Qualified/Professional Development 21,376 | | | |
| 2 Curriculum Planning Day CCS CCLS | 10,752 | Per Diem | |
| For Highly Qualified Reimbursement | | | |
| Professional books | 250 | Books | |
| Instructional Leads (2 Teachers x 7) | | | |
| Workshops | 1,280 | Per Diem | Per Diem 17,792 |
| | | | Edu |
| Math In Focus 1 day (9 teachers) | | | Consult 2,720 |
| | 1,920 | Per Diem | Books 250 |
| Technology 8 Workshop | 1,280 | Per Diem | |
| | | | Total 23,112 |
| New Special Edu 10 Workshops | 1,600 | Per Diem | |
| | | | Inc/(Dec) 1,736 |

High Quality and Ongoing Professional Development

| |
|---|
| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| Professional Development is focused on the 2013/14 Instructional Expectations. There are 2 curriculum planning days for all teachers to work on the Curriculum Maps that include Common Core Learning Standards. Professional books are provided for study groups. There is an instructional team that meets weekly and turnkeys professional development to their respective grades. Two teacher leaders attend monthly Network meetings for professional development. All grade 4&5 teachers received a full day of professional development for Math in Focus. The technology teachers attend monthly technology meetings. Two new special education teachers and the IEP/SETSS teacher receive monthly professional development from the Network. |
| All teachers receive 2 periods a month with the Coach to engage in our Bottom Lines including CCLS that engage students in activities that are both cognitively challenging and accessible through multiple entry points. Lesson plans are differentiated for small groups through questioning and discussion techniques, including DOK, UDL and performance tasks. |
| Grade conferences focus on deepening of Professional Development Practices using a Framework for Teaching by Danielson, using Domains 1-4. Teachers do inquiry work once a month for 45 minutes. |

Coordination and Integration of Federal, State, and Local Services and Programs

| |
|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| Our school participates in a variety of programs that help support our academic goals. Programs such as Kids Can Cook, Monthly nutrition meetings with students and dietician, Common Cents Penny Harvest, Student Government elections and Bully Assembly Programs are implemented within our curriculum and coordinated with our instructional strategies. These programs support students' learning about everyday life experiences in an effort to meet the standards of preparing students for careers and college. |

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

| |
|--|
| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned |
|--|

curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Parent workshop explaining transition from PreK - Kindergarten
- CCLS looked at in both PreK and Kindergarten for students focused on the year before and future focus
- Gold assessment from PreK passed onto Kindergarten

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Measures of Student Learning Team meet to discuss and choose schoolwide assessments. Teachers in grades 3-5 created their own predictives in ELA and Math.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template



P.S.205

The Clarion School

PS 205 is a community of learners who work hard to excel

6701 20 Avenue, Brooklyn, NY 11204-4599 phone 718-236-2380 fax 718-331-7299

Website: <http://sites.google.com/site/qdonofrio205/home>

BETH GRATER, PRINCIPAL

| | | |
|----------------------------|----------------------------|----------------------------|
| <i>Leonie Forde</i> | <i>Jessica Riccio</i> | <i>Danielle O'Neill</i> |
| <i>Assistant Principal</i> | <i>Assistant Principal</i> | <i>Assistant Principal</i> |

P.S. 205 Parent Involvement School Plan

P.S.205 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. P.S.205 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
Action: The School Leadership Team will act as a consultative body for development of the school parental involvement plan.
 2. P.S.205 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
Action: The School Leadership Team will act as a consultative body to involve parents in the process of school review and improvement.
 3. P.S.205 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
Action: We will report to parents on their children’s progress regularly, allow parents to have access to school personnel for conferences and allow for open access to the school to observe program activities. In addition, we will increase the number of parent workshops to offer support to parents in working with their children at home, include instructional information at PTA meetings to increase parent participation, and provide translators to facilitate communication.
 4. P.S.205 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
Action: Upon selection of students who will receive academic interventions, parents will be given the opportunity to observe a lesson between their child and teacher. This opportunity will allow parents to view firsthand the kind of instruction their child will receive. They will be provided with instructional strategies that they can use at home with their child.
 5. P.S.205 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
Action: A survey will be conducted to collect data from parents with regard to participation by parents in parental involvement activities offered throughout the school year. In addition, an evaluation of the effectiveness of our parental involvement policy will be included.

6. P.S.205 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - Pamphlet (in English and translated versions) that provide instructional information
 - Resource Information (in English and translated versions)
 - Annual workshops on state assessments will be provided. Curriculum Conferences will also inform parents of grade wide standards and curriculum components.
- a. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
Action: Parents will receive bi-monthly newsletters outlining the units of study. Parent workshops are also provided to facilitate with daily homework. These methods will help parents in supporting their child's academic success. Parent Workshops are offered twice a month in all areas of education based on parent surveys.
- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
Action: Our Parent Coordinator will meet regularly with staff members to communicate common parental concerns and provide strategies for effective and increased parental outreach efforts.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities. with Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, that encourage and support parents in more fully participating in the education of their children, by:
Action: A parent lending library will be established for literacy and mathematics. This will allow parents to borrow books related to their child's curriculum.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
Action: All school communications to parents will be sent in English and translated versions and translators will be provided at all P.T.A. meetings.

