

**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 CFN108	District 18	School Number 219	School Name Kennedy-King Elemen.
Principal Winsome G. Smith		Assistant Principal Patricia Sabater	
Coach		Coach	
Teacher/Subject Area Augusta Ahmad, ELL		Guidance Counselor Gladys Freeman	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Anthony Gordon	
Related Service Provider		Other	
Network Leader Sumita Kaufhold		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	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	839	Total Number of ELLs	45	ELLs as Share of Total Student Population (%)	5.36%
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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.

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

P.S. 219 is located in the East Flatbush area of Brooklyn, in Region 6, District 18, and houses a population of 840 students. Approximately 3.2% of them are English Language Learners (ELL). Among these ELL students, there are 4 Kindergarteners, 2 speak Haitian Creole, and 2 speak Spanish. There are 4 ELL first-graders. Three speak Spanish and one speaks French. Five ELL students are second graders. 3 speak Haitian Creole, and 2 speak Spanish. In the third grade there are four ELL students. 1 speaks Haitian Creole, and 2 speak Spanish and 1 speaks French. There are 7 fourth graders in the ESL program. 5 speak Haitian Creole, 1 speaks Spanish and 1 speaks French.

As part of the Chancellor's Regulations CR-154, ELL students in the beginning and intermediate levels receive ESL services five days a week, two periods a day equivalent to 360 minutes weekly. At P.S. 219, four ELL students are at the beginning proficiency level and 6 are in the intermediate level. They receive 360 minutes of ESL services weekly. 18 ELL students at P.S. 219 are in the advanced proficiency level and receive 180 minutes per week, one period a day, four days a week. Implications for ESL instruction at P.S. 219, (based on the scores on LAB-R and the NYSESLAT) show that the weakest modalities were reading and writing. Therefore, sustained writing and reading methodologies for ELL students are needed to improve literacy among them.

In May, 2009, the NYSESLAT administration will provide measurable scores that will allow transition from one level to another or to exit the ESL program.

The ESL program at P.S. 219 will focus on providing pedagogical methodologies to promote the English literacy skills for reading and writing to ELL students

The ELL teacher at P.S. 219 will use the Language Experience Approach (LEA) for teaching in order to focus on the students' needs and strengths in their reading and writing. After providing visual aids and working with graphic organizers, questions will be asked to elicit responses. ELL students will be encouraged to describe their own experiences orally. Writing activities will follow. The ELL students will be able to improve their reading/writing skills by interacting with literary materials.

Additionally, the following instructional scaffolding will be used with English Language Learners

§ Modeling –

§ Contextualization-

§ Scheme Building –

§ . These scaffolding strategies- support will provide for learning that can be withdrawn when the students are able to perform at their own level.

In addition, all ELL instruction will be aligned with the New York State Standards and the ELA Standards. Instruction will comply with CR-Part 154 regulations. All teachers who deal with ESL students must have professional development training in ELL methodology. The ELL classroom at P.S. 219 will be fully equipped with computer programs and software. The ELL teacher will also be able to request the school's Teacher Center Specialist to provide books in the appropriate levels of reading.

During the 2008-2009 school year we will continue to implement the Language Experience Approach in order to enhance the learning in all content areas.

Focus will continue to be on writing process to address the students' weaknesses in the area of writing. A context embedded thematic based approach will be used in all content areas.

ELLs will participate in a Cultural Diversity Day for students and their families.

Plan for SIFE, students with interrupted formal education (SIFE) are those whose formal education have been interrupted for an extended period of time. If we have students that fall into this category, they will be placed in the ESL program. In addition, the school

administration will provide the necessary assistance to these students. These children could be placed in the AIS program. Plan for long term ELL students: An individualized use of the Language Experience Approach (LEA) permits the ESL teachers to match instruction to the need of specific students such as long term ELL pupils. This type of activity will be done according to age and grade level.

ELL students reaching proficiency level could be integrated in the AIS program if their weakest modality skill is reading. The AIS program focuses on practicing reading fluency in phonics and speed reading activities that may help ELL students. Part of AIS instruction is technology based in a computer lab using Reading Plus program for guided reading and instruction. Students who exit the program and score out based on NYSESLAT can continue receiving ESL services for a school year. Students who score low on the NYSESLAT in listening and speaking could remain in their regular classroom. In this type of environment, ELL students will be exposed to these modalities along their English speaking peers.

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- focus on acquisition of language
- Provide large quantities of comprehensive input, visual aids, real object contextual clues and gestures.
- Incorporate interesting and relevant topics to motivate communication
- Provide activities that are designed to develop higher levels of language use, particularly in content areas. The (NA) and the Total Physical Response (TPR) approach will be used to promote the academic and linguistic abilities of ELL students.

The ESL teacher will strive to strengthen LEP students' academic language competence, develop and implement content area based lessons and promote students' multicultural resources in the social studies class. ELL students will benefit from instruction that:

- Makes connections between the content being taught and the students' real life experiences
- Provides hands-on performance based activities
- Activates students' prior knowledge
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- Uses graphic organizers to help students represent information and identify relationships

The ESL teacher will use manipulatives in the class.

Pictures help ELL students to relate to new vocabulary and concepts. These are some manipulatives that may be used in the ESL classroom:

- Maps
- Globes
- Geometrical Shapes
- Photographs
- Calendars
- Real Objects

P.S. 219 follow the Chancellor's Regulation (CR Part 154). The ESL lessons Learning Standards for English Language Arts (ELA) and ESL Standards should serve as basis for the ESL curriculum. The ESL program will be composed of two components: A language arts instructional component and a content area instructional component. The instruction will focus on the culture of the ELL students. This instruction will also promote literacy skills for ELLs when taking content area assessments.

The ESL teacher at P.S. 219 is fully qualified in the area of ESL. She holds a B.A., MFA, and MED Master's degree in Education, concentration in ESL.

ELL students are identified and placed within one exponent in each grade. This allows for strategies that have been introduced to the classroom teachers. Classroom teachers are trained in ESL strategies and therefore, able to continue the instruction provided within the small group-pull out program.

The ESL teacher meets with the classroom teachers, for articulation, to discuss children's progress. ESL, ELA, AIS, Guidance and all out-of-classroom providers attend grade conferences for collaborative planning. The ELL teacher meets with classroom teachers, attends ELL conferences where ideas are introduced and exchanged. The ELL teacher articulates with the budget liaison on how to schedule

allocations. In addition, the ELL teacher collaborates with the librarian and streamlines ordering of books for libraries.

II. Parent/community involvement:

For 2008-2009 school year, parents of ELL students who are newly identified will be invited to attend the parent orientation session where they were able to get valuable information about the ESL program. They view a videotape in their home languages. Parents will learn about the procedures to follow for placement in the ESL program. They also learned that in the beginning of the school year, the ESL teacher identifies the ESL students by checking their Home Language identification survey (HLIS) forms, and that the LAB-R has to be administered. The LAB-R scores determine the level of English proficiency of the students. They are grouped according to their ages and levels.

Various social activities will take place at P.S. 219. Parents and their children will attend the Book Fair, plant sale, Health Fair, the 100 Day celebration, Mothers' Day, Fathers' Day and the Cultural Diversity Day. All these activities will provide an excellent opportunity to the families to celebrate and learn all about diversity in our communities and will enrich the lives of our ELL students. The ELL teacher at P.S. 219 will work in collaboration with teachers of ELL students to program lessons that will be aligned with the school core curriculum and the mandated ESL/ELA and content learning standards.

