



P.S. 215 MORRIS H. WEISS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 215 MORRIS H. WEISS
ADDRESS: 415 AVENUE S
TELEPHONE: 718-339-2464
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332100010215 **SCHOOL NAME:** P.S. 215 Morris H. Weiss

SCHOOL ADDRESS: 415 AVENUE S, BROOKLYN, NY, 11223

SCHOOL TELEPHONE: 718-339-2464 **FAX:** 718-998-7235

SCHOOL CONTACT PERSON: ANTONELLA BOVE **EMAIL ADDRESS** ABove@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Maryann Kugler/Kathy Braider

PRINCIPAL: ANTONELLA BOVE

UFT CHAPTER LEADER: Michelle Grecco

PARENTS' ASSOCIATION PRESIDENT: Joann Gatti

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** CFN 409

NETWORK LEADER: NEAL OPROMALLA

SUPERINTENDENT: ISABEL DIMOLA

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
Antonella Bove	Principal	
Cara DeAngelo	CEP Developer	
Marsha Leibowitz	UFT Member	
Esther Halberstam	UFT Member	
Pam Allison	UFT Member	
Angie Wassif	Parent	
Robin Saffioti	Parent	
Eleanor Palmeri	PA/PTA President or Designated Co-President	
Joann Gatti	PA/PTA President or Designated Co-President	

* 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. 215 is a school that strives to develop the enormous potential, uniqueness and diversity of each child. We are committed to working collaboratively with our students, teachers, parents and the community to develop the potential of each child. This is accomplished in an environment where all students learn at high levels in accordance with state standards. Our students are exposed to a diverse learning environment, which encompasses not only the academic arena but also the arts and social awareness. P.S. 215 is dedicated to maximizing the individual potential of lifelong learners who will be contributing members in our society.

P.S. 215 is located in the Gravesend section of Brooklyn. The demographics of the student body is seeing an influx of non-English speaking students as well as an increase in English as a second language learners. Our ELL population consists of Asian, Russian, Pacific Islanders and Hispanic immigrants. Our school currently employs three ESL teachers that utilize best practices for over 75 students through push in or pull out programs.

We currently have six gifted classes, one on each grade. We are initiating the city's Phase 1 reform and as it stands presently we have three self contained special education classes and many Integrated Co teaching Classes (ICT). The number of classes and students in these classes will change in this area based on the need of the individual students. We currently have one resource room teacher who works with our SETSS children.

We continue to develop greater collaborative planning, implementation and assessment of Balanced Literacy to meet the individual needs of our students. Our reading program utilizes an innovative use of instructional, multicultural read alouds and theme based character developments which promote high-quality values and violence prevention. These concepts will inspire students to reflect, express and connect literacy instruction into their lives.

The required 37.5 minutes used for targeted students is incorporated into our school day. The time is dispersed throughout the day for additional instruction to all students.

We are extremely proud of our many specialized programs in "The Arts". We have an extensive instrumental program, which begins in kindergarten. Starting in the early childhood grades, students are selected to study the violin teacher. In grades three through five children begin to play in our school band, which has played in many school and regional events. A Select Band has been established for those students who excel in their musical ability. An extensive visual arts program showcases students' art work throughout the school building.

We feel that infusing technology into all curricular areas is extremely important and beneficial to reach students through using various modalities. In our school, all classrooms are equipped with computers

and a SMART Board. We also have a computer lab and cluster where students are given multiple opportunities to use technology to demonstrate and support their learning.

Our school participates in many service and community activities. One of these programs is Kiwanis K-Kids, which provides support and service to our local community. Through Children for Children, our students discover their power and potential to solve real world problems through volunteer opportunities and service learning programs that instill a lifelong commitment to service. Another program we are pleased to have is Learning Leaders. Through this program, parents are trained to tutor our students who have been identified by their teachers as needing extra help.

The administration of P.S. 215 had developed a strong collaborative culture in the school. Teachers are engaged in decision making and goal setting. Classroom teachers are invited to participate at cabinet meetings. An open door policy allows teachers and parents, to give feedback on curriculum and school policy. New teachers are given detailed feedback and high levels of support in developing curriculum and teaching skills.

