



**P.S. 213 NEW LOTS**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 213 NEW LOTS**  
**ADDRESS: 580 HEGEMAN AVENUE**  
**TELEPHONE: 718-257-4034**  
**FAX: 718-272-3446**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 331900010213 **SCHOOL NAME:** P.S. 213 New Lots

**SCHOOL ADDRESS:** 580 HEGEMAN AVENUE, BROOKLYN, NY, 11207

**SCHOOL TELEPHONE:** 718-257-4034 **FAX:** 718-272-3446

**SCHOOL CONTACT PERSON:** Anne Bernard **EMAIL ADDRESS** abernar@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** \_\_\_\_\_

**PRINCIPAL:** Anne Bernard

**UFT CHAPTER LEADER:** Mona Jelks

**PARENTS' ASSOCIATION PRESIDENT:** Janet Edwards

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 19 **CHILDREN FIRST NETWORK (CFN):** 110

**NETWORK LEADER:** CHARLENE SMITH

**SUPERINTENDENT:** LAURA(IA) FEIJOO

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Joslyn McPherson	UFT Member	
Oneka Thompson	UFT Member	Comments: approved
Stephanie Diaz	DC 37 Representative	
Janet Edwards	PA/PTA President or Designated Co-President	
Mona Jelks	UFT Chapter Leader	
Collette Williams	Parent	
Celeste Boston	Parent	
Carol Edwards	Parent	
Pauline Forbes	UFT Member	
karen shallow	Parent	
Anne Bernard	Principal	
Sarah Flowers	UFT Member	
Lynette Hazel	UFT Member	

\* Core (mandatory) SLT members.

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

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

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

□

P.S. 213 is an elementary school with approximately 460 students from pre-kindergarten through grade 5. The school population is comprised of 80% Black or African American, 16% Hispanic, 1.8% White, and 0.2% American Indian students. 5% of the school's students are English Language learners and an additional 15% receive special education services. The average attendance rate for the 2009-2010 school year was 92.8%. The school is in receipt of Title 1 funding with 94% eligibility.

The physical plant and educational tone of P.S. 213 foster a positive, nurturing environment for students, parents, and faculty. Support services for struggling students are provided through designated Academic Intervention Services (AIS) staff as well as every out of classroom pedagogue offering daily 45 minute tutorials. Additional small group instruction is available during 37.5 minutes of extended day from Monday through Thursday.

To encourage professional growth, weekly grade conferences provide pedagogues ample opportunities to analyze data and discuss best practices. During these weekly conferences, teachers also meet to conduct action research projects aimed at addressing school-wide and grade-wide academic trends. Teachers work in a variety of leadership roles including curriculum leaders, grade leaders and content leaders. To address the school's most significant needs such as parental involvement, grant writing, student attendance and health, various school committees have been created and are led by our teachers.

At P.S. 213, the social and emotional growth of all students is highly valued. Student government provides a constructive outlet for students to share their ideas and concerns with faculty. Students learn appropriate anger management skills through peer mediation and socially-targeted SAVE Room instruction. Additional activities that support students' social development include the Boys and Girls Club and peer tutoring. Throughout the academic year, students' social and academic achievements are highlighted at events including the Star Student Dinner, Honor Roll ceremonies and perfect attendance celebrations. These initiatives promote leadership throughout the student body and foster a collaborative school culture.

Technology is integrated into daily instruction in all classrooms with the use of differentiated computer learning centers. In addition, Smart Boards are utilized in multiple classrooms throughout the building. Teachers use these tools to differentiate instruction in all subject areas. The technology lab provides additional opportunities for students to develop technological skills while enhancing their understanding of core curriculum concepts. To provide additional support for struggling students, the school utilizes instructional software including Achieve 3000 and Uptown Education.

## **Mission**

**The New Lots School/Public School 213K strives to establish a positive learning environment which facilitates the motivation of all students to achieve high academic standards. We believe that all children can learn and have the right to a quality education in a safe and secure school. We have high academic and social standards that foster a productive learning environment which encourages literacy, mathematics, science, social studies, technology and the arts. To achieve such a positive learning environment, the school will provide programs that contribute to the emotional and social development of every student; provide staff with the necessary support to internalize and promote the school's vision, goals and objectives; invite parent and community resources into the school while collaboratively planning to prepare our students to compete and excel in society, the nation, and the world.**

## **Partnerships**

P.S. 213 has also established a partnership with City Year. City Year provides one on one and small group tutoring in the area of ELA. Tutoring occurs both during the school day and after school. City Year also reinforces P.S. 213's mission to nurture lifelong learners with Bringing Books to Life and the Starfish after school program. This program relies on the performing arts to enrich students' literary experiences. City Year is an invaluable resource that helps address the academic needs of P.S. 213 students.

The arts continue to flourish with daily dance and visual art. During the 2009-2010 school year, P.S. 213 received a theater education grant from the Schubert Elementary Arts Partnership and Arts Connection. Students in kindergarten and first grade received weekly theater instruction from a visiting artist. During these 45 minute sessions, students were exposed to performance art, theater vocabulary and creative techniques. Our school will apply for this grant opportunity once again during the 2010-2011 academic year.

P.S. 213 has received a grant for the Eat Well Play Hard in Child Care Settings- Public Schools (EWPHCCS-PS) for the 2010-2011 school year. This nutrition education program trains teachers to effectively implement nutrition instruction in their classrooms. Hands-on lessons are also provided for children, teachers and parents by a nutrition professional.

## SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 213 New Lots								
<b>District:</b>	19	<b>DBN #:</b>	19K213	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	18	18	18		91.9	93.4	TBD		
Kindergarten	55	60	69						
Grade 1	104	93	92	<b>Student Stability - % of Enrollment:</b>					
Grade 2	82	69	65	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	74	72	72		88.2	87.04	TBD		
Grade 4	89	74	74						
Grade 5	76	82	64	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		81.9	94.8	94.7		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		19	37	TBD		
Grade 12	0	0	0						
Ungraded	1	0	1	<b>Recent Immigrants - Total Number:</b>					
Total	499	468	455	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					0	5	4		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	36	32	47	Principal Suspensions	4	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	5	6	TBD		
Number all others	25	20	24						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	11	15	25	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	1	5	Number of Teachers	43	41	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	10	TBD
				Number of Educational Paraprofessionals	1	2	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	97.6	TBD
				% more than 2 years teaching in this school	79.1	78	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	55.8	63.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	84	85	TBD
American Indian or Alaska Native	0.2	0.2	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.3	100	TBD
Black or African American	83.6	79.9	80.7				
Hispanic or Latino	15.8	18.6	16.5				
Asian or Native Hawaiian/Other Pacific Isl.	0	0.2	0.2				
White	0.4	0.4	1.8				
Multi-racial							
<b>Male</b>	53.3	53.6	51.6				
<b>Female</b>	46.7	46.4	48.4				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	-	√	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>3</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	75.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	

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

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

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

According to the NCLB/SED accountability status, Public School 213 is in good standing. The school has met its annual yealy progress (AYP) in English Language Arts, Mathematics, and Science. The school continues to receive Title I part A grading.

P.S. 213 received a C on its 2009-2010 Progress Report with an overall score of 33.8. This represents a significant decline in performance when compared to the previous year's grade of an A and corresponding score of 75.9. Our School Environment score showed a slight decrease of 0.6. Student Performance decreased by 12.4. Student Progress decreased by 27.3, Student Performance and Student Progress reflect this negative trend.

The area of School Environment showed the least decline. The subcategories of academic expectations, communication, engagement and safety/respect improved from the 2008-2009 school year. This improvement can be attributed to multiple factors. Amongst these are the numerous parent workshops and school involvement activities conducted throughout the school year. These activities included an arts-education workshop, a math games night and a star student dinner. Attendance during the 2009-2010 school year was 92.8%. This represents a 0.6% decrease from the previous academic year. To counteract this trend, the school has developed an attendance committee made up of parents and educators. They have developed a comprehensive action plan to promote school-wide attendance. Amongst their initiatives are an attendance bulletin board and monthly 100% attendance class celebrations.

45.9% of our students received a Level 3 or 4 on the 2010 NYS ELA exam. This represents a 30% reduction in the number of students performing at or above grade level in grades 3-5. The median growth percentile in ELA was 63.0. These statistics represent a critical area in need of improvement. Improving the quality of ELA instruction is essential to the school's overall success. 48.5% of our students received a Level 3 or 4 on the 2010 NYS math exam. This represents a 36% reduction in the number of students performing at or above grade level in grades 3-5. The median growth percentile in mathematics was 48.0. These statistics indicate that a large majority of our students are not making one year's growth.

In response to poor performance in both core subject areas, multiple initiatives have been implemented. Students in grades 2-5 participate in after-school academic instruction three days each week. In addition, all teachers are members of professional learning communities aimed at identifying best practices and collaborative planning. The school continues to implement workshops focused on collecting, analyzing and evaluating student performance data. Workshops also train teachers to adapt instruction in response to current data. This data is generated from a variety of sources including running records, Instructionally Targeted Assessments (ITA's), Predictive Assessments, E-CLAS, E-PAL, Developmental Reading Assessments (DRA), Scholastic Inventory Assessments

(Lexiles), Reading Achievement Indicator (RAI), and Open Court interim assessments. Formative and summative assessments are administered in the areas of science, math, and social studies in all grades. The extended day (thirty seven and one half minutes) instructional plan continues to be data driven. This time is utilized for both ELA and mathematics instruction.

Collaborative inquiry is an essential component of improving the quality of instruction at P.S. 213. All classroom and curriculum lab teachers are members of inquiry teams/ teacher teams aimed at impacting student achievement by addressing academic trends in their respective grades. These teams meet weekly to analyze student data and develop targeted interventions. A vertically organized core inquiry team meets biweekly to analyze and address school-wide academic trends. Through collaborative inquiry and action research, educators will identify best practices and share their findings through multiple avenues including ARIS and biannual inquiry team share fairs.

At the beginning of the academic year, teachers developed and submitted their instructional goals. The annual professional development calendar was developed based on these goals and school-wide performance trends. The quality of writing instruction was amongst the areas identified in need of improvement. As a result, the Teachers College (TC) writing approach has been adopted. Teachers receive monthly on-site professional development with a TC staff developer. Formal classroom observations will be conducted throughout the year by school administrators to enhance instruction in all subject areas.

According to the recommendations by the State Quality Review Public School 213 needs to improve the following:

- Continue to train teachers to analyze and use data effectively in all subjects to differentiate plans and instruction to accelerate learning.
- Formalize procedures for goal setting and planning to meet consistently the needs of higher attaining students across the school.
- Further promote learning and motivation for low-achieving students by providing written, specific short-term targets and the means to achieve them.
- Offer students more opportunities to be involved in music and technology to enhance learning.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> At least 43% of all students will make one year's progress in ELA by June 2011 and 95% by June 2012 (2 year goal).	<input type="checkbox"/> In grades 3-5, the NYS ELA assessment will be used to measure one year's progress. In grades K-2, student progress will be measure by their Fountas and Pinnell reading levels.
<input type="checkbox"/> At least 43% of all students will make one year's progress in mathematics by June 2011 and 95% by June 2012 (2 year goal).	<input type="checkbox"/> In grades 3-5, this goal will be measured by performance on the NYS mathematics exam. In grades k-2, it will be measured by performance on the Everyday Mathematics end-of-year assessment.
By June 2011, annual school attendance will improve by 2% from the 2009-2010 school year.	By June 2011, annual school attendance will improve by 2% from the 2009-2010 school year.
By June 2011, 80% of all students will demonstrate technological proficiency as defined by NYS technology standards.	By June 2011, 80% of all students will demonstrate technological proficiency as defined by NYS technology standards.
<input type="checkbox"/> By June 2011, there will be a 10% average increase in attendance at PTA meetings and workshops in comparison to the 2009-2010 school year.	<input type="checkbox"/> By June 2011, there will be a 10% average increase in attendance at PTA meetings and workshops in comparison to the 2009-2010 school year.