Parents will be invited to attend workshops offered in Family Literacy, Technology programs, Citizenship courses. These workshops will be scheduled after school.

Professional Development Programs are not available this year due to lack of funds for classroom teachers who work with English Language Learners. However, the resident ELL teacher articulates with classroom teachers and other service providers regarding students' progress and strategies that may be transferred from the ELL classroom to the regular classroom.

This articulation continues during data conferences and grade meetings.

Part C – P.S. 219 has 1 full time ELL teacher.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

Dual Language (50%/50%)															0
Freestanding ESL															
Self-Contained															0
Push-In															0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	7
SIFE	N/A	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	0

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

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

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

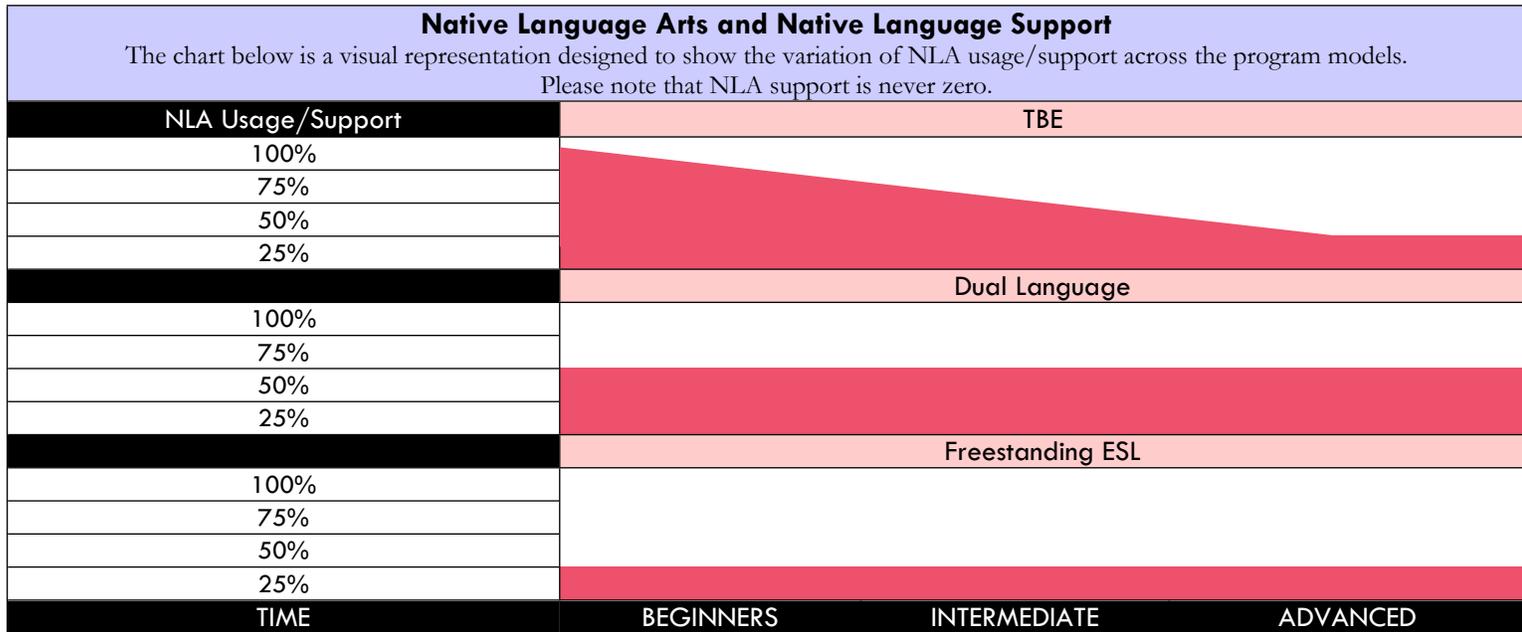
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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?

Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

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Part C – P.S. 219 has 1 full time ELL teacher.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

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)	2	2	4	4	2	3								17
Intermediate(I)	1	2	1	1	1	0								6
Advanced (A)	6	2	3	5	4	5								25
Total	9	6	8	10	7	8	0	0	0	0	0	0	0	48

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	2	0	1	1	0							
	I	2	1	1	0	1	0							
	A	2	4	5	3	3	1							
	P	0	1	4	3	2	0							
READING/ WRITING	B	1	1	13	0	0	0							
	I	1	1	1	1	1	0							
	A	3	4	2	5	5	1							
	P	3	0	0	0	0	0							

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

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

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

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

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

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

Native Language Tests

of ELLs scoring at each quartile

of EPs (dual lang only) scoring at each quartile

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. 219 Kennedy-King					
District:	18	DBN:	18K219	School		331800010219

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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	26	33	33		91.7	93.0	91.9
Kindergarten	113	103	97				
Grade 1	137	156	92	Student Stability - % of Enrollment:			
Grade 2	128	153	146	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	148	120	124		89.2	87.4	91.4
Grade 4	148	149	121				
Grade 5	124	124	130	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		74.1	93.0	87.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		12	23	19
Grade 12	0	0	0				
Ungraded	3	4	4	Recent Immigrants - Total Number:			
Total	827	842	747	(As of October 31)	2007-08	2008-09	2009-10
					0	1	14

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	49	53	62	Principal Suspensions	27	29	41
# in Collaborative Team Teaching (CTT) Classes	9	17	12	Superintendent Suspensions	17	20	34
Number all others	59	50	57				

These students are included in the enrollment information above.

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

Number of Staff - Includes all full-time staff:							
(As of October 31)	2007-08	2008-09	2009-10				
# receiving ESL services only	19	43	TBD	Number of Teachers	66	64	63
# ELLs with IEPs	0	5	TBD	Number of Administrators and Other Professionals	18	19	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	1	13

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	98.3
				% more than 2 years teaching in this school	80.3	79.7	84.1
				% more than 5 years teaching anywhere	74.2	70.3	81.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	89.0	92.1
American Indian or Alaska Native	0.2	0.1	0.1	% core classes taught by "highly qualified" teachers	98.4	93.3	94.1
Black or African American	93.2	92.5	91.6				
Hispanic or Latino	5.7	6.5	7.5				
Asian or Native Hawaiian/Other Pacific	0.5	0.1	0.0				
White	0.4	0.7	0.8				
Male	51.9	53.0	52.6				
Female	48.1	47.0	47.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Overall NCLB/Diferentiated 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	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	36.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

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

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

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



[SCHOOL NAME]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 18K219

ADDRESS: 1060 CLARKSON AVENUE, BKLYN, NY. 11212

TELEPHONE: 718-343-0493

FAX: 718-345-3065

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 219 **SCHOOL NAME:** THE KENNEDY- KING ELEMENTARY

SCHOOL ADDRESS: 1060 CLARKSON AVENUE, BROOKLYN, N.Y. 11212

SCHOOL TELEPHONE: 718-342-0493 **FAX:** 718-345-3065

SCHOOL CONTACT PERSON: WINSOME G. SMITH **EMAIL ADDRESS:** WSmith4@school.s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ellen Mandelberger

PRINCIPAL: Winsome G. Smith

UFT CHAPTER LEADER: Ellen Mandelberger

PARENTS' ASSOCIATION PRESIDENT: Alisha Carthy

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 16 **CHILDREN FIRST NETWORK (CFN):** 108

NETWORK LEADER: Sumita Kaufhold

SUPERINTENDENT: Beverly Wilkins

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
Winsome G. Smith	*Principal or Designee	
Ellen Mandelberger	*UFT Chapter Chairperson or Designee	
Alisha Carthy	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Arianne Allan	Member/Parent	
Brittany Washington	Member/Parent	
Gillian St. Hill	Member/Parent	
Brooke Frazier	Member/Parent	
Fay Simon	Member/Parent	
Debbie Wizel	Member/Teacher	
Heather Wisnowski	Member/Teacher	
Veronica Davis	Member/Teacher	
Tameeka Mitchell	Member/Parent	

Erika Jones	Member/Teacher	
Susan Randazzo	Member/Teacher	
Sheryl Prince	Member/Teacher	
Janette Paul	Member/Teacher	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S 219 stands as a perfect example of how a whole can become more than the sum of its parts.