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

School Goals for Parental Involvement

- We will meet regularly with parents to explain school programs and activities. Meeting times will be varied to support parent attendance
- We will report to parents on their children's progress regularly
- Parents will have access to school personnel for conferences
- We will send monthly school newsletters and bi-monthly grade newsletters with translations.
- Parents will have open access to the school to observe program activities
- We will increase distribution of instructional resources for parents which may include handbooks, homework helper ideas, resource information, etc.
- Parents will maintain an active role on the school leadership team
- We will increase the number of parent workshops offered to parents to provide support for parents in working with their children at home
- We will provide translators when needed
- We will increase the use of translated correspondence to parents
- We will continue offering parent ESL classes using Rosetta Stone
- We will offer school and class websites

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by attendance at school leadership. This policy was adopted by the Clarion School on September 24, 2013 and will be in effect for the period of 2013-2014. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 31, 2014.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED



P.S.205

The Clarion School

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BETH GRATER, PRINCIPAL

Leonie Forde
Assistant Principal

Jessica Riccio
Assistant Principal

Danielle O'Neill
Assistant Principal

P.S.205, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2013-2014.

School Responsibilities

P.S.205 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's Common Core Learning Standards as follows:
 - We will provide high quality curriculum and instruction to all students using small group, large group, and individualized instruction in order to enable all students to meet the State's Common Core Learning Standards.
2. Hold parent-teacher conferences (at least twice annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held both in the daytime and evening to enable the greatest possible parent participation
3. Provide parents with frequent additional reports on their children's progress. Specifically, the school will provide three formal reports (report cards). Frequent reports to parents on their child's progress will be made available through informal teacher assessment.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during daily preparation periods, as well as designated parent teacher conferences and parent curriculum conferences days. Teachers are available by phone or by individualized appointments.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities during Parent Open School Week, monthly assemblies and writing celebrations.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (P.S.205 being a SWP school services all students with Title I funds), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Annually provide to parents during September curriculum conferences information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the Common Core assessments in at least math, and English Language Arts.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating in my child's classroom activities as needed.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

2. DATE _____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

| | | |
|---------------------------------------|-------------------------|--------------------------|
| District 20 | Borough Brooklyn | School Number 205 |
| School Name The Clarion School | | |

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

| | |
|--|---|
| Principal Beth Grater | Assistant Principal Jessica Riccio |
| Coach Feiga Mandel | Coach |
| ESL Teacher Elizabeth Luciano | Guidance Counselor Heather Conlon |
| Teacher/Subject Area Liya Fradkin/ESL | Parent GerryLynn Haak |
| Teacher/Subject Area Cigdem Kurun/ESL | Parent Coordinator Joyce Fisher |
| Related Service Provider type here | Other type here |
| Network Leader(Only if working with the LAP team) Neal J. Opromalla | Other type here |

C. 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 currently teaching in the ESL program. | 6 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 4 | Number of certified NLA/foreign language teachers | 2 | Number of teachers who hold both a bilingual extension and ESL certification | |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | |

D. Student Demographics

| | | | | | |
|--|-------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 1102 | Total number of ELLs | 307 | ELLs as share of total student population (%) | 27.86% |
|--|-------------|----------------------|------------|---|---------------|

Part II: 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

This school offers (check all that apply):

| | | | |
|--|---|--|---------------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | If yes, indicate language(s): Yiddish |
| Dual language program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |

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. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 0 | 1 | | 1 | | 1 | | | | | | | | 3 |
| Dual Language (50%:50%) | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Push-In | 12 | 7 | 4 | 4 | 3 | 4 | | | | | | | | 34 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 12 | 8 | 4 | 5 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|--------------------------------|----|
| All ELLs | 307 | Newcomers (ELLs receiving service 0-3 years) | 273 | ELL Students with Disabilities | 69 |
| SIFE | 14 | ELLs receiving service 4-6 years | 34 | 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 SWD. [?](#)

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | 21 | 0 | 21 | 6 | 0 | 6 | 0 | 0 | 0 | 27 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 252 | 0 | 24 | 28 | 0 | 13 | 0 | 0 | 0 | 280 |
| Total | 273 | 0 | 45 | 34 | 0 | 19 | 0 | 0 | 0 | 307 |

Number of ELLs who have an alternate placement paraprofessional: 24

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 |
| Yiddish | 1 | 7 | 0 | 8 | 2 | 9 | | | | | | | | 27 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 1 | 7 | 0 | 8 | 2 | 9 | 0 | 27 |

*EP=English proficient student

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

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| Spanish | 11 | 17 | 10 | 12 | 9 | 10 | | | | | | | | 69 |
| Chinese | 36 | 30 | 18 | 16 | 9 | 11 | | | | | | | | 120 |
| Russian | 2 | 6 | 0 | 0 | 2 | 0 | | | | | | | | 10 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Urdu | 2 | 2 | 3 | 1 | 0 | 0 | | | | | | | | 8 |
| Arabic | 3 | 6 | 3 | 1 | 9 | 4 | | | | | | | | 26 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Albanian | 1 | 0 | 1 | 2 | 2 | 2 | | | | | | | | 8 |
| Other | 5 | 12 | 3 | 3 | 1 | 3 | | | | | | | | 27 |
| TOTAL | 60 | 73 | 38 | 35 | 32 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 268 |