## SECTION VI: ACTION PLAN

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

**Subject Area**

**Literacy**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> At least 43% of all students will make one year's progress in ELA by June 2011 and 95% by June 2012 (2 year goal).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Bimonthly grade conferences will be held to discuss academic trends and share and implement best practices. These grade conferences will be coordinated by both grade leaders and administrators. Grade conferences will also be used for curriculum mapping to ensure literacy instruction is standards-based. • Grade teams will utilize grade conferences and after-school planning sessions to develop thematic units. These cross-curricular units will be standards-based and differentiated to meet the needs of all learners. • The core inquiry team will meet bi-monthly to develop an action research project that addresses a major school-wide academic deficiency. • Grade inquiry teams will use weekly grade conferences to develop and implement action research projects aimed at student achievement. • Grade leaders, content subject area leaders and curriculum leaders will be appointed on each grade to ensure that classroom instruction constantly adapts to meet the need of all students. These leaders will collaborate to plan grade conference objectives and on-site professional development. In addition, these teacher leaders will also turnkey information to other members of the grade team. • The school will continue implementing the Writing Fundamentals program in grades 1-5 to address school-wide writing deficiencies. • Pacing calendars and literacy maps will be developed in order to align curriculum and instruction with the NYS standards. • Throughout the year, teachers will be provided with professional development on varied data sources used to improve instruction. • The school will continue implementing the Words Their Way program to address school-wide deficiencies in phonemic awareness and vocabulary acquisition. • Through collaboration with classroom teachers, City Year will provide tutoring focused on the needs of students. They will also use the Bringing Books to Life program to enrich literacy instruction. • Teachers will continue using additional assessments to gauge</p>

	<p>student performance including, but not limited to, ECLAS, DIBELS, DRA and Acuity. Imagine-It will be utilized in grades one and two to provide needs-based instruction for these students. • The school's data specialists will meet with teachers monthly to ensure that data is being used consistently throughout the school to drive instruction. • Teachers will highlight student achievement by selecting two students of the month. Student of the Month ceremonies will be held during PTA meetings</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• City Year will be funded by the Department of Youth Advocacy.</li> <li>• Teachers will be paid per-session to attend on-site after-school curriculum planning sessions. This will be funded by 5% of Title 1 Funds set aside for professional development.</li> <li>• Title 1 funding will be used to provide extended day support services. C4 allocations will be used to reduce class size.</li> <li>• The Reading for Application and Instruction (RAI) in-house assessment will be administered quarterly to gauge student progress. The sub-skill analysis of the RAI will show at least a 5% increase in areas deemed high priority on each of the 4 periodic assessments.</li> <li>• Writing Fundamentals' genre-based assignments will be implemented, concluding with a portfolio assignments inspired by the selected theme of each unit.</li> <li>• The NYC Predictive and Diagnostic Assessments will be administered periodically throughout the school year. School-wide Acuity assessments will show at least a 5% increase during each assessment cycle.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Interim progress will be measured by quarterly in-house ELA assessments. Students in grades 3-5 will show improvement of at least 5% on each of these assessments. NYC ITA's and Predictive Assessments will also be used to monitor growth. In grades K-2, Teachers College running records and Open Court unit assessments will be used to gauge student progress.</p>

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

**Mathematics**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> At least 43% of all students will make one year's progress in mathematics by June 2011 and 95% by June 2012 (2 year goal).</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Bimonthly grade conferences will be held to discuss academic trends and share and implement best practices. These grade conferences will focus on teaching math through conceptual understanding rather than solely focusing on rules and routines. These grade conferences will be coordinated by the math coach and grade leaders. • The school will continue implementing the Everyday Math program to provide students with standards-based mathematics instruction. This program provides many opportunities for differentiation with the use of manipulatives, remediation and enrichment activities. • The math coach will work with teachers to develop meaningful pacing calendars, co-teach, model best practices, develop a professional support plan for teachers, turnkey information, facilitate study groups, and conduct lunch and learns. • Staff will use NYS Mathematics, a program by Continental Press, to supplement the Everyday Math program. This standards-based curriculum directly mirrors the NYS mathematics assessments. • Small-group tutoring will be provided for all students in grades 2-5 to help attain subject mastery. This tutoring will be administered by the math coach and teachers during the 37.5 minute extended day block. • Teachers will continue using additional assessments to gauge student performance and differentiate instruction including the Acuity web interface.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>• Title 1 funding will be used to provide extended day support services. • C4 allocations will be used to reduce class size. • The NYC Predictive and Diagnostic Assessments will be administered periodically throughout the school year. • The aggregate school-wide Acuity results will show at least a 5% quarterly increase.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐ Interim progress will be measured by quarterly in-house mathematics assessments. Students in grades 3-5 will show improvement of at least 5% on each of these assessments. NYC ITA's and Predictive Assessments will also be used to monitor growth. In grades K-2, Everyday Math unit assessments will be used to gauge student progress.</p>