Although we have a staff that varies widely in experience and cultural background, we share a common vision that focuses our efforts on improving student achievement.

Our school has built a culture around the joint responsibility of community and school to educate our children so that they may become productive members of society. Our motto, "Achieving Excellence" expresses this commitment and is representative of our culture.

Public School 219 is located in the East Flatbush section of Brooklyn, New York. The school has a population of **842** students. Grades 1-5 are housed in the main building located at 1060 Clarkson Avenue, and grades PK & K students are housed in the P.S. 219 Annex at 9517 Kings Highway.

92.5% of students who attend P.S. 219 are African American

0.1% of students who attend P.S. 219 are Asian

6.5%% of students who attend P.S. 219 are Hispanic

0.7% of students who attend P.S. 219 are White

Our school climate is collaborative and comprised of a dedicated community of learners. All members of the school community are actively involved with the education of our children. There are a number of active support programs based in our school which are designed to better address the individual needs of our students. There are organized Special Education classes in keeping with the New Continuum model of instruction. There is a free standing English Language Learners pull-out program which assists students whose primary language is other than English to adjust to the school environment and meet the standards.

There is an on-site multi-media library which is fully automated. Students and parents may access resources via the internet and request the same to support independent studies and research. P.S. 219 students are immersed in technology through the use of the multi media center, availability of laptops, 2 fully equipped computer labs and SMART BOARDS technology. Students in grades PK & K participate in "Cookshop", a program which introduces them to cooking as an art and teaches about nutrition. P.S. 219 is developing a plan to expand this venture by forging partnerships with companies and culinary institutions with the end result of establishing a fully equipped home economics center.

There are presently two science demonstration rooms which have been newly furnished. Science Clusters work with students and classroom teachers to augment the Science and ELA curriculum. Two (2) out of school time partnerships have been successfully executed with **University Settlement and the New York Junior Tennis League**. These programs will operate after school and during holidays. There is a strong family component where family members are expected to support the students in their endeavors.

P.S. 219 is proud of its Arts Program. Students have participated in ballet, opera, visual arts, music (keyboard and theory of music), and violin. Residencies included, Native American Studies and

architecture. Intergenerational chorus performed at Senior Citizens residencies and nursing homes. We await availability of funds to support this initiative.

All our staff members are highly qualified and seek to improve their pedagogy by attending citywide, national and international conferences. They return to the school where they hone their skills and share strategies with colleagues. Cohorts of staff members have been trained in the **Gifted and Talented** approaches/methodologies. Here at P.S. 219, we believe all the children are gifted and talented. It behooves us therefore, to identify areas of strengths and help children in developing the same. Additionally, selected staff has been trained as teacher leaders in managing student behavior through use of pro-active strategies and positive reinforcement.

P.S. 219 currently has two (2) foreign language classes (Italian and Spanish). Teachers are involved in planning of trips to Italy and Costa Rica for these students along with visits to restaurants, places of cultural interest and shows to showcase talent. The P.S. 219 community is committed to excellence. The school received a score of "A" on the 2006-2007 Progress Report, a score of "B" on the 2007-2008 Progress Report and a score of "A" on the 2008-2009 Progress Report and a score of "C" on the 2009-2010 Progress Report. The school received a score of "Well developed" on the Quality Review. To this end, the entire community will continue its efforts to realize the school's overarching three (3) goals, i.e., Engaging Students in Learning, Assessing Learning, & Developing as Professionals. We will continue to engage in meaningful conversations aimed at not only sustaining current progress, but with an eye to ever moving forward and upward, thus, reflecting our motto, "Achieving Excellence."

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	THE KENNEDY-KING ELEMENTARY SCHOOL				
District:	18	DBN #:	18K219	School BEDS Code:	331800010219

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	26	33		91.7	93.0	TBD		
Kindergarten	111	113	103						
Grade 1	164	132	156	Student Stability: % of Enrollment					
Grade 2	159	144	153	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	154	154	120		89.2	87.4	TBD		
Grade 4	129	138	149						
Grade 5	154	109	124	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		74.1	77.4	93.0		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		12	23	TBD		
Grade 12	0	0	0						
Ungraded	1	3	4	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	827	827	842		0	1	14		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	35	49	53						
No. in Collaborative Team	13	9	17	Principal Suspensions	27	29	TBD		

DEMOGRAPHICS							
Teaching (CTT) Classes							
Number all others	59	59	50	Superintendent Suspensions	17	20	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	33	19	43	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	00	5		(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	66	64	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	18	19	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	1	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.1	0.2	0.1	Percent more than two years teaching in this school	80.3	79.7	TBD
Black or African American	92.9	93.2	92.5	Percent more than five years teaching anywhere	88.0	89.0	TBD
Hispanic or Latino	6.5	5.7	6.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.1	0.5	0.1	Percent Masters Degree or higher	98.4	93.3	TBD
White	0.4	0.4	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.4	93.3	TBD
Multi-racial							
Male	48.7	51.9	53.0				
Female	51.3	48.1	47.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

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

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. 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							
Other Groups							
Students with Disabilities	✓ Sh	✓	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	4	4	1				

Key: AYP Status

√	Made AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	83.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	51.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our needs assessment was conducted by examining data provided through various sources. Data was collected from the School Report Card, City and State results, school-wide test results, interim assessment results, the Quality Review and the work of the Inquiry Team. Informal interviews with staff, parents and students were also conducted. The information collected will be disseminated to the school community through parent meetings and newsletters, the School Leadership Team, grade and faculty conferences and newsletters, individual student conferences. Academic Intervention Services are provided to all students who fail to meet criteria established in subject area acquisition. Specific target guidelines are clearly defined in the Action Plan for the services provided.

In 2008, P.S. 219 achieved a score of 16.5 out of 25, whereas, in 2009, the school achieved a score of 20.2 out of 25. This represents an increase of 3.7. The 2010 score was 6.3 out of 25.

In 2008 P.S. 219 achieved a score of 61% in ELA, whereas, in 2009 the school achieved a score of 71%. This represents an increase of 10% and represents 12.8% of students making at least one year of progress. In 2010, 35.1% of students made at least one (1) year's progress. In 2008 P.S. 219 achieved a score of 81% in MATH, whereas, in 2009 the school achieved a score of 86%. This represents an increase of 5%, and a 15.4% increase in students making one year of progress. In 2010, 45.6% of students made at least one (1) year's progress.