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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) | 14 | 7 | 13 | 9 | 20 | 12 | | | | | | | | 75 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | 24 | 12 | 10 | 15 | 9 | 6 | | | | | | | | 76 |
| Advanced (A) | 37 | 17 | 19 | 6 | 9 | 12 | | | | | | | | 100 |
| Total | 75 | 36 | 42 | 30 | 38 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 251 |

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

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 16 | 8 | 2 | | 26 |
| 4 | 16 | 8 | 0 | 0 | 24 |
| 5 | 22 | 13 | 1 | 0 | 36 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

| NYS Math | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 17 | | 11 | 4 | 5 | | 1 | | 38 |
| 4 | 8 | | 17 | 1 | 2 | | 0 | | 28 |
| 5 | 17 | | 11 | 6 | 5 | | 1 | | 40 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 4 | | 4 | | 17 | | 2 | | 27 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Foreign Language | | | | |
| Government | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

P.S. 205 uses the DRA2 to assess the early literacy skills of our ELLs. The DRA2 assesses the students' oral reading skills, fluency, decoding, and comprehension skills. Based on their DRA2 levels and specific results, children are grouped based on levels as well as language needs. The data is looked at 3 times a year and is used as a tool for planning instruction. Data analysis from Monitoring for Results shows that ELLs are making gains in Literacy in both decoding and comprehension according to their language development level. Although most beginner and intermediate ELLs are scoring below or approaching grade level benchmarks, they are showing growth on a steady basis. Based on this data, the ESL teachers group students by reading and language levels to target their individual needs using modified guided reading as an instructional basis.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The staff members involved in analyzing patterns across NYSESLAT modalities are the ESL Department, the data specialist, and classroom teachers of students who receive ESL services. An analysis of proficiency levels of the LAB-R shows that lower grades (kindergarten, first and second) have a greater concentration of beginner and intermediate ELLs. Whereas the upper grades (three, four and five) have lesser amounts in these two proficiency levels. The Kindergarten LAB-R results show 47 beginners, and 22 advanced students. There's a moderate number of advanced level students in the lower grades and lower numbers in the upper grades. Through NYSESLAT, Grades 1,2 & 3 have a moderate number of beginner and intermediate students. These grades have greater numbers of advanced students. In grades 4 & 5 there is average amounts in each level and slightly higher in grade 4 beginners.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

At this time NYSED has not provided this information.

4. For each program, answer the following:

- a. 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?

P.S. 205 utilizes the DRA2, benchmark assessments and predictive testing for our Periodic Assessments. Based on our math scores in comparison to our predictives that are only given in English, data shows that the ELLs who took the NYS test in their native language scored higher than if they would have taken it in English. The school leadership team along with teachers use the data from the ELL Predictive to place students for ELL services according to their level of proficiency as well as to service them based on their strengths and weaknesses according to the four modalities of listening, speaking, reading and writing. Based on the ELL Periodic assessment ELLs are starting to use English more than their native language. ELLs are administered the State Test in Mathematics in their Native Language. Based on the NYSESLAT scores and trends across the years and the number of students who have reached proficiency on the NYSESLAT as well as the data from our monitoring for results (DRA), we evaluate the effectiveness of the push-in model and the use of genre based instruction as well as leveled texts via modified guided reading.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [Rti Guide for Teachers of ELLs](#).)

Upon entering our school, all first time entrants undergo universal screening with the Home Language Identification Survey. The interviewing teacher can discover factors such as interrupted schooling and prior education that can impact the English Language Learning process. Besides initial screening for determining ESL services, ELL students also take part in formal and informal assessments. The DRA is administered three times a year. Running records, language development checklist and teacher observations are all compiled and noted. Based on the data, if an ELL is not meeting benchmarks, the student is flagged as at-risk and support is provided via the RTI framework. The student receives Academic Intervention Services, at-risk SETSS and small group instruction during our extended day program. Progress is monitored, evaluated and shared by all service providers at monthly RTI meetings. If adequate progress is not being made, programs, settings and group size are adjusted by the team. Also, the child's needs are correlated with RTI tiers.

6. How do you make sure that a child's second language development is considered in instructional decisions?

P.S. 205 considers ELLs second language development in instructional decisions by implementing team teaching and modified

guided reading. During the mini-lesson the classroom teacher and the ESL teacher co-teach and provide scaffolds specifically tailored for ELLs needs such as front loading vocabulary and giving language stems. In modified guided reading, ELLs are grouped by DRA level and again provided scaffolded instruction by the ESL teacher. Visuals, vocabulary, word work and grammar are some of the components of the modified guided reading approach. ELLs also have native language support with bilingual picture dictionaries, glossaries and native language libraries.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- Based on the NYSESLAT scores and trends across the years and the number of students who have reached proficiency on the NYSESLAT as well as the data from our monitoring for results (DRA) and the number of ELLs making adequate progress towards grade level standards, we evaluate the effectiveness of the push-in model and the use of genre based instruction as well as leveled texts via modified guided reading. Based on the available data, our ELLs have made AYP on the NYSESLAT.