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific,</i></p>	<p>By June 2011, annual school attendance will improve by 2% from the 2009-2010 school year.</p>
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<i>Measurable, Achievable, Realistic, and Time-bound.</i>	
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>The school will update parents regularly regarding city-wide attendance expectations for all students. • Parents will be contacted when students have been absent excessively. • The school will celebrate students and parents with 100% attendance monthly with certificates, special assemblies and a perfect attendance bulletin board. • The school's parent coordinator and guidance councilor will work closely with parents to identify and rectify sources of frequent student absences. • An attendance committee comprised of the guidance counselor, parent coordinator, family assistant and school administrators will meet monthly to supervise the implementation of all attendance-based initiatives outlined in the CEP. • An attendance team comprised of teachers and parents will meet regularly to support the actions of the aforementioned attendance committee. • The parent coordinator and family assistant will create bimonthly home mailings to update parents on the school's attendance policy. • The family assistant will stay in close contact with parents whose children have excessive absences. • The school's data specialists, along with the attendance committee, will monitor attendance rates for each class, grade and the school as a whole.</p>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<ul style="list-style-type: none"> <li>• The attendance team will meet bimonthly during after-school sessions. Members will be compensated through per-session funds. • All classes will maintain a monthly attendance rate of 90% or above. Classes who fall short of this goal will receive target intervention from the attendance committee. Such intervention may include direct communication with parents and class-based incentives.</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school's attendance committee, along with classroom teachers, will monitor student attendance daily. Parents will be notified if their children are in danger of accruing excessive absences.</li> </ul>

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 80% of all students will demonstrate technological proficiency as defined by NYS technology standards.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The school's technology teacher will administer workshops to help teachers better integrate technology in the classroom. Workshop topics will include the creation of efficient classroom computer centers and using online learning tools to better differentiate daily instruction. • The technology coordinator will maintain classroom computers to ensure optimum performance and internet accessibility. • Teachers will utilize Achieve 3000 software to supplement instruction for IEP students and students receiving academic intervention services. This Early Intervention Services (EIS) literacy program encourages students to think critically about nonfiction texts. Selected students will spend a minimum of 90 minutes per week working on Achieve 3000. • The data specialist will provide staff developments focused on online data management and assessment. • Students will receive weekly instruction in technology that is guided closely by national standards. Teachers will also utilize the technology lab each week to administer technologically integrated lessons.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>• The position of technology teacher will be funded by pre-allocated funding. • Annual NYSSL allocations will be used to purchase instructional software and hardware to support school-wide technology integration. • Students will complete benchmark assessments and projects throughout the year to demonstrate their levels of technological proficiency. These projects will coincide with each marking period. • Teacher lesson planning will reflect technology integration consistently throughout the academic year.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Students will be assessed at the end of each marking period to determine their level of technological literacy. Assessments will be developed to align with national technology standards.</p>

**Subject Area**  
(where relevant) :

\_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific,</p>	<p><input type="checkbox"/> By June 2011, there will be a 10% average increase in attendance at PTA meetings and workshops in comparison to the 2009-2010 school year.</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The parent coordinator will work with the PTA to coordinate quarterly meeting and mailings to parents. • Quarterly workshops in ELA, math, technology, art and music will be provided to help parents support their children. • Monthly PTA meeting will be held to apprise parents of school news and events. Student of the Month awards ceremonies will coincide with these monthly PTA meetings. • The School Leadership Team will meet biweekly to address school-wide academic and social issues. • The school will develop a parent involvement committee comprised of parents and staff members to further develop initiatives focused on increasing parental involvement. • The technological coordinator will develop maintain a website to help parents stay connected with the school. • The parent coordinator will coordinate parent volunteers as part of the Learning Leaders school support program to further enhance parental participation in school activities. • Parents will be surveyed biannually to identify areas of interest and levels of satisfaction regarding workshops and PTA meetings.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>• The PTA receives 1% of the school's annual Title 1 funding. • The parent involvement committee will meet monthly during after-school sessions. Members of this committee will be compensated with per-session funds. • Parental attendance at monthly PTA meetings will be used to gauge the success of the aforementioned initiatives. • Parent surveys will be distributed twice annually to further gauge parental involvement.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐The parent coordinator, along with the PTA executive board, will monitor attendance at monthly PTA meetings and workshops. They will continue developing initiatives with the school's parental involvement committee to improve parent participation.</p>

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

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	50	50	N/A	N/A	1			
2	70	70	N/A	N/A	4		1	
3	71	71	N/A	N/A	1		1	
4	73	73	73	73	1			
5	66	66	66	<b>66</b>	1			
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<input type="checkbox"/> The Teachers College writing approach, Wilson Foundations, Open Court, Words Their Way and the Balance Literacy approach are utilized during the regular school day to differentiate classroom instruction. City Year provides both 1:1 and small group tutoring for at-risk students. Push-in personnel also work with small groups of at-risk students during the literacy block. These academic intervention services are provided during regular class time, after-school and the 37.5 minute extended day period. In addition, instructional software, including Achieve 3000 and Uptown Education, is utilized daily to supplement ELA instruction for students with IEP's and at risk students.
<b>Mathematics:</b>	<input type="checkbox"/> Data driven, small-group instruction is provided during the 37.5 minute extended day period. The components of the Everyday Math program, including math games and hands-on manipulatives are used to differentiate mathematics instruction. The NYS Mathematics workbook is used as a supplemental resource during the regular school day. Pull-out services are also utilized to meet the needs of at-risk students throughout the school day.
<b>Science:</b>	<input type="checkbox"/> Small group instruction is provided during the 37.5 minute extended day period. Students will be provided hands-on science instruction during small group instruction.
<b>Social Studies:</b>	<input type="checkbox"/> Small group instruction is provided during the 37.5 minute extended day period. Online resources will be utilized during small group instruction.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> The students receive counseling in small groups and individually. They learn social skills, conflict resolution techniques, anger management and strategies to make appropriate decisions. This service is provided during the school day.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> The students will be taught skills to deal effectively with anger and to interact with peers in an appropriate manner. This service will be provided during the school day in small groups and individually.