Analysis of other areas related to Student Achievement: The most recent Inquiry Team Work, the Learning Environment Survey and Quality Review Reports point to the need for further and deeper work by the school staff in the differentiation of instruction. To this end, the services of a consultant in the area of Gifted and Talented approaches/methodologies was engaged. Additionally, the Inquiry Team, Academic intervention Services Staff and other support staff will work with the P.S. 219 Community to ensure that standards are met.

Students write to their families monthly in an effort to acquaint them with the work they are doing. Test scores and student goals are shared with parents and other school staff who work directly with students.

As per the Quality Review and Learning Environment Survey Parental Involvement has increased. To ensure that parents participate actively in students' academic and social lives, the following have been instituted:

- Monthly newsletters issued by the Parent Coordinator, grade supervisors and Principal.
- Parent/Child Pen-Pal letters.
- Workshops addressing students' academic and social aspects.
- Cultural Diversity Day.
- Health Fair.
- Out of school Time Programs (University Settlement & the New York Junior Tennis League) with strong parent components.
- Attendance and Student of the Month Awards and acknowledgements.
- Monthly Publishing Parties & Events

SUMMARY:

The school received an overall score of **C** for the 2009-2010 school year. Some of the greatest accomplishments over the years include, increased student performance in all subject areas, an abundance of materials and resources, including outfitting classrooms with Smart Boards, instituting a computer based reading program called Reading Plus, to which selected classes in grades 1-4 attend at least twice weekly. In addition, teachers and administration attend citywide, national and international workshops. They then turn-key strategies learned from these reading and mathematics conferences. P.S. 219 also has a strong arts program, which include, keyboarding, visual arts, violin, and various other residencies such as ballet, architecture and Native American studies. These activities help to develop the whole child, as they are integrated into the various curricula areas. Additionally, students become more motivated, thus helping them to become more diligent in their studies. Classroom teachers have been trained in implementing the Gifted and Talented approach. This allows them to tap into students' strengths and modify teaching to meet their needs. Parent involvement has increased. This has occurred through increased workshops, attendance and student of the month breakfasts, outreach to fathers and male relatives of students and through attendance at cultural diversity and annual health fairs. Students and parents communicate with each other regarding progress via pen pal letters. Some other significant aids to improvement include the fact that PS 219 has a staff that is committed to professional development and growth. This is evident in their willingness to attend during and after school activities to write curriculum and engage in data conferences. In addition, the classrooms are equipped with modern technology and furnishings. This serves to give a sense of pride to students, and that adults do care, not only about academic progress, but also about the environment in which they learn. Given the current overall score an analysis of the data, the school has deepened its inquiry focus to deepen instructional practice and include the entire staff in this work.

Some barriers include transient student population. For example, in grades 3-5, P.S. 219K received 40 students since September, 2009. Many of these students have poor comprehension skills and as such, do not perform well on assessments. Even though Parental Involvement has increased, there is still the need for parents to be more involved in the academic progress of the children, for example, assisting students with the completion of various projects.

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.

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, student achievement in English Language Arts in grades K-5 will improve 5-7% as measured by City/State tests and DY0 assessments.</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>The following actions/strategies/activities will be implemented to accomplish the goal: Instruction aligned with State and City standards will provide opportunities for social interaction, literary response and expression, critical response and evaluation and gathering information. Students will participate in Guided Reading instruction, Writers’ Workshop, project based learning and the completion of the reading of at least 25 books for the year with the required <u>evidence of accomplishment</u> using Novel Ties and other appropriate materials. The school will continue Reading Street, a research based program designed to supplement the existing Reading Program. Additionally, students will complete weekly Current Events activities within the frame of the 5 W’s. Students in grades 1 & 2 will begin to prepare for aspects of the grade 3 State assessment focusing on metacognitive skills/strategies and the listening component. Students’ needs and strengths (differentiation) will be a major factor in planning and implementation of lessons. Staff members responsible for the implementation include: <u>classroom</u> teachers, AIS teachers, one SETTS teacher and one ELL teacher. Instruction aligned with State and City standards will provide opportunities for social interaction, literary response and expression, critical response and evaluation and gathering information. Students will participate in Guided Reading instruction, project based learning and the completion of the reading of at least 25 books for the year with the required <u>evidence of accomplishment</u> using Novel Ties and other appropriate materials. Additionally, students will complete weekly Current Events activities within the frame of the 5 W’s. Students in grades 3-5 will participate in intensive test preparation. Work produced by students</p>

	<p>will be marked by teachers other than their classroom teachers for comparison and discussion among colleagues. Inquiry Team work will be expanded to include more groups of targeted students. This will allow for deep analysis of students' work so future instruction may be better informed. Students in grades 3-5 prepare for aspects of the State assessments by focusing on metacognitive skills/strategies and the listening and writing component. Students' needs and strengths (differentiation) will be a major factor in planning and implementation of lessons. There will be a strong focus on Higher Order Thinking skills and engaging teaching strategies. Staff members responsible for the implementation include: <u>classroom</u> teachers, AIS teachers, one SETTS teacher and one ELL teacher.</p> <p>P.S. 219 will collaborate with museums and arts organizations. Artists in Residence program by artists will provide a variety of programs for students. Students receive weekly instruction in visual arts as well as keyboard weekly. In addition, there will be instruction in violin for student in grades 3, 4 & 5 pending funding. Integration of the arts in subject areas is encouraged and reflected in the curriculum maps. There will be 2 performances during the year where students may showcase their talents.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The dates of implementation are September 2010-June 2011. 5 days per week 120 minutes Literacy Block Tax Levy teachers 3 CTT classes 2 AIS Push-in Teachers 2 SETTS teachers 1 ELL teacher 2 Speech Teachers 1 Music Cluster Teacher – Tax Levy Residencies – (Opera, Violin, Theatre & Dance) Pending Funding 1 Art teacher – Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Grades K-2 Mid Year Assessment (Jan/Feb) Baseline and unit tests using the Reading Street program monthly records to determine reading levels. Teacher Evaluation Writing Samples (Monthly), including evidence of growth in writing as shown by increase in length of piece, language conventions, variety in genre, portfolio review, etc). Grades 3-5 Fountas & Pinnell Running Records (monthly) & DRA (Fall & Spring</p>

	<p>administrations) State ELA test Evidence of growth in reading fluency, vocal, range of genre and quality of reader response (evidence of accomplishment) Project based activities Portfolio Review ITA & Predictive Assessments DYO (November, January & March) Grades K-5 Mid Year Assessment (Jan/Feb) Baseline and unit tests using the Reading Street program monthly records to determine reading levels. Teacher Evaluation Evidence of students meeting the standard will be seen in quality and range of performances showing their creative and artistic abilities. These programs will be held once during Spring and once during Winter. Teachers</p>
Annual Goal #2	<p><u>MATHEMATICS</u> By June 2011, student achievement in Mathematics in Grades K-5 will improve by 5-7% as measured by Envisions Mathematics, End of Year Assessment, and City/State Assessments.</p>
Action Plan	<p>Instruction in K-2 is aligned with state and city standards will provide opportunities for social interaction, questioning and drawing conclusions. Students will participate in guided math instruction. Staff members will be trained in Envision Math curriculum. Students will participate in math competitions, generate problems for peers to solve, play games to reinforce concepts taught, use manipulative materials and technologies to explore patterns and shapes and use logical reasoning to reach conclusions. Rubrics will be applied to performance tasks, and students will maintain mathematics journals. Classes will be responsible for completion of 2 mathematics bulletin boards during the course of the school year. Opportunities will be provided for social interaction by having students engage in Accountable Talk. Administrators and parent coordinator in consultation with PTA president will develop a plan for home/school sharing of ideas. Instruction in 3-5 is aligned with state and city standards will provide opportunities for social</p>