P.S. 215 provides frequent outreach to parents. During and after school hours parents are involved in grade and school wide activities. Parent workshops are held for parents whose children attend ESL. Parents are involved with the school leadership team. Parents are informed at PTA meetings on all school matters and programs. The parent coordinator has become an integral part of the school staff. The parent coordinator welcomes parents as well as answers their concerns on a daily basis.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 215 Morris H. Weiss								
District:	21	DBN #:	21K215	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<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	68	68	68		93.9	93.8	TBD		
Kindergarten	92	112	117						
Grade 1	91	109	120	Student Stability - % of Enrollment:					
Grade 2	113	88	109	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	105	117	91		94.8	94.98	TBD		
Grade 4	86	107	120						
Grade 5	117	80	112	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		49.6	49.6	62.6		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	1	TBD		
Grade 12	0	0	0						
Ungraded	2	0	1	Recent Immigrants - Total Number:					
Total	674	681	738	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					13	14	12		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<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	46	39	47	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	18	11	29	Superintendent Suspensions	0	0	TBD		
Number all others	29	44	32						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual	0	0	0						

Classes							
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	78	81	84	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	1	17	Number of Teachers	43	42	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	12	TBD
				Number of Educational Paraprofessionals	5	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	93	88.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	76.7	76.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	95	98	TBD
American Indian or Alaska Native	0.4	0.6	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.9	89.9	TBD
Black or African American	5.8	5	4.5				
Hispanic or Latino	24.8	24.4	24.4				
Asian or Native Hawaiian/Other Pacific Isl.	24.9	22.2	21.3				
White	44.1	46.5	47.6				
Multi-racial							
Male	49	48.2	49.1				
Female	51	51.8	50.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09		<input type="checkbox"/> 2009-10	
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	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
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial	-	-	-				
Students with Disabilities	√	√	-				
Limited English Proficient	-	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	69.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	9.7	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	18.9	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	37.6	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	3	Quality Statement 5: Monitor and Revise	√

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S. 215 conducted a comprehensive review of the schools performance by analyzing the progress report, learning environment survey report, school report card, as well as analyzing standardized and periodic assessment results.

The school has a wide and engaging curriculum that gives strong emphasis to technology and the arts.

The administration of P.S. 215 had developed a strong collaborative culture in the school. Teachers are engaged in decision making and goal setting. Classroom teachers are invited to participate at cabinet meetings. An open door policy allows teachers and parents, to give feedback on curriculum and school policy. New teachers are given detailed feedback and high levels of support in developing curriculum and teaching skills.

Due to the fact that are students with disabilities are educated alongside their nondissabled peers, our declassification rate has been greater than the city average.

P.S. 215 provides frequent outreach to parents. During and after school hours parents are involved in grade and school wide activities. Parent workshops are held for parents whose children attend ESL. Parents are involved with the school leadership team. Parents are informed at PTA meetings on all school matters and programs. All notices are translated for our ELL population. In addition interpreters are available so that non English speaking parents can communicate with the school staff. The parent coordinator has become an integral part of the school staff. The parent coordinator welcomes parents as well as answers their concerns on a daily basis.

Parental involvement creates a home school relationship conducive to learning. Over the last year, we met our goal of increasing parental involvement by 5 percent. In order to reach even more parents, our P.T.A. has purchased an automated telephone system to keep parents abreast of ongoing school activities and functions.

On our Environment Survey our parents stated that they wanted more information and communication about what their child was learning in class. They also informed us on this survey that the best method to receive information was to have it sent home on paper with the child. In order to address this need each grade will be sending home Parent Newsletters five times this year. In these newsletters parents will be informed as to what topics are being covered and given some resources and suggestions on how they can assist their child. P.S.215 will also be distributing interim progress reports three times this year in order to keep parents up to date on the development of their child.