<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> The students will be taught skills to deal effectively with anger and to interact with peers in an appropriate manner. This service will be provided during the school day in small groups and individually.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> The school nurse facilitates Open Airways for Schools program for students with asthma.

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

**N/A**

**Number of Students to be Served:**

**LEP N/A**

**Non-LEP N/A**

**Number of Teachers N/A**

**Other Staff (Specify) N/A**

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

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

**Language Instruction Program**

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

N/A

**Professional Development Program**

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

N/A

**Section III. Title III Budget**

—

**School: N/A**

**BEDS Code: 331900010213**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	N/A	<input type="checkbox"/> N/A
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A

<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

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

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

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

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

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.

□

To ensure that all parents are provided appropriate and timely information in a language they understand, the Home Language Identification Survey will be provided to all parents upon registering their child at P.S. 213. The completed surveys will be reviewed and categorized. Language interpretation services will be provided accordingly. Below is the most current data concerning language interpretation needs for students and parents of P.S. 213.

### **Home Language Report**

<b>Language</b>	<b>Total</b>
Sign Language	<b>0</b>
English	<b>432</b>
French	<b>3</b>
Spanish	<b>20</b>
Haitian	<b>2</b>
Arabic	<b>2</b>
Fulani	<b>1</b>
<b>Totals</b>	<b>460</b>

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.

In response to the home language report and additional data sources, the school currently provides the following language translation services:

- Translation for French speaking parents is available through over-the-phone translation services
- Spanish translation is available on-site by several members of the school staff
- Google Translator is utilized by staff members to communicate with parents as needed

### **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.

Additional translation services are provided by outside vendors, including Google Translator, as necessary.

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.

In-house staff members will be made available to provide oral translation services when necessary during the school day.

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>.

The school will maintain a record of student and parent language in ATS. Translation services are provided by in-house staff when necessary. Letters and notifications are sent home in dual languages. The Parents Bill of Rights is distributed at the beginning of the school

year. Late registrants receive this document upon admission to the school. A list of supported languages is displayed clearly in the main lobby of the school.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$517,858	\$97,171	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,178		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,892	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$0	*	

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

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

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

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

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

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

□

P.S. 213 is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified several key areas that contribute to a partnership that supports greater student achievement.

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association(PTA) resource centers, book sales, following directions, reading recipes, etc.).
- The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- An Honor Roll celebration will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

#### Professional Development

Bimonthly professional development for parents will be provided by the school's parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

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

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

strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

P.S. 213 School Parent Compact	
The School Agrees	The Parent/Guardian Agrees

<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various time, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about all programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p>	<p>To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.</p> <p>To participate in or request assistant training that the local education authority or school offers on child rearing practices and teaching/learning strategies.</p> <p>To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 2nd grade students; and listen to grade 2 through 3 students read for 15-45 minutes per day.</p> <p>To monitor his/her child's/children's:</p> <ul style="list-style-type: none"> <li>Attendance at school</li> <li>Punctuality</li> <li>Homework</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> <li>- Parent-teacher conferences</li> <li>- Frequent reports to parents on their children's progress</li> <li>- Reasonable access to staff</li> <li>- Opportunities to volunteer</li> <li>- Parent calendar</li> <li>- Parent breakfasts</li> </ul> <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes and workshops on reading and mathematics strategies.</p>	<p>Television watching</p> <p>To share the responsibility for improved student achievement.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>
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## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV, V and VI

2. Schoolwide reform strategies that:

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

See Sections IV, V and VI.

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

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See Sections IV, V and VI and Appendix 1.

o Help provide an enriched and accelerated curriculum.

See Sections IV, V and VI.

o Meet the educational needs of historically underserved populations.

See Sections IV, V and VI and Appendix 1.

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

- See Sections IV, V and VI and Appendix 1.
  - o Are consistent with and are designed to implement State and local improvement, if any.

- See Sections IV, V and VI.
3. Instruction by highly qualified staff.

- See Sections IV, V and VI and Appendix 4.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- See Sections IV, V and VI.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- The school will continue to work with universities, human resource partners and department of education placement officers to screen and interview highly qualified candidates.

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

- See Section VI of this document.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

- The school will continue to work with the assigned kindergarten social worker to assist students' transition into elementary school. Additional outreach has been provided through workshops and newsletters.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- See Sections IV, V and VI.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

☐ See Appendix 1 of this document.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

☐

The school's parent coordinator and guidance councilor will provide workshops to maximize integration of Federal, State and local services and programs.

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

### **Explanation/Background:**

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

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

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

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

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

See Section VI and Appendix 1 of this document.

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

See Section VI and Appendix 1 of this document.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

See Section VI and Appendix 1 of this document.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

See Section VI and Appendix 1 of this document.

c. Minimize removing children from the regular classroom during regular school hours;

See Appendix 1 of this document.

4. Coordinate with and support the regular educational program;

See Section VI and Appendix 1 of this document.

5. Provide instruction by highly qualified teachers;

See Section VI and Appendix 4 of this document.

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

See Section VI of this document.

7. Provide strategies to increase parental involvement; and

See Section VI of this document.

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

The school's parent coordinator and guidance councilor will provide workshops to maximize integration of Federal, State and local services and programs.

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
Currently, 15 students at P.S. 213 are in temporary housing.
2. Please describe the services you are planning to provide to the STH population.

The pupil accounting secretary tracks students registered in the school who reside in temporary housing. The names are given to the principal who then ensures that students are provided support as needed. Students in temporary housing are placed in classes with reduced registers. They are also offered AIS push in and pull-out services.