	<p>interaction, questioning and drawing conclusion. Students will participate in guided math instruction. Staff has been trained in Envision Mathematics curriculum. Students will participate in math competitions, generate problems for peers to solve, play games to reinforce concepts taught, use manipulative materials and technologies to explore patterns and shapes and use logical reasoning to reach conclusions. Students will complete weekly math essays linking math/literacy and making real life connections and applications. Rubrics will be applied to performance tasks, and students will maintain mathematics journals. Classes will be responsible for completion of monthly mathematics bulletin boards during the course of the school year. Opportunities will be provided for social interaction by having students engage in Accountable Talk. Administrators and parent coordinator in consultation with PTA president will develop a plan for home/school sharing of ideas.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>September 2010-June 2011 5 days per week 60/75 minutes per day –Mathematics Block 18 Tax Levy Teachers Parent Coordinator 3 CTT Classes 2 AIS EGCSR Fe. Push-in Teacher 2 PCEN/LEP Part 154/T.L. 2 SC Special Education Classes</p>
<p>Indicators of Interim Progress and/or Accomplishments</p>	<p>Differentiated Portfolios Topic Tests School wide testing – 3 times per year Cumulative Tests (4 times) Monthly Projects Open Response – Monthly Free Response – Monthly Multiple Choice - Monthly Portfolios Teacher evaluation – weekly School wide testing – 3 times per year (Envision Math Benchmark Assessment) DYO-NYS Math Exam (November, January, & March) ITA & Predictive Assessments Evidence of growth in mathematics will include the ability to generate problems and use mathematics in real world situation. Envision Math monthly unit tests and quarterly unit tests will be administered. The results will be shared with parents and students.</p>

<p>Annual Goal #3</p>	<p><u>SOCIAL STUDIES & SCIENCE</u> By June 2011, Grades K-5 students' achievement in Social Studies & Science will improve 5-7% as measured by exit projects, unit tests, and City/State assessments.</p>
<p>Action Plan</p>	<p>Science Instruction aligned with city and state standards will provide opportunities for social interaction, observation, questioning, reflecting and drawing conclusions. Students will participate in science fairs and other opportunities designed for independent investigations utilizing the scientific method. Science Lab – 2 times weekly-grades 3 & 4 Science Integrated into all subject areas Science Fair (March) Camping trip to Gateway National Park (Spring 2011) Implementation of the New York State Social Studies Standards using the New York State core Curriculum. <u>Scott Foresman</u> Social studies program Grades K-4, silver Burdett Ginn <u>Western Hemisphere</u> program in Grade 5. Students will complete quarterly social studies projects, go on related trips and participate in cultural activities.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>September 2010-June 2011 2-3 days a week for a minimum of three 50 minute periods 2 Science Clusters 45 Tax Levy Teachers Teachers will provide instruction in Social Studies Tax Levy teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<p>Unit assessments Project based assessments Teacher generated tests</p>

Annual Goal #4	<p><u>GENERAL EDUCATION, ELL, & SPECIAL EDUCATION TEACHERS</u> By June 2011 All teachers will receive multi modal professional development to improve their teaching skills as measured by Administrative Observations and Lesson Plan review by supervisory personnel.</p>
Action Plan	The Professional Development Program will be aligned with the New York City Standards for Professional Development. It will be delivered by Assistant Principals, Teacher leaders and other selected staff. Consultants deliver Professional Development in areas of Gifted and Talented approaches and methodologies to all classroom teachers. Teachers are being trained in the approach to Professional Teaching Standards as well as using data to effectively inform instruction and Inquiry Team Work. Focus will be on individual professional development, as it pertains to self-assessment, reflection and the school's over arching goals. In collaboration and consultation with teachers, administrative staff and parents will develop goals and objectives CFN will provide continued support. Teachers have been paired up with a buddy to exchange student work and provide feedback.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	September 2010-June 2011 2 A.I.S. Teachers 3 Assistant Principals
Indicators of Interim Progress and/or Accomplishment	Teachers practice new skills and instructional strategies in a risk free environment Study Groups conduct inter/intra visitations Feedback on instructional improvements and successful practices are shared Use of effective research based teaching strategies as measured by observation by supervisory personnel and lesson plan review. Use of Gifted & Talented approaches/methodologies & reflection using Professional Teaching Standards. Number of teachers actively engaged in differentiation of instruction will be noted. Attendance at citywide and district-wide and national conferences and turn keying of major concepts.

Annual Goal #5	<u>PARENTAL INVOLVEMENT</u> By June 2011, parent participation in school related activities will increase by 5% as measured by increase in attendance at Parent Association meetings, Meet the teacher night, Parent workshops, Parent/Teacher conferences, Parent Advisory Committee meetings, monthly Publishing Parties, School trips, Parent/Teacher Team Meetings, and related activities.
Action Plan	Every effort will be made to involve parents through regular home/school communications, newsletters, teacher notes, bulletin boards, outside postings of meeting notices, Parent Pen Pal letter, and a school wide website. Parents participate in decision-making process through the School Leadership Team meetings, P.T.A. and Parent Advisory Committee. Parent Orientation in June, 2011 for incoming 3 rd & 4 th grade students, and again in September for all grades. School trips abroad to Italy, Costa Rico & Boston are in the planning stage. Parents have been invited to participate. Notices/Communication will be sent to parents in their home languages. School messenger calls parents to invite them to each activity and apprise them of attendance issues.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	September 2010-June 2011 SLT – Title I Parent Coordinator Tax Levy PAC Committee Kasserian Ingera – 3 rd & 4 th grade Parent/Teacher Team
Indicators of Interim Progress and/or Accomplishment	Attendance is increased at Parent Association Meetings Attendance at Parent workshops/Orientation Meetings Attendance at Meet the Teacher Night Parent/Teacher conferences and other related activities Student achievement will improve in all academic areas as a result of increased parental involvement

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

Annual Goal #1	By June 2011, student achievement in English Language Arts in grades K-5 will improve 5-7% as measured by City/State tests and DY0 assessments.
Action Plan	<p>Instruction aligned with State and City standards will provide opportunities for social interaction, literary response and expression, critical response and evaluation and gathering information. Students will participate in Guided Reading instruction, project based learning and the completion of the reading of at least 25 books for the year with the required <u>evidence of accomplishment</u> using Novel Ties and other appropriate materials. Additionally, students will complete weekly Current Events activities within the frame of the 5 W's.</p> <p>Students in grades 3-5 will participate in intensive test preparation. Work produced by students will be marked by teachers other than their classroom teachers for comparison and discussion among colleagues. Inquiry Team work will be expanded to include more groups of targeted students. This will allow for deep analysis of students' work so future instruction may be better informed. Students in grades 3-5 prepare for aspects of the State assessments by focusing on metacognitive skills/strategies and the listening and writing component. Students' needs and strengths (differentiation) will be a major factor in planning and implementation of lessons. There will be a strong focus on Higher Order Thinking skills and engaging teaching strategies. Staff members responsible for the implementation include: <u>classroom</u> teachers, AIS teachers, one SETTS teacher and one ELL teacher.</p> <p>P.S. 219 will collaborate with museums and arts organizations. Artists in Residence program by artists will provide a variety of programs for students. Students receive weekly instruction in visual arts as well as keyboard weekly. In addition, there will be instruction in violin for student</p>