Part IV: ELL Identification Process

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

6. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When students first enroll to P.S. 205, they are screened by a trained ESL teacher. The ESL team is composed of six teachers of which three are bilingual and fluent in a second language. Ms. Fradkin and Ms. Vidokle are Russian speakers, Ms. Kuran is a Turkish speaker. Ms. Luciano and Ms. Cantalino are Spanish Speakers. Ms. Grana is an English speaker. When the student arrives at our school, the school secretary calls one of the ESL teachers to come and discuss the home language with the family. She matches the family's language with the ESL teacher who speaks that language. When it's not possible to make that match due to an absence or other reason, one of the English speaking ESL teachers is called along with a translator. After this initial step, the ESL pedagogue conducts an interview with the parent and child to determine the child's home language and the appropriate Home Language Identification Survey is given to the parent for completion. As soon as the parent completes the form, the ESL teacher determines if the child is eligible for testing with the Language Assessment Battery-Revised edition. If the child is eligible the LAB-R is administered within ten school days. This test determines their English proficiency level. If the child scores below proficiency on the LAB-R he or she becomes eligible for state-mandated ELL services. Spanish speaking students are also administered the Spanish LAB. If parents do not choose an ELL program, the default is bilingual education. Once students are identified as ELLs, they are administered the New York State English as a Second Language Test in the spring. Students who score below proficiency continue receiving ELL services. Students who score at or above proficiency are considered former ELLs.

7. 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.

During the beginning of the school year, the ESL teachers along with administrative support and our parent coordinator, Ms. Fisher, hold at least one parent orientation meeting. Its purpose is to inform parents of the three program choices. Parents are provided agendas and asked to sign in. The Orientation Video for Parents of English Language Learners is viewed by parents first in English and then in their native language. They are divided by language in the school auditorium for the second viewing. They

are given a Parent Survey/Program Selection Form also known as Appendix D and a parent brochure. Both these documents are in their native language. If a parent's home language is not available, a translator helps facilitate this process. If a child registers during the school year, the ESL pedagogue follows this process but in a one-on-one meeting right after the student is identified as an ELL. The ESL teacher provides the parent with the documents and they view the video in the parent coordinator's office. The parent can ask questions and have discussions with the ESL teacher and or translator. Parents can select a Transitional Bilingual Program with native language instructions that descends in intensity from first language to second language. Parents can also choose a Native Language Program where instruction is delivered in English and Native language at a 50% rate for each. Lastly, parents can choose a Freestanding ESL Program where instruction is given in English 100% of the time. The parent can then make their selection. We strive to retain all documents by going through this process on the day of registration. If a Transitional Bilingual or Dual language Program becomes available, parents are contacted in their Native language regarding their choice of programs.

8. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

For parents who choose an ELL program, placement letters are distributed. Records of students that received placement letters are maintained using a checklist created by the ESL team. In both cases, namely the beginning or during the school year, the parent is given an entitlement letter based on their choice and within ten days of registering. Entitlement records are maintained in the ESL coordinators room in a separate binder allocated for each grade. The original Parent Survey and Program selection Forms are stored in each child's respective Cumulative Record folder attached to the Home Language Survey. Copies of these forms are maintained in a binder in the ESL coordinators room. Using the R-LAT which has the child's May NYSESLAT scores, continued entitlement letters are distributed. Records of these entitlement letters are maintained in the ESL coordinators room via a checklist.

9. 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.

The student is placed into an ELL program based on their level of proficiency and parent selection. If parents do not choose an ELL program the default is bilingual education. The ELPC screen is updated with student specific data within 20 days.

10. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Prior to the administration of the NYSESLAT, the testing coordinator, Mrs. O'Neill as well as the ESL team, Ms. Fradkin, Ms. Vidokle, Ms. Kuran, Ms. Grana, Ms. Luciano and Ms. Cantalino work as a team to ensure that all ELLs receive the NYSESLAT annually. Steps taken include using the R-LAT to determine their previous NYSESLAT score if applicable as well as ARIS to determine a child's ELL status. The four components of the NYSESLAT are administered on separate days following these procedures: The six ESL teachers administer the speaking component to the students they service in a separate location. The listening, reading and writing components are administered on three separate days by both the classroom teachers and ESL teachers within the classroom setting. Testing accommodations are adhered to for those students who are eligible.

11. 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.) 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. 

For the past few years, about 95% of parents of P.S. 205 ELLs are selecting The Freestanding ESL Program. Our program model is aligned with parental choice. The students who are in the Bilingual Yiddish Special Education Program are placed in the school by the CSE based on their IEP recommendation and language needs. Students in the Bilingual Yiddish program are Intellectually Disabled (ID) and have not made much if any progress on the NYSESLAT due to their disabilities.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

P.S. 205 is committed to provide a high quality education to all students both in general education as well as special education. Our school population is composed of 1102 students. 27.86% of the student population are English Language Learners. P.S. 205 currently has three bilingual Yiddish classes in special education. Students in the Bilingual Yiddish classes are instructed in both English and Yiddish. The remaining ELLs are serviced in heterogeneously grouped classes via the push-in model. Each of the six ESL teachers are assigned to a particular grade which they service via the push-in model.