### **Part B:**

#### **Part B - For Non-Title I Schools**

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



# **CEP RELATED ATTACHMENTS**

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

File Name - 28\_19K213\_111910-112800.docx

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN4</b>	District <b>19</b>	School Number <b>213</b>	School Name <b>NEW LOTS SCHOOL</b>
Principal <b>ANNE BERNARD</b>	Assistant Principal		
Coach <b>FRANCIS ALEXANDER</b>	Coach		
Teacher/Subject Area	Guidance Counselor <b>ONEKA THOMPSON</b>		
Teacher/Subject Area <b>S. MARSH, SPEECH</b>	Parent <b>JANET EDWARDS</b>		
Teacher/Subject Area <b>MR. MCPHERSON, TECHNOLOGY</b>	Parent Coordinator <b>PAULINE FORBES</b>		
Related Service Provider <b>ROSALIND SEGURA, ESL TEACHER</b>	Other		
Network Leader <b>CHARLENE SMITH</b>	Other		

#### B. Teacher Qualifications

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

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

#### C. School Demographics

Total Number of Students in School	<b>491</b>	Total Number of ELLs	<b>31</b>	ELLs as Share of Total Student Population (%)	<b>6.31%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). If the dominant language in the home is something other than English, the student is then administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Every few days in October, and weekly thereafter, ATS is used to ensure all potential students are identified, in addition to the HLIS form. The ESL teacher, Ms. Segura conducts the process from formal initial assessment, conducting the LAB-R, providing ESL services and administering the yearly NYSESLAT. The NYSESLAT is the assessment utilized by the ESL teacher to measure the growth and assess the individual needs ESL students in the 4 categories of testing, speaking, listening, reading and writing. During the first few weeks of the year the ESL teacher sends out an entitlement letter and plans with the Parent Coordinator an Ell Parent Orientation where the three educational options, Transitional Bilingual Education (TBE), Dual Language, Freestanding English as a Second Language are explained. At the meeting, a copy of the family guide and the ELL parent brochure are distributed. In addition, the Ell parent information EPIC video is played in the parents native language. Copies of the Parent Survey & Program Selection Form is made available and at that time they are once again given the opportunity to decide the educational program for their child. Copies of all documentation are kept in the compliance binder. PS213 offers a freestanding ESL program and the students are serviced based on their level. Beginner and intermediate students receive 360 minutes of instructional minutes by an ESL teacher weekly while, advanced students are allotted 180 minutes of instructional time by the ESL teacher weekly. Parents have elected for their children to remain in the Freestanding English as a Second Language program at PS213 100% of the time for the past few years therefore, alignment between parents choice and program offering is consistent.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ESL	<input type="text"/> 28	<input type="text"/>	<input type="text"/> 5	<input type="text"/> 3	<input type="text"/>	<input type="text"/> 3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 31
<b>Total</b>	<b><input type="text"/>28</b>	<b><input type="text"/>0</b>	<b><input type="text"/>5</b>	<b><input type="text"/>3</b>	<b><input type="text"/>0</b>	<b><input type="text"/>3</b>	<b><input type="text"/>0</b>	<b><input type="text"/>0</b>	<b><input type="text"/>0</b>	<b><input type="text"/>31</b>

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

### C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

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

## 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	4	2	4	3	5	1								19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	2	2	1		1								8
Haitian	1				1									2
French		1	1											2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>31</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

Ells are receiving a general education instruction in a heterogeneous class with other non-Ells, however all are in the same grade per class. In addition, the Ells are pulled out by their ESL teacher to receive instruction based on their level of proficiency.

The following services are provided for SIFE students - Academic Intervention Services (AIS), After School Programs and One on One ESL instruction.

ELL's with less than three years in U.S. schools are supported by the ESL pull out program, small group classroom differentiated instruction in language arts and academic instructional services support.

There are no six-year or more ELL's at this time. If there were, besides ESL instruction, these services would be provided to them

- Academic Intervention Services (AIS)
- 37.5 minutes extended day tutorial assistance
- Small group tutoring

Once special needs students are identified instruction begins with articulation between the ESL teacher and the classroom teacher. Student IEP's are referenced throughout this process. Once strengths and weakness of these students are assessed and identified, a systematic research-based program for language acquisition is utilized by the ESL teacher with supportive activities used by the classroom teacher and other assigned staff.

Continued transitional support for students reaching proficiency on the NYSESLAT is provided by subject area teachers in the form of differentiated instruction, dynamic student grouping and student mainstreaming.