	<p>in grades 3, 4 & 5 pending funding. Integration of the arts in subject areas is encouraged and reflected in the curriculum maps. There will be 2 performances during the year where students may showcase their talents.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>The dates of implementation are September 2010-June 2011. 5 days per week 120 minutes Literacy Block Tax Levy teachers 4 CTT classes 2 AIS Push-in Teachers 2 SETTS teachers 1 ELL teacher 2 Speech Teachers 1 Music Cluster Teacher – Tax Levy Residencies – (Opera, Violin, Theatre & Dance) Pending Funding 1 Art teacher – Tax Levy</p>	
<p>Indicators of Interim Progress and/or Accomplishment</p>	<p>Grades K-2 Mid Year Assessment (Jan/Feb) Baseline and unit tests using the Reading Street program monthly records to determine reading levels. Teacher Evaluation Writing Samples (Monthly), including evidence of growth in writing as shown by increase in length of piece, language conventions, variety in genre, portfolio review, etc). Grades 3-5 Fountas & Pinnell Running Records (monthly) & DRA (Fall & Spring administrations) State ELA test Evidence of growth in reading fluency, vocal, range of genre and quality of reader response (evidence of accomplishment) Project based activities Portfolio Review ITA & Predictive Assessments DYO (November, January & March) Grades K-5 Mid Year Assessment (Jan/Feb) Baseline and unit tests using the Reading Street program monthly records to determine reading</p>	

	<p>levels. Teacher Evaluation Evidence of students meeting the standard will be seen in quality and range of performances showing their creative and artistic abilities. These programs will be held once during Spring and once during Winter. Teachers</p>	
<p>Annual Goal #2</p>	<p>MATHEMATICS By June 2011, student achievement in Mathematics in Grades K-5 will improve by 5-7% as measured by Envisions Mathematics, End of Year Assessment, and City/State Assessments..</p>	
<p>Action Plan</p>	<p>Instruction in K-2 is aligned with state and city standards will provide opportunities for social interaction, questioning and drawing conclusions. Students will participate in guided math instruction. Staff members will be trained in Envision Math curriculum. Students will participate in math competitions, generate problems for peers to solve, play games to reinforce concepts taught, use manipulative materials and technologies to explore patterns and shapes and use logical reasoning to reach conclusions. Rubrics will be applied to performance tasks, and students will maintain mathematics journals. Classes will be responsible for completion of 2 mathematics bulletin boards during the course of the school year. Opportunities will be provided for social interaction by having students engage in Accountable Talk. Administrators and parent coordinator in consultation with PTA president will develop a plan for home/school sharing of ideas.</p> <p>Instruction in 3-5 is aligned with state and city standards will provide opportunities for social interaction, questioning and drawing conclusion. Students will participate in guided math instruction. Staff has been trained in Envision Mathematics curriculum. Students will participate in math competitions, generate problems for peers to solve, play games to reinforce concepts taught, use manipulative materials and technologies to explore patterns and shapes and use logical reasoning to reach conclusions. Students will complete weekly math essays linking math/literacy and making real life connections and applications. Rubrics will be applied to performance tasks, and students will maintain mathematics journals. Classes will be responsible for completion of monthly mathematics bulletin boards during the course of the school year. Opportunities will be provided for social interaction by having students engage in Accountable Talk. Administrators and parent coordinator in consultation with PTA president will develop a plan for home/school sharing of ideas.</p>	

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>September 2010-June 2011 5 days per week 60/75 minutes per day –Mathematics Block 18 Tax Levy Teachers Parent Coordinator 3 CTT Classes 2 AIS EGCSR Fe. Push-in Teacher 2 PCEN/LEP Part 154/T.L. 2 SC Special Education Classes</p>	
<p>Indicators of Interim Progress and/or Accomplishment</p>	<p>Differentiated Portfolios Topic Tests School wide testing – 3 times per year Cumulative Tests (4 times) Monthly Projects Open Response – Monthly Free Response – Monthly Multiple Choice - Monthly Portfolios Teacher evaluation – weekly School wide testing – 3 times per year (Envision Math Benchmark Assessment) DYO-NYS Math Exam (November, January, & March) ITA & Predictive Assessments Evidence of growth in mathematics will include the ability to generate problems and use mathematics in real world situation. Envision Math monthly unit tests and quarterly unit tests will be administered. The results will be shared with parents and students.</p>	

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	September 2010-June 2011 5 days per week 60/75 minutes per day –Mathematics Block 18 Tax Levy Teachers Parent Coordinator 4 Early Grade Reduced Class/State Funded 1 CTT Class 1 AIS EGCSR Fe. Push-in Teacher 1PCEN/LEP Part 154/T.L. 2 CTT Classes (K & 1) 1 SC Special Education	
Annual Goal #3	<u>SOCIAL STUDIES & SCIENCE</u> By June 2011, Grades K-5 students' achievement in Social Studies & Science will improve 5-7% as measured by exit projects, unit tests, and City/State assessments	
Action Plan	Science Instruction aligned with city and state standards will provide opportunities for social interaction, observation, questioning, reflecting and drawing conclusions. Students will participate in science fairs and other opportunities designed for independent investigations utilizing the scientific method. Science Lab – 2 times weekly-grades 3 & 4 Science Integrated into all subject areas Science Fair (March) Camping trip to Gateway National Park (Spring 2011) Implementation of the New York State Social Studies Standards using the New York State core Curriculum. <u>Scott Foresman</u> Social studies program Grades K-4, silver Burdett Ginn <u>Western Hemisphere</u> program in Grade 5. Students will complete quarterly social studies projects, go on related trips and participate in cultural activities.	
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	September 2010-June 2011 2-3 days a week for a minimum of three 50 minute periods 2 Science Clusters 45 Tax Levy Teachers Teachers will provide instruction in Social Studies Tax Levy teachers	

Indicators of Interim Progress and/or Accomplishment	Unit assessments Project based assessments Teacher generated tests	
Annual Goal #4	<u>GENERAL EDUCATION, ELL, & SPECIAL EDUCATION TEACHERS</u> By June 2011, all teachers will receive multi modal professional development to improve their teaching skills as measured by Administrative Observations and Lesson Plan review by supervisory personnel.	
Action Plan	The Professional Development Program will be aligned with the New York City Standards for Professional Development. It will be delivered by Assistant Principals, Teacher leaders and other selected staff. Consultants deliver Professional Development in areas of Gifted and Talented approaches and methodologies to all classroom teachers. Teachers are being trained in the approach to Professional Teaching Standards as well as using data to effectively inform instruction and Inquiry Team Work. Focus will be on individual professional development, as it pertains to self-assessment, reflection and the school's over arching goals. In collaboration and consultation with teachers, administrative staff and parents will develop goals and objectives CFN will provide continued support. Teachers have been paired up with a buddy to exchange student work and provide feedback.	
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	September 2010-June 2011 2 A.I.S. Teachers 3 Assistant Principals Consultants	
Indicators of Interim Progress and/or Accomplishment	Teachers practice new skills and instructional strategies in a risk free environment Study Groups conduct inter/intra visitations Feedback on instructional improvements and successful practices are shared Use of effective research based teaching strategies as measured by observation by supervisory personnel and lesson plan review. Use of Gifted & Talented approaches/methodologies & reflection using Professional Teaching Standards. Number of teachers actively engaged in differentiation of instruction will be noted. Attendance at citywide and district-wide and national conferences and turn keying of major concepts.	