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)?

The students who are Beginner and Intermediate receive 360 minutes of service per week. The Advanced students receive 180 minutes of service per week. The ESL teacher pushes-in to the classrooms for ELA- during reading, writing and word work. The classes that have ELL students are grouped by proficiency. Thus the beginner and intermediate students are grouped together and the advanced are grouped separately. Based on the number of classes of beginner and intermediates and advanced ELLs the ESL teacher pushes into those rooms either 360 minutes per week (one hour per day as well as an additional hour throughout the week) or 180 minutes per week (three hours per week) during the literacy block/ELA. The literacy block incorporates teaching content through literacy. Our Curriculum Maps for Literacy are based on the CCLS. Within each lesson structures are in place to meet the needs of ELLs. Included are language stems, vocabulary words, scaffolded questions and the use of UDL.

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 foster language development and meet the demands of the Common Core Learning Standards.

Using the IIM approach students conduct research in both English and their Native Language. Children are allowed to use dictionaries that are in English and their Native Language. Students are paired with volunteers who speak their native language to support them. ESL teachers provide content area support by providing students with resources that support their proficiency level. The language used in these classrooms is English. Students are taught with an emphasis on vocabulary of the content being taught as well as through the use of modified language structures and visual aids. Math instruction is conducted in English and support is given to the students in their native language by a student volunteer that speaks their language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs take the State tests (besides for the ELA test) in their native languages if it is available. The directions are read to the

students. Teachers assess the Bilingual Yiddish students both formally and informally in Yiddish through observations and checklists as well as through the NYSAA activities. Throughout the year teacher made tests are given to students in their Native language or via a translated version or a translator.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL's are evaluated in all 4 modelities of English aquisition through the DRA three times a year and informal checklists on an ongoing basis..
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - 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 former ELLs (in years 1 and 2 after testing proficient).

P.S. 205 addresses the needs of SIFE students by providing them with additional instruction during the extended day program. In order to address the needs of ELLs in U.S. schools for less than three years, P.S. 205 incorporates the use of an after-school program for ELLs as well as the use of Award Reading; a computer based program focusing on literacy and language development. Additionally, P.S. 205 uses Rigor; a content based program to address the needs of these students. Special needs students who are identified as ELLs receive ESL services via the push-in model and co-teaching.

The instructional plan for ELLs includes the use of the Push-in model, collaborative teaching, guided reading, small group instruction, extended day, Imagine Learning Program, and the Award Reading Program. These models and programs are used for both newcomers and ELLs receiving services for 4-6 years in different intensities depending on the child's level of english proficiency.

Long-Term ELLs receive small group instruction and guided reading. They are also placed in the extended day program and placed in the after school programs. They are targeted for intervention services.

In order to continue transitional support for ELLs reading proficiency on the NYSESLAT, these students are placed in the push-in model classrooms. Although, they re not targeted for ESL services, they are still in the clasroom with the extra support of an ESL teahcer. Former ELLs continue to receive their appropriate testing accomodations for two years.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Instructional strategies are based on the CCLS for our SWD. SWD receive the same instructional curriculum as those students without disabilities. However, scaffolds are put into place via the text being used, use of manipulatives and language stems and prompts to allow SWD access to the grade level content Students who are NYSAA are instructed based on the NYSAA indicators. Grade level materials are used in a scaffolded way for our students who are not NYSAA (they have access and are taught grade level material and content). Our NYSAA students are instructed based on the NYSAA indicators as well as life skills with an emphasis on expressive and receptive language.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

P.S. 205 ensures that flexible programming is used to maximize time spent with non disabled peers by mainstreaming ELLs with disabilities in general education classrooms throughout the day.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| Class/Content Area | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts: | | | |

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| | | | | |
|-----------------|--|--|--|--|
| Social Studies: | | | | |
| Math: | | | | |
| Science: | | | | |
| | | | | |
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| | | | | |
| | | | | |

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

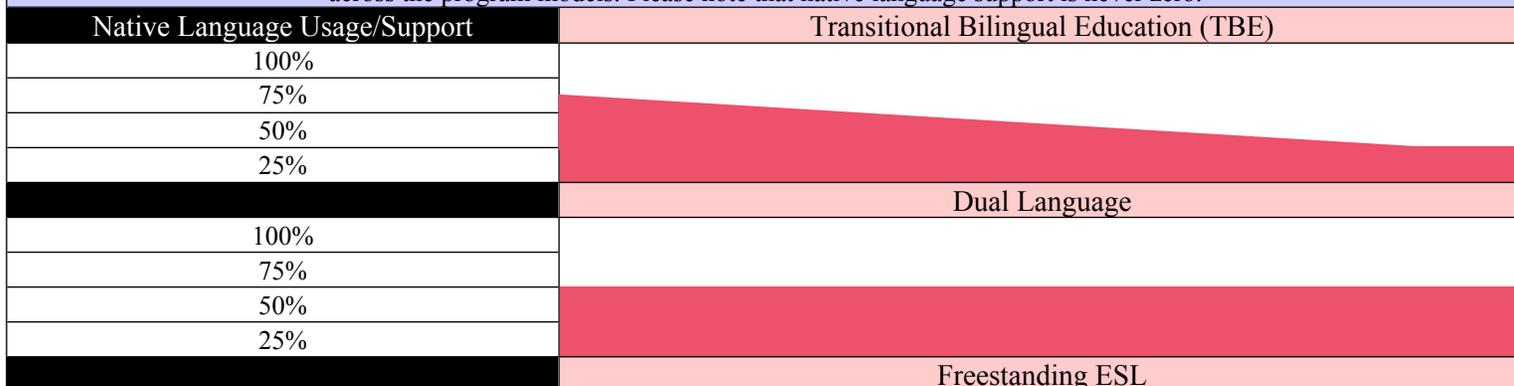
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Usage and Supports