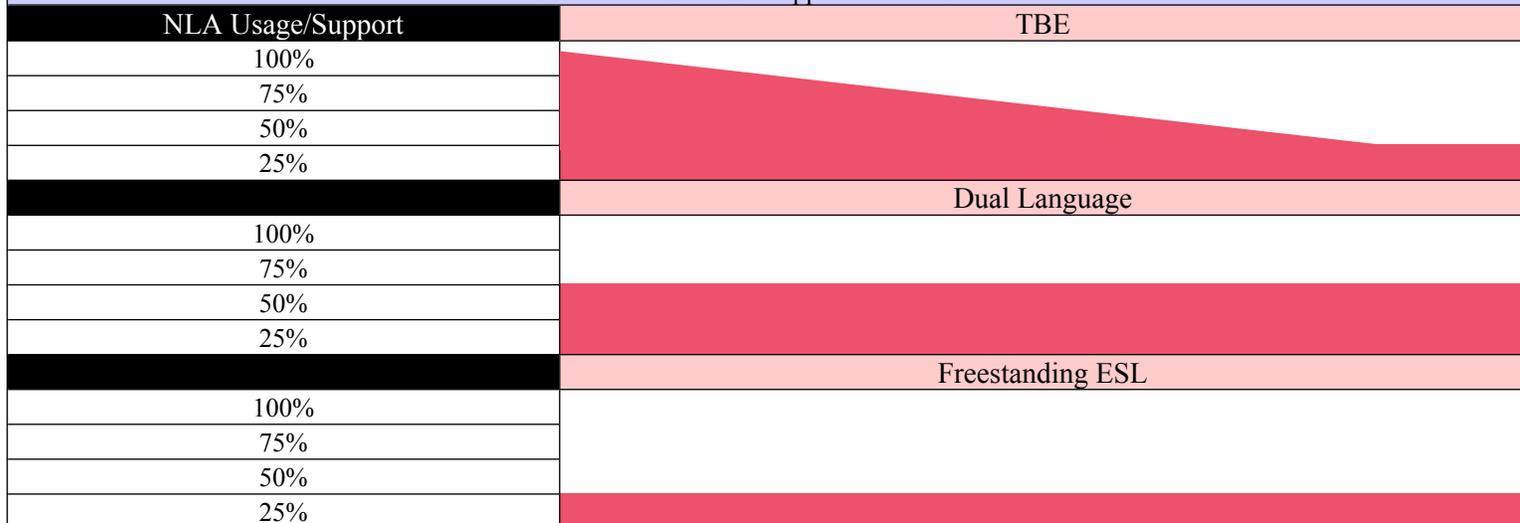
Mandated instructional minutes are provided to students according to proficiency levels in each program. Service is provided to students by an ESL teacher as mandated. Beginners and intermediate students receive 360 minutes of ESL instruction weekly. Advanced students receive 180 minutes. These mandated instructional minutes are supported by the ESL teacher's weekly schedule.

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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

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



### B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Explicit ESL services are provided using the CALLA approach. This approach is targeted at students determined to be at the advanced, intermediate and beginning levels of English language proficiency. The CALLA approach includes topics from the major content subjects, the development of academic language skills and explicit instruction in learning strategies for both content and language acquisition. Students in the ESL program at Public School 190 are serviced by a pull out program according to their mandated instructional time. The following instructional materials are used to support ELL instruction: Real World Phonics, Words Their Way vocabulary, Reading Comprehension, video, audio and computer instruction administered by the ESL Teacher.

Professional development is provided to all staff by the ESL teacher during grade and extended day professional development meetings. New teachers receive mandatory ESL training from the regional support staff and additional training throughout the school year.

Continued transitional support for the students reaching proficiency on the NYSELAT is supported by subject area teachers and student mainstreaming. The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way and shall be designed to develop cognitive skills of limited English proficient students.

The ESL program is staffed by a full time certified ESL teacher. The goal of the ESL program is to transition the students to a mainstream instruction model. The program is designed as a pull-out model based on their level for the mandated time. Beginners and intermediate ELL's receive 360 minutes a week of literacy instruction by the ESL teacher while advanced students receive 180 minutes of weekly instruction. Instruction is given in English with occasional directions in the student's native language for the purpose of scaffolding their instruction. On-site staff include bilingual teachers who can, if necessary, assist students with Spanish and French translation. Potential English language learners are identified first by the language survey completed by the parent upon initial admission to the school. Students who have been identified as potential ELL's are then administered a LAB-R and deemed eligible for the services based on the LAB scores.

Students are taught literacy skills using both literacy (reading and writing) and oral instruction in every session. Various materials and strategies are employed including kinesthetic, audible and oral driven instructional approaches. A parent orientation is held at the beginning of the year to discuss program choices.

CR Part 154 of the New York state Commissioner of Educations Regulations requires school districts to provide parents of new English language learners (ELL's) an orientation session on state standards, assessments, school expectations and program requirements for bilingual education and English as a second language (ESL) programs. The orientation shall be provided in English or when necessary in the parents' home language.

Explicit English as second language (ESL) services is provided using the CALLA approach. This approach is targeted at students determined to be at the advanced, intermediate and beginning levels of English language proficiency. The CALLA approach model includes topics from the major content subjects, the development of academic language skills and explicit instruction in learning strategies for both content and language acquisition.

The language arts instructional components include English language arts instruction and English as a second language instruction. The learning standards for English language arts (ELA and English as a second language ESL) are the same. The key idea & performance indicators for such standards should serve as the basis for the English as a second language & ELA curriculum. ELA instruction provides students at the advanced and transitional levels of English language proficiency with a minimum of one unit of study or its equivalent divided into substantially equal daily allotments of instructional time.

The English as a second language program is staffed by one certified and licensed ESL teacher. This teacher utilizes systematic research based programs for improving language acquisition. The programs utilized include Phonics and Friends, Open Court decodable and thematic language arts units. In addition, all ELL students in grades 3-5 are enrolled in the after school and extended day programs. These supplemental programs utilize the curricular resources outlined in the Section VI of the school's CEP.

Parents of ESL students attend an orientation at the beginning of the year. This orientation is held immediately after enrollment for late registrants. During orientation, they are apprised of available program options for their child including pull-out services. They then work with the LAP team to determine the ideal program requirements for their child. Parents are then updated on their child's progress throughout the year during parent-teacher conferences. Based on parent feedback from previous years, the ESL teacher has also expanded the ESL program to include periodic assessment reports to keep parents consistently informed of student progress. At the end of the academic year, parents meet with both the ESL and classroom teachers to discuss the program's success. The LAP team uses both student academic data and parental feedback to revise the ESL program annually. In addition, parents of ELL's have access to the parent coordinator who organizes functions year-round for the benefit of all students, including ELL's. P.S. 213 also supports community affairs that benefit ELL's such as free ESL classes, tutoring, volunteer support groups and free translation services.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Paste response to questions 1-3 here

To ensure that all staff is informed of ESL mandates and have access to ESL instructional strategies the LAP team will provide professional development to all staff during the 2020-2011 school year. Professional Developments offered for educators of Ells is attended by our ESL teacher and any other appropriate trainings offered through the OELL as well.