Annual Goal #5	<p><u>PARENTAL INVOLVEMENT</u> By June 2011, parent participation in school related activities will increase by 5% as measured by increase in attendance at Parent Association meetings, Meet the teacher night, Parent workshops, Parent/Teacher conferences, Parent Advisory Committee meetings, monthly Publishing Parties, School trips, Parent/Teacher Team Meetings, and related activities.</p>	
x	<p>Every effort will be made to involve parents through regular home/school communications, newsletters, teacher notes, bulletin boards, outside postings of meeting notices, Parent Pen Pal letter, and a school wide website. Parents participate in decision-making process through the School Leadership Team meetings, P.T.A. and Parent Advisory Committee. Parent Orientation in June, 2011 for incoming 3rd & 4th grade students, and again in September for all grades. School trips abroad to Italy, Costa Rico & Boston are in the planning stage. Parents are encouraged to participate. Notices/Communication will be sent to parents in their home languages. School messenger calls parents to invite them to each activity and apprise them of attendance issues.</p>	
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<p>September 2010-June 2011 SLT – Title I Parent Coordinator Tax Levy PAC Committee Kasserian Ingera – 3rd g & 4th grade Parent/Teacher Team</p>	
Indicators of Interim Progress and/or Accomplishment	<p>Attendance is increased at Parent Association Meetings Attendance at Parent workshops/Orientation Meetings Attendance at Meet the Teacher Night Parent/Teacher conferences and other related activities Student achievement will improve in all academic areas as a result of increased parental involvement</p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT –N/A

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)-N/A

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	30		4	
1	62		N/A	N/A	30		3	7
2	30	0	N/A	N/A	30	0	4	1
3	12	36	N/A	N/A	25	0	4	3
4	12	35	30	20	35	0	3	1
5		35	30	20	35	0	3	1
6		35	25	35	15	0	2	0
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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:	-3 times per week. ELL students are pulled out 2-3 times weekly for 45 minutes.(Tier II) One full time Push-in teacher works with Grade 3 students utilizing the Wilson Program. Classroom teachers (Tier I) work with students during the A.I.S. learning block using Foundations & Words Their Way (K-2) and Kaplan K-12 for grades 3-5. Cluster teachers work with small groups of students during the A.I.S. Block daily. Inquiry Team work has been expanded to include work with AT RISK students. A computer program (Reading Plus) provides differentiated instruction for students.
Mathematics:	One full time Math Teacher works with targeted students 3 times per week. (Tier II) The Everyday Math Program is augmented by use of manipulatives and activities to support standards driven lessons. Kaplan Foundations (focus in content area math) Write Math – Focus on writing steps needed for problem solving.
Science:	Theme based instruction aligned with state standards will provide for questions, reflecting, analyzing and gathering information, thus, experiences will be planned that will engage students in speaking, listening, questioning, reading and writing in Science
Social Studies:	Theme based instruction aligned with state standards will provide for questions, reflecting, analyzing and gathering information, thus, experiences will be planned that will engage students in speaking, listening, questioning, reading and writing in Social Studies/Science.
At-risk Services Provided by the Guidance Counselor:	At-Risk services include: Time orientation, organizational skills, communication skills, goal setting, problem solving, improvement of social skills in cooperation of academic strategies all geared towards improving school behaviors
At-risk Services Provided by the School Psychologist:	School Psychologist works with SST and classroom teachers to identify at risk students provide evaluative services, and professional development to assist teachers in working more effectively with At-Risk students. Guidance counselors provide services for mandated students. 1-2 times weekly, as per their IEP's and on an as needed basis for other students.
At-risk Services Provided by the Social Worker:	School Social Worker works with SST and classroom teachers to identify at risk students provide evaluative services, and professional development to assist teachers in working more effectively with At-Risk students.
At-risk Health-related Services:	PT & OT services are provided to students during the course of the school day. Children who need help with developmental delays, behavioral disorders, difficulty with gross and fine motor skills are seen individually 1-2 times weekly.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 46 LEP _____ Non-LEP _____
Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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.

Section III. Title III Budget

School: 18K219 BEDS Code: 331800010219

Allocation Amount: \$15,000.00		
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	\$6,045.12	140 hours of per session for ESL and General Ed teacher to support ELL Students: 140 hours x \$41.98 (current teacher per session rate with fringe) = \$6,045.12)
Purchased services - High quality staff and curriculum development contracts.	N/A	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,000.00	3 Books on CD, CDs and DVDs , Color ink, notebooks
Educational Software (Object Code 199)	\$2,605.88	Leap Frog software program
Travel		
Other	\$2,349.00	Computer to support software program
TOTAL	\$12,394.12	

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.

At P.S. 219, a school aide and a paraprofessional translate and interpret to parents accordingly. They are paid per session rate after school

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.

- There are 46 students who have been identified as needing translation services.
- The Home Language Survey was used to generate the findings.
- This data is arrived at when newly registered students enter the building and the survey is administered. In addition, the school uses data from attendance and exam history of students.
- The findings are reported to the General Parent Teacher Association (PTA) and School Leadership Team (SLT) meetings in session.

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.

- All notices/communication will be sent to students in their home language. In-house school staff, will provide interpretation services.
- The school provides regular and timely provision of translated documents through existing resources.
- The school provides timely interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education.

- School Aides, parents and teachers are available to assist.
 - Staff is paid on a per session basis.
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.
 3. Interpretation services will be provided during school hours, and at special school functions including Parent/Teacher conferences. In addition, assistance is provided at registration.
 4. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - The school will provide in-house interpretation services as well as acquaint parents with services provided by the Department of Education (DOE).
 - The school will provide each parent who requires assistance services with a copy of the Bill of Parent Rights and Responsibilities.
 - The school will post signs in conspicuous locations in covered languages indicating the availability of interpretation services.
 - The school's safety plan contains procedures for ensuring that parents in need of interpretation services are not prevented from reaching the school's administrative offices due to language barriers.
 - The school will direct parents to The Department of Education's website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	780,609	147,845	928,454
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,807	1,478	9,285
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	39,031	*	
4. Enter the anticipated 10% set-aside for Professional Development:	78,061	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.

The school will continue to align curriculum to the School/City/State standards. Teachers will be encouraged to stay abreast with current educational practices. Various methodologies will be integrated into the curriculum. Adequate and appropriate materials and resources will be provided to support the teaching and learning.

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.

High quality and ongoing professional development, aligned with the State and City standards (see guide). The school provides high quality and ongoing professional development aligned with the state and City standards through Staff Development and Study Groups.

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

High quality and ongoing professional development, aligned with the State and City standards (see guide). The school provides high quality and ongoing professional development aligned with the state and City standards through Staff Development and Study Groups.

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

P.S. 219 will coordinate and increase parental involvement strategies through various means such as, Reading Plus, Learning Leaders, and State operated Pre-K Program and Parent workshops

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

The school's plan for assisting pre-school students is as follows: school visits, parent articulation, child care agency providers, family orientation workshops and Parent Corps.

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.

Measures taken to include teachers in decisions regarding the use of academic assessments are: faculty conferences, grade conferences, articulation with Coaches and AIS Team members.

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.