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



| | | | |
|--|------------------|---------------------|-----------------|
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | |

B. Programming and Scheduling Information--Continued

9. 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.
- In order to meet the individual needs of targeted ELLs in need of intervention programs, P.S. 205 groups students by areas of need for instruction in ELA, Math and the content areas. In the area of ELA, students are given additional instruction in guided reading via an AIS teacher. In the area of math, students are given additional instruction via an AIS teacher who provides small group instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Based on our assessment data namely the DRA2, and following our curriculum maps, ELL students are making progress. Teachers are fully aware of the language needs and levels of the ELLs in their classroom. The supporting ESL teacher of each grade plans for instruction to meet the language needs of the ELLs with their respective classroom teachers that they push into for instruction. The use of the push in model, modified guided reading, and frontloading of vocabulary have proven to be effective tools in instructing ELLs of all levels as revealed in our steady gains on the Literacy assessments as well as on the NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?
- The programs and initiatives that P.S. 205 incorporates for ELLs have been extremely successful as our NYSESLAT scores indicate. Former ELLs still receive the test accommodations, time and a half, for two years. Currently, P.S. 205 will continue utilizing the programs that are in place and will not discontinue anything.
12. What programs/services for ELLs will be discontinued and why?
- All programs will remain as is since they have been and continue to be successful.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are offered equal access to all school programs. ELLs are invited to participate by receiving a letter inviting them to attend the programs. All intervention and enrichment programs are open to all students in P.S. 205 including ELLs. This includes the extended day as well as clubs. Our students are grouped heterogeneously during the school day. Title III funding is used for the ELL after-school program where students are grouped by need. ELLs fully participate in the program because it is an ESL based program. The after-school program uses Award Reading to improve the ELLs proficiency in English. The smartboard is used to support to the ELLs with the program. Additionally, Ipads are also utilized.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- P.S. 205 utilizes a variety of instructional materials to address the various needs of its ELL population. Instructional materials, including technology, include Smartboards, Elmos, Award Reading, Rigor, Native Language Libraries, Leapfrog, English Picture Dictionaries and Rigby, On Our Way to English. Content material is available in Spanish for our Spanish speaking students. Word to word glossaries are used in math. The Bilingual Yiddish students are instructed using books both in their native Language and English.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ESL instruction is given in English with support from the teachers and peers. Native language support is given in our Bilingual Yiddish classes through instruction in both Yiddish and English. Some students have a paraprofessional who speaks their native language as an extra support. Native Language materials include native language libraries, dictionaries in English and their native language, and student volunteers who speak their native language. All of P.S. 205's support services for ELLs and resources utilized correspond to ELLs ages and grade levels. In addition, the ESL teacher pushes into the classroom by grade level.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- For reading students are grouped and serviced by Fountas and Pinell levels as opposed to grade levels. Students language needs are taken into consideration as well. Students are taught the content areas by their current level using differentiated instruction taking into consideration their reading level and English proficiency.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

In order to assist newly enrolled ELLs before the beginning of the school year, the classroom teachers as well as the ESL teachers spend a few days on curriculum mapping and modifying instruction for ELLs through the use of appropriate language structures. Newly enrolled ELLs are targeted for extended day services, as well as AIS services throughout the school day. Parent workshops are organized to meet the needs of the newly enrolled ELLs ie. homework tips, reading to your child at home in both English and Native Language. Parents of newly enrolled students are invited to parent workshops on how to assist their children with homework and Literacy based activities in English. As students enroll throughout the school year, ongoing support is given to the parents in developing English language skills via parent workshops. During the school day, students who are newly enrolled have access to Imagine Learning (a computer based program) to support their language development.