Continued transitional support for the students reaching proficiency on the NYSELAT is supported by subject area teachers and student

mainstreaming. The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way and shall be designed to develop cognitive skills of limited English proficient students.

The language arts instructional components include English language arts instruction and English as a second language instruction. The learning standards for English language arts (ELA and English as a second language ESL) are the same. The key idea & performance indicators for such standards should serve as the basis for the English as a second language & ELA curriculum. ELA instruction provides students at the advanced and transitional levels of English language proficiency with a minimum of one unit of study or its equivalent divided into substantially equal daily allotments of instructional time.

### E. Parental Involvement

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

Paste response to questions 1-4 here

CR Part 154 of the New York state Commissioner of Educations Regulations requires school districts to provide parents of new English language learners (ELL's) an orientation session on state standards, assessments, school expectations and program requirements for bilingual education and English as a second language (ESL) programs. The orientation shall be provided in English or when necessary in the parents' home language.

Parents of ESL students attend an orientation at the beginning of the year. This orientation is held immediately after enrollment for late registrants. During orientation, they are apprised of available program options for their child including pull-out services. They then work with the LAP team to determine the ideal program requirements for their child. Parents are then updated on their child's progress throughout the year during parent-teacher conferences. Based on parent feedback from previous years, the ESL teacher has also expanded the ESL program to include periodic assessment reports to keep parents consistently informed of student progress. At the end of the academic year, parents meet with both the ESL and classroom teachers to discuss the program's success. The LAP team uses both student academic data and parental feedback to revise the ESL program annually. In addition, parents of ELL's have access to the parent coordinator who organizes functions year-round for the benefit of all students, including ELL's. P.S. 213 also supports community affairs that benefit ELL's such as free ESL classes, tutoring, volunteer support groups and free translation services.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	2	4	2	1	1								14
Intermediate(I)		1	2	1	3									7
Advanced (A)	3	2	1	1	2	1								10
Total	7	5	7	4	6	2	0	0	0	0	0	0	0	31

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

LISTENING /SPEAKING	<b>B</b>	1	1	1	1	1								
	<b>I</b>	1	2		1									
	<b>A</b>	2	4	2	1	1								
	<b>P</b>	1		1	3									
READING/ WRITING	<b>B</b>	2	4	1	1	1								
	<b>I</b>	2	2	2	3									
	<b>A</b>	1	1	1	2	1								
	<b>P</b>													

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

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

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

NYS Social Studies					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

Paste response to questions 1-6 here

There are now 31 ELLs at this time, seven in kindergarten, five in the first grade, seven in second grade, four in the third grade, six in the fourth grade and two in fifth grade. The ELL's I service typically enroll at a lower level such as Beginner, and advance as they are serviced. Middle grade students in grades 2nd – 4th advance to intermediate and the 5th grade General Education student is more advanced. All across the grades, the students are more proficient at speaking and listening, and least proficient at reading and writing. Kindergarten students are assessed with Eclass by their classroom teacher. This year the kindergarteners are entering at various levels of proficiency. In addition 4 students are very deficient in English, as their primary language is Spanish. They entered at grades 2, 3 and 4. In grade 5 students are proficient at decoding but have difficulty with comprehensive and written expression.

The results of the ELL interim assessments are shared with teachers during grade and extended day professional development conferences. Articulation between the ESL and classroom teacher is ongoing. This ensures that students are actively engaged in standards-based instruction.

The implication for Public School 213's LAP and instruction begins with articulation between the ESL teacher and the classroom teacher. Once strengths & weakness are identified, a systematic research based program for improving language acquisition program is utilized. Two such programs in use are Open Court Reading and Wilson. Teacher's plan tasks that encourage & support thinking, reading, speaking, writing and listening.

The following services are provided for SIFE students - Academic Intervention Services (AIS), After School Programs and One on One ESL instruction.

ELL's with less than three years in U.S. schools are supported by the ESL pull out program, small group classroom differentiated instruction in language arts and academic instructional services support.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 213 New Lots					
<b>District:</b>	19	<b>DBN:</b>	19K213	<b>School</b>		331900010213

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	18	18		91.9	93.4	92.8
Kindergarten	60	69	68				
Grade 1	93	92	89	<b>Student Stability - % of Enrollment:</b>			
Grade 2	69	65	100	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	72	72	68		88.2	87.0	88.8
Grade 4	74	74	70				
Grade 5	82	64	75	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		81.9	94.7	92.0
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		19	37	25
Grade 12	0	0	0				
Ungraded	0	1	2	<b>Recent Immigrants - Total Number:</b>			
Total	468	455	490	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	5	4

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	32	47	50	Principal Suspensions	4	1	7
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	5	6	2
Number all others	20	24	29				

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

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

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	15	25	TBD
# ELLs with IEPs	1	5	TBD
<i>Number of Teachers</i>			
	43	41	37
<i>Number of Administrators and Other Professionals</i>			
	9	10	6
<i>Number of Educational Paraprofessionals</i>			
	1	2	7

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.6	100.0
				% more than 2 years teaching in this school	79.1	78.0	94.6
				% more than 5 years teaching anywhere	55.8	63.4	73.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	85.0	94.6
American Indian or Alaska Native	0.2	0.2	0.8	% core classes taught by "highly qualified" teachers	95.3	100.0	100.0
Black or African American	79.9	80.7	79.2				
Hispanic or Latino	18.6	16.5	17.3				
Asian or Native Hawaiian/Other Pacific	0.2	0.2	0.6				
White	0.4	1.8	1.8				
<b>Male</b>	53.6	51.6	52.0				
<b>Female</b>	46.4	48.4	48.0				

**2009-10 TITLE I STATUS**

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

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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	-	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>3</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	33.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	15.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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

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

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