Students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with academic intervention services. These students are identified by State Test scores, ECLAS, DRA, teacher generated tests and teacher judgment.

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.

As a Title I School- Wide Program school, flexibility of funding streams support educational strategies that increase the quality of learning time. Title I, PCEN, Academic Intervention Services, and English Language Learners each utilize the Pull-Out/Push-In Model of instruction in all classes that are serviced, additional programs such as PBIS, enables P.S. 219 to successfully build a school environment which encourages effective partnerships between the school, parents and community support systems.

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

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X		780,609		X	15, 16, 17, 18, 20, 23, 47
Title I, Part A (ARRA)	Federal	X		147,845		X	15, 16, 17, 18
Title II, Part A	Federal	X		172,469		X	15, 16
Title III, Part A	Federal	X				X	15, 16, 17, 23, 34, 35, 37
Title IV	Federal		N/A				
IDEA	Federal	X		146,398		X	15,16, 17, 18, 47
Tax Levy	Local	X		54,845,582		X	15, 16, 17, 19, 21, 22
C4E	State	X			95,943		

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content 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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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.)

Number of students in Temporary Housing: **54**

2. Please describe the services you are planning to provide to the STH population.
 - After school program with 2 Guidance Counselors and 1 teacher on Wednesdays 3:15-5:15p.m.
 - Parent Survey distributed to parents for suggestions on how we can address individual student needs.
 - Student Interest Survey will be used for students to generate individual goals to be assessed throughout the program in order to develop interim goals with a final assessment at the conclusion of the program.
 - Provide child/parent and individual counseling along with outside referral information.
 - Parent Workshops such as Positive Child Rearing Skills, Resume workshop, Family Night, Museum trips coordinated with PTA and offer opportunities for networking.
 - Parent Coordinator will provide City wide advocacy, referrals and workshops.
 - Medical support such as eye exams, physical, immunization, and dental referrals.

Part B: FOR NON-TITLE I SCHOOLS

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

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

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

This appendix will not be required for 2010-2011.

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

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

P.S. 219 PARENTAL INVOLVEMENT POLICY
September 2010- June 2011

P.S. 219 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, in a language parents understand.
- The school will involve the parents of children served in Title I Part A programs(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

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 learning*
- *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-Parental Involvement of the ESEA.*

1. P.S. 219 will involve parents in the joint development of the District Parental Involvement Plan (continued in the (DCEP Addendum) under Section 1112-*Local Educational Agency Plans* of the ESEA.
2. P.S. 219 will take the following actions to involve parents in the process of school review and improvement under Section 1116 – *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - Parents will participate in the school review and improvement through discussion and participation.
 - Parents will sit on other committees such as the School Leadership Team, Pupil Personnel Team, Discipline Committee and Safety Committee.
3. P.S. 219 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
 - Community Library
 - Reading is Fundamental (R.I.F.)
 - Learning Leaders
 - State-operated Pre-K Program –Universal Pre-K

4. P.S. 219 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the finding of the evaluation regarding its parental involvement policy and activities to design strategies for more effective parental involvement, and revise its parental involvement policies (If necessary).
Evaluation will be conducted during SLT meeting, PTA meetings. Evaluation data regarding Parent Involvement will be gathered using:
 - Surveys
 - Noting attendance at various school meetings
 - Looking at number of parents serving on policy advisory groups.

Person/s responsible for conducting the evaluation will include member of the SLT, & PTA Executive Committees.

Parents will come together with other community constituents to determine if involvement is ongoing and effective. Additionally, parents will be asked to help provide such services as assisting with language translations and availing themselves of local agencies that offer varied services.

5. P.S. 219 will build the parents' capacity for strong parental involvement, support a partnership among the community, and improve student academic achievement, through the following activities specifically described below by promoting and understanding of the following topics:
 - The state's academic content standards
 - The state's student academic achievement standards
 - The state and local academic assessments including alternate assessments
 - The requirements of Title I, Part A
 - How to monitor their child's progress, and
 - How to work with educators
6. P.S. 219 will provide materials and training to help parents work with their children to improve their children's academic achievement by:
 - Implementing Computer Workshops
 - "Utilization" of State of the Art Library for research purposes
 - Providing Literacy and Math Workshops that will enable parents to effectively assist their children
 - Conducting Family Read-along night to foster a love of and enjoyment of reading
7. P.S. 219 will, with the assistance of the Parent Coordinator, educate its teachers, pupil services personnel, and other staff, in how to reach out to, communicate with and work with parents as equal partners and build ties in the community by:
 - Conducting Team building Workshops
 - Inviting parents to meetings of students participating in various programs
 - Convene meetings at a time convenient to parents and offer a number of flexible times for such meetings
 - Being mindful of parents/families with disabilities
 - Providing communication in languages that parents can understand

8. P.S. 219 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities. These may include:
 - Pre-K Programs, and Learning Leaders.
 - Providing workshops in various subject areas
 - Encouraging parents to volunteer in classrooms

9. P.S. 219 will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities are sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - All written and oral communication translated into Home Languages
 - Regular meetings will be convened to allow for more flexible times
 - Information between home and school will be sent home in a “Parent Information Folder” to parents daily.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 219 Kennedy-King					
District:	18	DBN:	18K219	School		331800010219

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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	26	33	33		91.7	93.0	91.9
Kindergarten	113	103	97				
Grade 1	137	156	92	Student Stability - % of Enrollment:			
Grade 2	128	153	146	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	148	120	124		89.2	87.4	91.4
Grade 4	148	149	121				
Grade 5	124	124	130	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		74.1	93.0	87.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		12	23	19
Grade 12	0	0	0				
Ungraded	3	4	4	Recent Immigrants - Total Number:			
Total	827	842	747	(As of October 31)	2007-08	2008-09	2009-10
					0	1	14

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	49	53	62	Principal Suspensions	27	29	41
# in Collaborative Team Teaching (CTT) Classes	9	17	12	Superintendent Suspensions	17	20	34
Number all others	59	50	57				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	66	64	63
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	19	15
# receiving ESL services only	19	43	TBD				
# ELLs with IEPs	0	5	TBD	Number of Educational Paraprofessionals	3	1	13

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	98.3
				% more than 2 years teaching in this school	80.3	79.7	84.1
				% more than 5 years teaching anywhere	74.2	70.3	81.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	89.0	92.1
American Indian or Alaska Native	0.2	0.1	0.1	% core classes taught by "highly qualified" teachers	98.4	93.3	94.1
Black or African American	93.2	92.5	91.6				
Hispanic or Latino	5.7	6.5	7.5				
Asian or Native Hawaiian/Other Pacific	0.5	0.1	0.0				
White	0.4	0.7	0.8				
Male	51.9	53.0	52.6				
Female	48.1	47.0	47.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	36.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

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

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

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

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.

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.

Section III. Title III Budget

School: 18K219 BEDS Code: 331800010219

Allocation Amount: \$15,000.00		
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	\$6,045.12	140 hours of per session for ESL and General Ed teacher to support ELL Students: 140 hours x \$41.98 (current teacher per session rate with fringe) = \$6,045.12)
Purchased services - High quality staff and curriculum development contracts.	N/A	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,000.00	3 Books on CD, CDs and DVDs , Color ink, notebooks
Educational Software (Object Code 199)	\$2,605.88	Leap Frog software program
Travel		

Other	\$2,349.00	Computer to support software program
TOTAL	\$12,394.12	