18. What language electives are offered to ELLs?

Not Applicable to our population.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All teachers at P.S. 205 receive 7.5 hours of ELL training. The 7.5 hours of ELL training are given throughout the school year on the Chancellor's Conference days for staff development. For the first two Chancellor Conference Days in September two hours are given each day for ELL training. During the Chancellor Conference Days on Election Day and Brooklyn Day, classroom teachers are given professional development on the best practices for ELLs. This includes language expectations, language continuum and addressing the needs of ELLs in your classroom. The ESL teachers also turn key professional development in modified guided reading using the grammar focus to classroom teachers. Records of these professional development meetings are kept in the principal's office. The ESL Department joins for professional development along with our General education teachers, paraprofessionals, bilingual teachers, parent coordinator, the literacy coach, and the assistant principals which focus on the CCLS three times a year during curriculum mapping, monthly grade conferences and faculty conference as well as every 6 weeks during each grades cycle of professional development. During these meetings teachers share best practices and lessons they have incorporated using the CCLS. Our curriculum maps which are generated by the classroom teacher and the literacy coach reflect all of the indicators within the CCLS and are used to guide our instruction on a day to day basis. During our meetings all members share texts and excerpts that can be utilized for instruction and how to scaffold these materials for ELLs. Our focus for ELLs continues on perfecting our instruction through the use of Modified Guided Reading for ELLs as well as modifying the language structures, including a language stem for the genre elements to make them accessible for ELLs. P.S. 205 incorporates the use of departmentalized classes in grades 2-5. Teachers on a grade will pair up, with one teacher teaching literacy while the other teaches content and mathematics. This approach allows for all students including ELLs to transition easily from elementary to middle school while being prepared for the structure of middle school. Teachers receive ongoing support in teaching their content area during professional development periods and cross grade meetings. Grade level professional development takes place on a 6 week cycle beginning with K-5 on a rotating basis. Speech teachers, occupational/physical therapists, psychologists, guidance counselors, and the parent coordinator collaborate with classroom teachers, bilingual teachers, ESL teachers, and assistant principals to learn best practices shared during professional development to address the language needs of ELLs. Records of these agendas and attendance sheets are kept in a PD binder.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

P.S. 205 is committed to developing a close partnership with parents. Monthly parent workshops for both early childhood and upper grades give parents the opportunity to be involved in their child's education. Workshops are based on the needs and requests of parents via questionnaires, asking parents what they would most like to be informed on and surveys. Translators are provided to translate these workshops as they are being given. They incorporate topics such as getting students prepared for State assessments, knowing the CCL Standards and where a child should be by the end of the year, homework tips and becoming familiar with the curriculum and approaches to teaching that are being utilized in the classroom. Community based organizations such as the Brooklyn Chinese Association provide the services of an after-school program for the students and their families. Classroom teachers invite parents to publishing parties to celebrate student work. Parents of all children including those of ELLs attend monthly P.T.A. meetings. Parents are invited to open school week as well as orientations with the classroom teachers in the beginning of the school year. P.S. 205 collaborates with Marquis Studio in the delivery of parent workshops to our parents. Our parent coordinator encourages parents to attend these meetings through fliers and reaching out to parents on a daily basis. Translators are provided at all workshops. Parents are also offered English classes using Rosetta Stone.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: The Clarion School

School DBN: 20K205

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------|----------------------|-----------|-----------------|
| Beth Grater | Principal | | 12/6/13 |
| Jessica Riccio | Assistant Principal | | 12/6/13 |
| Joyce Fisher | Parent Coordinator | | 12/6/13 |
| Elizabeth Luciano | ESL Teacher | | 12/6/13 |
| GerryLynn Haak | Parent | | 12/6/13 |
| Liya Fradkin | Teacher/Subject Area | | 12/6/13 |
| Cigdem Kurun | Teacher/Subject Area | | 12/6/13 |
| Feiga Mandel | Coach | | 12/6/13 |
| | Coach | | |
| Heather Conlon | Guidance Counselor | | 12/6/13 |
| Neal J. Opromalla | Network Leader | | 12/6/13 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K205 School Name: PS 205 The Clarion School

Cluster: 4 Network: CFN 409

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

Part A: Needs Assessment Findings

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

Our assessment of written translation needs and our major findings are based on the analysis of data as described in our 2012-2013 Comprehensive Educational Plan (CEP).

Our assessment of written and oral translation needs and our major finding are based on the analysis of data as described in the School Statistics and Budget Report. Data indicates that 34% of our student population consists of English Language Learners, with 26% Hispanic and 50 % Asian. Chinese is the dominant language. PS 205 services special needs students in 3 Bilingual Yiddish classes. Our student population also includes students whose dominant home languages are Albanian, Arabic, Cantonese, Hebrew, Mandarin, Russian, Spanish, and Yiddish.

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.

Parents whose dominant language is other than English, frequently come to school for meetings such as Parent Teacher Conferences and IEP conferences. In order to provide better communication of information to these parents, we would need interpreters in the language of the parent. Communication would include information about the school's academic program and student's participation, as well as information about a student's academic performance and approaches to increasing achievement. Other areas we would need to communicate to the parent are to enhance parents' understanding of data, academic standards assessments and tests, and to increase overall parent participation in school activities. Findings were reported to the school community at Parent Teachers Association Meetings, newsletters and the CEP,

Part B: Strategies and Activities

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

PS 205 has a richly diversified staff and student population. Several of our special education students have IEP mandated Alternate Placement Paraprofessionals who speak, read and write a variety of languages. Many of our teachers also have a second language, some of which include the languages of our students and parents.

Our plan is to employ some of these bilingual paraprofessionals at a per session rate, to translate important notices and correspondences that are sent home. We would also utilize the translation and interpretation services provided by the Department of Education, such as The Big Word.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Our goal is 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. We plan to provide oral interpretation services to parents whose home language is other than English. We propose to post positions for per session employment of paraprofessionals to provide interpretations to parents at various meetings as described earlier. We also propose to hire interpreters for our afternoon and evening Parent Teacher Conferences through The Big Word, which is a New York City Department of Education, (NYCDOE) approved vendor.