Our most prevalent concerns are the cuts in our budget. Many of our resources, such as staff development, the cost of substitutes for interschool visitations, school supplies, Academic Intervention Services, after school programs, and enrichment activities have a monetary component in order for them to succeed. In these economic times we are faced with decreasing budgets which in turn leave a negative impact on the students.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By June 2011 80% of teachers will use data to differentiate their students' instruction in mathematics as measured by informal observations and walkthroughs.	<input type="checkbox"/> To develop and support a greater consistency among teachers to use data to differentiate student instruction in mathematics.
<input type="checkbox"/> By June 2011, 85% of teachers will implement America's Choice Writing Aviator Program as measured by informal observations and student work products.	<input type="checkbox"/> To implement a writing program that is " a carefully sequenced, coherent instructional system that strengthens writing effectiveness and fluency for students".
<input type="checkbox"/> By June 2011, each grade will write and distribute a minimum of 5 newsletters to parents informing them of curriculum and learning goals, and how they can help their children meet expectations.	<input type="checkbox"/> The 2009-2010 Learning Environment indicated that parents/guardians would like more information about what their children are learning, areas of need and strengths, and how they can help their children succeed in school.

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

Math

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011 80% of teachers will use data to differentiate their students’ instruction in mathematics as measured by informal observations and walkthroughs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Beginning September 2010 and ongoing, teachers will receive training in the use of ARIS to gain data that will help drive instruction. • Teachers will address individual learning goals by providing differentiated instruction for individual students and small group instruction. • Beginning September 2010 and ongoing formal and informal observations will focus upon the presentation of guided instruction in math. Conferences following these observations will focus on the differentiation of instruction within the guided groups, data used to determine students’ placement in groups, strategies and activities used to challenge high performing students • Choice of curricula and instructional strategies to meet the needs of a diverse group of students through differentiated instruction. • Periodic assessments will be administered according to timetable provided to the entire school. • Teachers will have the ability to access computers during the day for the purpose of gathering and analyzing student data.

	<ul style="list-style-type: none"> • Teachers will have the ability to meet with the data specialist for assistance. • The structure of the Inquiry team will include 90% of classroom teachers • Teachers will participate in professional development which will focus on data focused planning. • Teachers will participate in professional development which will focus on differentiated instruction.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Funding will be from, but not limited to, Title I ARRA, TL, and Conceptual Consolidation. • Harcourt HSP Math materials • Harcourt Consultants • AIS Teachers • Classroom Teachers • Per diem days and per session hours for professional development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Formal and informal observations will note evidence of differentiation. • It is expected that 80% of all lessons observed both formally and informally will have evidence of differentiation <p>At least 80% of Math Portfolios will show evidence of differentiation based on</p>

	<p>data.</p> <ul style="list-style-type: none"> • At least 80% of teachers will show evidence of using data (Interim Measures of Progress, teacher created tests, publisher tests, NYC Interim Assessments, conferencing) to differentiate instruction. • Teachers in grades 3-5 will give differentiated assignments in ACUITY based on the results of the NYC Interim Assessments.
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**Subject Area
(where relevant) :**

Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 85% of teachers will implement America's Choice Writing Aviator Program as measured by informal observations and student work products.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Teachers will participate in ongoing professional development provided by a consultant from America's Choice. • Data specialist and administration will assist teachers as needed.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Funding will be from, but not limited to, TL, Title I ARRA, and Conceptual Consolidation. • America's Choice materials • America's Choice Consultants • AIS Teachers

	<ul style="list-style-type: none"> • Classroom Teachers • Per diem days and per session hours for professional development
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> "Each of the foundation studies and genre studies in Writing Aviator contains pre- and post-assessments to measure growth in writing competence. In addition, the studies contain rubrics and other tools that teachers can use to monitor progress and assess students' writing skills."

Subject Area
(where relevant) :

Parent Involvement

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, each grade will write and distribute a minimum of 5 newsletters to parents informing them of curriculum and learning goals, and how they can help their children meet expectations.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Teachers will write the newsletters as a grade and develop a distribution calendar (i.e., October, December, February, April, May/June). They will be supported in this effort by our Assistant Principals.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</i>	<input type="checkbox"/> Funding will <input type="checkbox"/> be from, but not limited to TL, Title I and Conceptual Consolidation. <ul style="list-style-type: none"> • Teachers will collaborate during their grade conferences to write the newsletters. • Time will be allocated during the First Day, Election Day and June Professional Development for teachers to create newsletters.

<i>action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> In October, December, February, April, and May/June, the principal and assistant principal will remind and assist teachers in creating the newsletters and ensure that each grade sends out a newsletter. By June 2010, each grade will have distributed a minimum of 5 newsletters to parents informing them of curriculum and learning goals, and how they can help their children meet expectations.