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>.

Please see attachment on the budget for the translation plan.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|--|--------------------------------|
| Name of School: P.S. 205K | DBN: 20K205 |
| Cluster Leader: Chris Groll | Network Leader: Neal Opromalla |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: F Status ES: Teacher |
| Total # of ELLs to be served: |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 16 |
| # of certified ESL/Bilingual teachers: 3 |
| # of content area teachers: 13 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S. 205, situated in the Bensonhurst section of Brooklyn, is a medium sized, accessible, urban school with a diverse population of 997 students in Pre-Kindergarten through Grade 5. The total number of classes in the school is forty five, twelve of which are self contained special education classes. Both monolingual English and bilingual classes serve our student population in special education. Our general education students are serviced through monolingual classes.

According to the latest available ethnic data, 29% of the students are White, 1% are Black, 24% are Hispanic or Latino and others, and 45% are Asian. Approximately, 19% of the students have Individualized Educational Plans (IEP's) and receive instruction in self contained classes and related services, such as speech and language, counseling, occupational therapy, physical therapy and adaptive physical education. Additionally, 32% of the students are English Language Learners (ELL's) with Chinese as the dominant language among the vast majority. P.S. 205 is a Title I school.

P.S. 205 will provide an after school ELL Academy for Grades 1-5 Beginner, Intermediate and Advanced ELL students. The program will take place for 37 sessions from November through April, two days per week for one hour long sessions. Teachers will participate in professional development on a rotating basis monthly with a consultant. Three licensed ESL teachers as well as twelve classroom teachers, one music teacher and one math games teacher will work during those 36 sessions servicing a total of eleven classes comprised of ELL students grouped by level of English language proficiency as well as reading level. The two licensed ESL teachers will serve as consultants for the eleven classroom teachers by turnkeying strategies used in the Award Reading Program on a rotating basis in the eleven classrooms as well as by providing professional development to the classroom teachers and to assist them with lesson planning. Additionally students will participate in music and math games on a rotating basis thus allowing for planning time for the classroom and ESL teachers. The program will take place on Tuesdays and Thursdays from 3:00 p.m. – 4:00 p.m. Instruction will be in English. The programs will address the areas of listening, speaking, reading and writing in English Language arts with a focus of fiction reading as well as nonfiction reading in the Content Areas. Vocabulary instruction in the content areas will be incorporated. This Title III program will supplement the regular mandated ESL instruction that the children receive. In order to address the diverse needs of our ELL's, P.S. 205 will incorporate the use of Award Reading's Interactive Reading Program. Award Reading supports English Language Learners through the use of the interactive program by building background knowledge, emphasizing vocabulary, modeling, use of hands on materials and visuals (multisensory) as well as explicit instruction that is sequential. Additionally, the program will offer the students leveled books to meet their individual reading and language needs. P.S. 205 will purchase additional leveled books to be used during the after school ELL Academy.

P.S. 205 will have an F Status certified ESL teacher that will provide additional units of ESL services that will be above and beyond what the ELLs are already receiving in the day mandated program. This teacher will work Tuesdays and Thursdays from now through May with our Spanish ELLs in grades 1

Part B: Direct Instruction Supplemental Program Information

through 5. The program will target struggling Spanish speaking ELL's. The "F" Status teacher will push-in the classroom and work with a targeted small group instruction. Students' language needs will be assessed within their linguistic level in Spanish and English. Planning for instruction will be based on linguistic levels. Instruction will take place by implementing the Rigor Program which incorporates both Spanish and English to teach reading strategies, vocabulary development and grammar in both languages. Ongoing assessments will take place to monitor student growth.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

One of the Non-negotiable Bottom Lines of P.S. 205 is to continue to differentiate the curriculum in order to support struggling students and ELLs through small group instruction. P.S. 205 chose to incorporate the Award Interactive Reading Program during the ELL afterschool program to accomplish this. The first step will be that the teachers working the Title III program will be trained by a consultant from Award Interactive Reading Program. The consultant will train the staff in the use of Award Program and how to address the language needs of ELLs through the use of their interactive materials. The professional development will support the Title III teachers in the use of the Award Interactive Reading Program by modeling for teachers how to incorporate the use of realia, visuals, sentence frames, animation and listening in order to scaffold language content knowledge. A focus will also be placed on discussion and questioning techniques before, during and after reading.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

P.S. 205 is committed to providing ongoing parental involvement. Using the Title I 1% parental

Part D: Parental Engagement Activities

involvement funds, P.S. 205 provides at least two parent workshops per month during the school day for our parents of ELL’s. Additionally, P.S. 205 provides English classes for our parents of ELL’s using the Rosetta Stone program. In order to supplement the parental workshops and classes taking place already, P.S. 205 will offer parents of ELL’s one parent support workshop after school which will be given by the ESL teachers. Parents will be notified via letters to the parents in the languages they speak as well as through the school website, grade level websites and the schoowide Clarion newsletter. Topics addressed at these workshops will include how to utilize the Award Interactive Reading materials as resources for parents of ELL’s as well as maintaining native language in the home setting. Books will be purchased in Native Languages to be distributed to parents so this can be accomplished.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem | | |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |