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	4	2	N/A	N/A			1	
1	8		N/A	N/A	1			
2	5		N/A	N/A				
3	14	10	N/A	N/A	2			
4	25	22			1			
5	30	24			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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Learning Leaders are employed during the school day. These parent volunteers are trained and provide one-on- one instruction.</p> <p>We currently have two teachers recently trained in "Wilson". One teacher services special education students in grades 3-5 who are delayed in ELA. The other teacher services general education students in grades 3-5 who have scored significantly low on local and state assessments.</p> <p>This year we are offering a Test Prep program for grades 3-5 before and afterschool.</p> <p>Through the use of ACUITY, students are given individualized assignments to meet their needs.</p>
Mathematics:	<p><input type="checkbox"/></p> <p>This year we will offer a Test Prep program for grades 3-5 after school, where students will be grouped by their ability levels in order to better ensure academic growth.</p> <p>Through the use of ACUITY, students are given individualized assignments to meet their needs.</p>
Science:	<p><input type="checkbox"/></p> <p>Students work in small groups to hypothesize and perform hands on experiments.</p> <p>Science labs are used to aid in mathematical analysis, scientific inquiry and</p>

	methodologies to pose questions, seek answers and develop solutions.
Social Studies:	Students work in small groups to execute research based assignments. Students use a variety of intellectual skills to demonstrate their understanding of major ideas, eras themes, developments and turning points in history.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The Guidance Counselor will service students who are identified as at risk in conjunction with other services provided.
At-risk Services Provided by the School Psychologist:	Non mandated cases based on teacher referral as time permits.
At-risk Services Provided by the Social Worker:	Non mandated cases based on teacher referral as time permits.
At-risk Health-related Services:	School nurse is available throughout the day.

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)

1-5

Number of Students to be Served:

LEP 30

Non-LEP 7

Number of Teachers 5

Other Staff (Specify) Administrator

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.

English as a Second Language After-School Program — This ELL after-school program focuses on life skills and supporting students' study skills with techniques to use at home for acquiring language skills. This after-school program will be held twice a week and will meet for 40 sessions. Each session will be 1 hour in duration, running from 3:15 to 4:15 p.m. Students in this program will be exposed to ESL instruction using a variety of methods, strategies, and techniques to facilitate learning. All classes are taught in English by a common branch teacher with the support of an ESL teacher who will push into each of these classes. Four classes will be formed with a total register of approximately 45 students.

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.

Teachers will receive professional development through workshops conducted by our ESL teachers. This will mean hiring substitutes to cover the teachers involved

Section III. Title III Budget

School: PS 215
BEDS Code: 332100010215

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$13,000	<input type="checkbox"/> Teachers will receive professional development through workshops conducted by our ESL teachers. This will mean hiring substitutes to cover the teachers involved.

Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2000	<input type="checkbox"/> The proposed expenditure is for the purchase of materials and supplies to be used with ELL students during the after school program.
Educational Software (Object Code 199)	0	<input type="checkbox"/> n/a
Travel	0	<input type="checkbox"/> n/a
Other	0	<input type="checkbox"/> n/a
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our school has found that many of our translation and interpretation needs are for communication between the teachers and the parents. Where most of the DOE forms are available in every language, teacher notes and conversation are not as easily or quickly translated or interpreted. These findings come from surveying teachers.

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.

In order to meet the needs of written translation, we have looked to the Translation and Interpretation Unit of the NYC DOE. We also draw upon the resources which are currently available in our school. These resources include teachers and other staff members who are fluent in the language needed to be translated.

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 order to meet the needs of oral interpretation, we have looked to the Translation and Interpretation Unit of the NYC DOE. We also draw upon the resources which are currently available in our school. These resources include teachers and other staff members who are fluent in the language needed to be interpreted.

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>.

□

A meeting for parents is arranged and facilitated by the ESL teacher and the Parent coordinator. At this time it is the Parent Coordinator will discuss and distribute memos in various languages regarding translation and interpretation services. Money has been set aside in our budget to allow for outside contractors as needed, memos have been sent out and posting are properly displayed.

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:	0	547148.00	547148
2. Enter the anticipated 1% set-aside for Parent Involvement:	5471.48		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

6. If the percentage of high quality teachers during 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.

As stated in our school demographics and accountability snapshot, 100% of our teachers are fully licensed.

* Federal waiver granted; additional set-asiders 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. 215 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in

section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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.

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

The biggest obstacle we face in achieving our goals is the budget. Many of the resources such as, staff development, the cost of substitutes for interschool visitation, school supplies, Academic Intervention Services, after school programs and enrichment activities have a monetary component in order for them to succeed. In these economic times we are faced with decreasing budgets which in turn impact the students.

2. Schoolwide reform strategies that:

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

School gathers and analyzes data to address the needs of all students. Data includes results of city and state assessments such as ELA, Math, Science, Social Studies, LAB-R, NYSESLAT, Acuity, Interim Assessments and Fountas and Pinnell .Literacy, Math and content area instruction is provided using a differentiated instruction model. Student goals are developed based on curriculum standards and individual performance towards meeting those standards. Students who are at risk for not meeting standards are provided with Academic Intervention Services with frequent progress monitoring.

SMART board technology is being incorporated into the curriculum of all classes to assist in the provision of enriched and accelerated curriculum to those students.

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.

Students who are at risk for not meeting standards are provided with Academic Intervention Services with frequent progress monitoring. Afterschool programs are offered to students to increase the learning time available. These programs have a low student teacher ratio and are designed to meet specific academic needs.

- o Help provide an enriched and accelerated curriculum.

□

SMART board technology is being incorporated into the curriculum of the Gifted and Talented classes to assist in the provision of enriched and accelerated curriculum to those students.

- o Meet the educational needs of historically underserved populations.

P.S. 215 will focus on a school wide effort to strengthen home-school relationships and increased parent and community involvement in an effort to improve student performance.

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

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

The continuation of integrating the arts and technology aligned with the NYC Blueprint for Teaching and Learning in the Arts into the instructional program for all students.

3. Instruction by highly qualified staff.

About 90 percent of our core classes are taught by “highly qualified” teachers. One hundred percent of our teachers are fully licensed and 98 percent hold a Masters Degree or higher.

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.

□ Professional development is provided during the school day by administrators, staff developers, consultants and teachers.

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

We offer a rigorous and enriched curriculum, participate in job fairs, align with the DOE recruitment center, develop relationships with institutions that offer high quality education programs, promote and advertise a positive school culture and create an environment that promotes high standards.

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

Parent Workshops are offered during the school year. Each workshop demonstrates ways that parents can help their children at home to become proficient readers. Materials are demonstrated and families are provided with activities and strategies that promote literacy and problem solving skills. Outside resources (library, UFT Homework Hotline) are explained. Guest speakers (nurse, district personnel, and publishers) are invited. Promotion polices are reviewed, Intervention strategies and test taking tips are introduced. Information is provided to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

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.

Currently there are two full day and two half-day Pre-kindergarten classes. Three paraprofessionals assist the three teachers daily.

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.

Teachers were involved in the review of data and determination of what data was critical to be collected on each grade. Inquiry team, staff developers, administrators have conducted a series of workshops and grade and faculty conferences to discuss assessment information and its effect on the instructional program. School is encouraging the creation of learning communities and will continue workshops, conferences, etc. to collaboratively determine the use of assessments.

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.

□

Student difficulties are identified and based on Predictive/Acuity, NYS Exams, Class performance, Teacher-made tests, Homework, Teacher-student individual conferences, Reading progress, Advancement in independent reading levels, Teacher observations, and Behavioral issues/Anecdotal/Referrals.

Students are provided with assistance on an as-need basis by utilizing After school programs, Differentiated instruction, Guidance/Counseling, and Additional support provided by AIS providers, speech, OT, PT

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.

P.S. 215 follows New York City Department of Education guidelines for applicable 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

Title I, Part A (ARRA)	Federal	Yes			\$547,148	True	1, 2 and 3
Title II	Federal	Yes			11,637	True	1,2 and 3
Title III	Federal	Yes			15,000	True	1,2 and 3
IDEA	State	Yes			165,747	True	1, 2 and 3
C4E	State	Yes			54,564	True	1,2 and 3
Tax Levy	Local	Yes			3,501,578	True	1,2 AND 3

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
1
2. Please describe the services you are planning to provide to the STH population. We will put money aside to aid these students if the need arises for things including but not limited to: school supplies and school trips.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

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

File Name - 28_21K215_102910-134619.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 409	District 21	School Number 215	School Name Morris H. Weiss
Principal Antonella Bove		Assistant Principal Cara DeAngelo Ellen Resnick	
Coach type here		Coach type here	
Teacher/Subject Area Janine Gossett/ ESL		Guidance Counselor Jessica Nunno	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Rosie Sallustio	
Related Service Provider type here		Other type here	
Network Leader Neal Opromalla		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	730	Total Number of ELLs	76	ELLs as Share of Total Student Population (%)	10.41%
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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.

During the registration process parents are greeted by the Pupil Accounting Secretary, and the Parent Coordinator. We have personnel available to communicate with parents in Spanish and Russian. When a parent is not from a Spanish or Russian speaking country, we make every effort to provide an interpreter. Parents are provided with all documentation pertaining to registration, including a Home Language Survey (HLS). The ESL teacher completes the identification box on the reverse side. Once ELL's have been identified, a letter is sent, in English as well as their native language, inviting them to a parent orientation meeting during the first month of school. During these meetings parents view the New York Department of Education orientation video and receive information on the different programs available. Please note, the parent orientation materials are provided in the parents' native language to the extent possible. Parents then complete the Parent Selection form indicating their program choice. The child is then placed in the program the parent selected depending on availability and LAB-R results.

After reviewing the Parent Survey and Program Selection forms, we have noticed that the preference of the parents at P.S. 215 is the Free Standing English as a Second Language program. As a result, grades 1-5 participate in a pull-out or push-in ESL program and Kindergarten will be serviced through a self-contained ESL class; except for our ESL students in the gifted and talented kindergarten class which will be serviced through our pull-out/push-in model. In each grade the ELL program uses a new comprehensive core curriculum set forth by Mayor Bloomberg and Chancellor Klein. This curriculum aligns New York State Standards and English as a Second Language Standards. It is used to meet the instructional needs of all students and help students to reach and exceed state standards in English proficiency.

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	23					14								37
Push-In	8	9	12	1	3	6								39
Total	31	9	12	1	3	20	0	0	0	0	0	0	0	76

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	64	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									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"/>	0
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"/>	0
ESL	<input type="text"/> 64	<input type="text"/>	<input type="text"/>	<input type="text"/> 12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	76
Total	<input type="text"/> 64	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 12	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 0	76

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
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	2	4	1		9								29
Chinese	3	2	3			4								12
Russian	11	3	4		1	6								25
Bengali			1											1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1													1
Punjabi														0
Polish														0
Albanian	1													1
Other	2	2			2	1								7
TOTAL	31	9	12	1	3	20	0	76						

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.

At P.S. 215 all students receive the same standards based curriculum. We currently use a balanced literacy approach to reading as well as Harcourt Mathematics, New York City edition of Harcourt Science and the New York State Social Studies curriculum.

We firmly believe that we are responsible to show progress for each ELL in our school and continue upward trends for all our students. Therefore, we provide intensive instructional and remedial support for any ELL who requires services with our Academic Intervention Specialist. The first phase of our intervention process is provided by the classroom teacher for all ELLs. These interventions focus on listening, speaking, reading, and writing. Teachers use ongoing assessments and other data to differentiate instruction such as using leveled text for guided reading. An ELL after school program is available to target students in grades 1-5 giving them the opportunity to practice skills and concept in mathematics and test sophistication.

Teachers of ELL students are provided with NYSESLAT total scores in the four modalities. The following instructional practices are consistent throughout the school in order to support all ELL students in the area of Listening, Speaking, Reading and Writing as follows:

- Reading – During Reader’s Workshop students participate in a variety of reading activities that scaffold from teacher modeling to more independent practice. These activities include read aloud, shared reading, guided reading and individual reading conferences. Comprehension strategies taught include monitoring for reading, questioning, determining importance, making inferences, drawing conclusions, creating mental images and synthesizing information.
- Speaking – Oral language development is a focus throughout the day, in all subject areas. Students practice accountable talk by listening and sharing their thoughts and opinions through peer to peer and student to teacher models. Student talk is related to what they are learning and allows them to practice both social and academic language. Evidence of language development is measured through comprehensible output observed during activities such as turn and talk, storytelling, role playing and puppetry.
- Listening – Listening skills are developed through daily read alouds, shared readings, class discussions, accountable talk and activities using listening centers.
- Writing – Writing skills and strategies are targeted during the Writer’s Workshop mini-lesson and during individual student conferencing. During mini-lessons students are exposed to mentor text providing models of writer’s craft and structural elements of writing. During each unit of study students work through the writing process and publish a final piece of writing that aligns with the standards.

Our Free Standing ESL program currently services 76 ELLs, of which 39 receive pull-out/push-in services. Students placed in this program receive all instruction in English. Students in grades 1-4 are serviced by an ESL teacher who either pulls out or pushes-in to their classrooms and provided with ESL instruction in a small group setting. During this time students engage in collaborative activities focused around all of the modalities with an emphasis on the most deficient modalities. ELLs are grouped according to their language proficiency level (beginning, intermediate, and advanced). Students at the beginning and intermediate English proficiency level as well as all kindergarten students receive 360 minutes weekly of ESL instruction; students who show to be at the advanced English proficiency level receive 180 minutes weekly of ESL instruction. This year we have also incorporated a push-in model to service our ELL population. During this time, the ESL teacher pushes into classrooms to assist with small group instruction, with the focus on the modalities and demonstrate best practices of ESL teaching.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

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.

NLA Usage/Support		TBE		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED

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

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.

All of our teachers will continue to receive professional development that will focus on the needs of ELLs. After analyzing the data it has been determined that we need to continue to provide more concrete professional development on differentiated instruction using assessments to drive instruction.

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?

P.S. 215 provides frequent outreach to parents. During and after school hours parents are involved in grade and school wide activities. Parent workshops are held for parents whose children attend ESL. Parents are involved with the school leadership team. Parents are informed at PTA meetings on all school matters and programs. All notices are translated for our ELL population. In addition interpreters are available so that non English speaking parents can communicate with the school staff. The parent coordinator has become an integral part of the school staff. The parent coordinator welcomes parents as well as answers their concerns on a daily basis.

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)	10	2			3	3								18
Intermediate(I)														0
Advanced (A)	16	0			0	0								16
Total	26	2	0	0	3	3	0	0	0	0	0	0	0	34

NYSESLAT Modality Analysis

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

Aggregate	Level													
LISTENING /SPEAKING	B	0	0	0	0	0								
	I	3	2	0	0	0								
	A	3	4	0	2	1								
	P	5	3	2	0	6								
READING/ WRITING	B	2	1	1	1	1								
	I	3	2	1	1	1								
	A	5	7	0	0	5								
	P	0	0	0	0	0								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	4	10	3		17
5	3	3			6
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	1		1		1				3
4	4		7		9		1		21
5	2		5		1				8
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	2		7		9		3		21
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	6		0		1		1		8
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								

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 215 Morris H. Weiss					
District:	21	DBN:	21K215	School		332100010215

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	68	68	71		93.9	93.8	93.5
Kindergarten	112	117	107				
Grade 1	109	120	113	Student Stability - % of Enrollment:			
Grade 2	88	109	130	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	117	91	109		94.8	95.0	97.9
Grade 4	107	120	83				
Grade 5	80	112	116	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		49.6	62.6	62.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	1	2
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	681	738	730	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					13	14	12

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	39	47	27	Principal Suspensions	0	0	9
# in Collaborative Team Teaching (CTT) Classes	11	29	26	Superintendent Suspensions	0	0	0
Number all others	44	32	32				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	43	42	49
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	12	9
# receiving ESL services only	81	84	TBD				
# ELLs with IEPs	1	17	TBD	Number of Educational Paraprofessionals	5	4	8

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	100.0	100.0
				% more than 2 years teaching in this school	93.0	88.1	73.5
				% more than 5 years teaching anywhere	76.7	76.2	79.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	98.0	91.8
American Indian or Alaska Native	0.6	0.3	0.5	% core classes taught by "highly qualified" teachers	96.9	89.9	98.7
Black or African American	5.0	4.5	4.4				
Hispanic or Latino	24.4	24.4	26.8				
Asian or Native Hawaiian/Other Pacific	22.2	21.3	21.2				
White	46.5	47.6	46.0				
Male	48.2	49.1	47.5				
Female	51.8	50.9	52.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	37.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

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

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

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