



P.S.221

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 01M000)
ADDRESS: 791 EMPIRE BOULEVARD
TELEPHONE: (718) 756-0122
FAX: (718) 953-2657

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 221 **SCHOOL NAME:** Toussaint L'Ouverture

SCHOOL ADDRESS: 791 Empire Boulevard , Brooklyn , New York 11213

SCHOOL TELEPHONE: (718)756-0122 **FAX:** (718) 953-2657

SCHOOL CONTACT PERSON: Clara Moodie-Kirkland **EMAIL ADDRESS:** _____

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Averill Mason-Scantlebury

PRINCIPAL: Clara Moodie-Kirkland

UFT CHAPTER LEADER: Monique Greene

PARENTS' ASSOCIATION PRESIDENT: Averill Mason-Scantlebury

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** 304

NETWORK LEADER: Lucile Lewis

SUPERINTENDENT: Rhonda Hurdle-Taylor

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
Clara Moodie-Kirkland	*Principal or Designee	
Monique Greene	*UFT Chapter Chairperson or Designee	
Averill Mason-Scantlebury	*PA/PTA President or Designated Co-President	
Shatema Dockery	Title I Parent Representative - Parent	
Linda McBride-Bey	DC 37 Representative, - Teacher	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Tai	Member/Parent	
Jamilla Redhead	Member/Parent	
Idovia Brooks	Member/Parent	
Yvonne Mayers	Member/Teacher	
Deborah Taylor	Member/Teacher	
Savitree Williams	Member/teacher	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 221, the Toussaint L' Overture School, located in Crown Heights, Brooklyn, New York is a 5-story brick building that is 70 years old. It is basically in good condition. The hallways have been painted in bright welcoming colors. The non tiled floors have been scraped, sanded and polished. Eighteen rooms in the building have air conditioners

The annex is a separate building connected to the main building by a 2nd floor bridge. The annex houses 7 classes and has an assistant principal's office. The custodial staff is keeping both buildings clean, safe and well lit.

We believe that it takes a village to raise a child. Therefore, we envision our school as a community of learners. Everyone is actively involved in the educational process, students, staff and parents. We strive to empower our students to become critical thinkers able to communicate effectively, developing skills and knowledge to become productive members of society. We all share in the responsibility of helping our students reach their goals in a nurturing, supportive environment.

The P.S. 221 community will provide a safe, nurturing environment that will develop self-esteem and prepare each and every student to function as responsible members in their local and global communities. Students will be encouraged to reach their levels of academic excellence.

The current instructional program includes balanced literacy throughout the grades. Each classroom has a leveled library. Grades K, 1 and 2, have the Reading Streets Literacy Program. Each classroom has a computer. The school also has 2 language arts clusters.

The main focus in the literacy program is to have all children reading on or above grade level. To implement this, the school will:

- *Adhere to 120 minute literacy block*
- *Use the Comprehensive Balanced Literacy Model of Reading and Writing workshops.*
- *Provide Title I services for all children below reading level on ECLAS and State exams*
- *Adhere to NYC/NYS standards*
- *Provide a resource for ELL students*
- *Provide AIS services using Wilson and Passport Voyager for grades 3, 4, and 5.*
- *Provide professional development for teachers*
- *Provide parent workshops*
- *Increase classroom libraries*
- *Provide after school programs*
- *Provide a resource room for guided reading materials*
- *Retain an Aussie(for PD sessions).*

- Utilize CFN 304 for PD support
- Provide Book Fairs to expose and engage students in various publishers

For math the main text in Pre-K-5 is Everyday Math. The school also has a Title I Math Program. The main goal is to have all children performing on or above grade level. To provide continued support to the teachers and students, a full time math coach is available for site staff development.

To implement this goal, the school will:

- Provide AIS services for grades K-5
- Utilize CFN 304 for PD support
- Provide after school programs
- Provide job embedded professional development for teachers that have local, and national affiliation.
- Provide Title I services for all children below math levels in NYS exams
Provide parent workshops
- Adhere to 90 minute Math Block
- Adhere to NYC/NYS standards

Science classes in grades K - 5 use Harcourt Brace science books (2008). The purpose and focus of the science program is for all students to understand the scientific method. Children will use the hands on workshop model to incorporate science. In order to improve students' knowledge of science concepts and instruction, the curriculum is aligned with state and city standards. We have 1 full time science cluster who services K-5.

In Social Studies, Grades K-5 use Harcourt Brace Social Studies books. We have 2 clusters for Social Studies.

There is a new computer lab, equipped with PC computers with a computer teacher who rotates classes throughout the year. The entire school is wired for the Internet. Laptop computers are provided for the mini school so that all students have access to technology in order to enhance their learning.

*Academic Intervention Services are available to all students who require assistance to meet state standards in literacy, math, social studies and science. Additional academic services include at risk resource room, after school literacy and math program. The Title III after school program was designed to help our ELL students academically. They are also supported by ESL instruction and Title I. The special education students are supported academically by the Title I instruction, SETS and counseling. Guidance and support services are also provided for those students whose social and emotional issues are negatively impacting their academic achievement. In addition, P.S. 221 will provide opportunities to help support those in need. P.S. 221 also have programs that are designed to help children refocus their energies in a positive manner (character education in grades 3-5). The guidance counselor also works with classes to build character and respect for others. After school programs also include “**Virtual Y**” and “**Friends of Crown Heights**”.*

P.S. 221 recognizes that parents are our students' first and foremost teachers. We encourage parent volunteers to work with teachers in the classrooms and lunchrooms. In addition, P.S. 221, along with the Parent Coordinator, coaches and Title I personnel and Guidance Counselors provide parent workshops. Topics include Literacy, Math, Prep for Prep, discipline and other community issues. P.S. 221 hopes to continue developing and strengthening our relationship with parents and the community; we recognize the importance of their input in our school.

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				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS													
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input 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 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													
Kindergarten				Student Stability: % of Enrollment									
Grade 1										(As of June 30)	2007-08	2008-09	2009-10
Grade 2													
Grade 3													
Grade 4				Poverty Rate: % of Enrollment									
Grade 5										(As of October 31)	2007-08	2008-09	2009-10
Grade 6													
Grade 7													
Grade 8				Students in Temporary Housing: Total Number									
Grade 9										(As of June 30)	2007-08	2008-09	2009-10
Grade 10													
Grade 11													
Grade 12				Recent Immigrants: Total Number									
Ungraded										(As of October 31)	2007-08	2008-09	2009-10
Total													
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				Principal Suspensions									
No. in Collaborative Team Teaching (CTT) Classes													

DEMOGRAPHICS								
Number all others				Superintendent Suspensions				
<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	
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(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				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals				
(As of October 31)				2007-08	2008-09	2009-10		
				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	
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make 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		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		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?
-

Staff discussed and interpreted the data at faculty and grade conferences. PTA meeting are held bi-monthly. At these meetings the School Report Card, Results of the Quality Review, the Progress report and school-wide State Test results are distributed and discussed. The first of these meetings usually include question and answer sessions. Most teachers are available for these meetings. The School Leadership team uses a variety of methods to review the school's programs and student achievement.

These include:

- | | |
|--|--|
| <i>1.State and City Assessment results</i> | <i>9. Test scores</i> |
| <i>2.Acuity Assessment</i> | <i>10. ECLAS2</i> |
| <i>3.Report Cards</i> | <i>11. Teacher developed tests</i> |
| <i>4.DAA School profile reports</i> | <i>12. WRAP assessment for Grades4&5</i> |
| <i>5.Title I annual analysis</i> | <i>13. Student and staff attendance rate</i> |
| <i>6. Quality review</i> | <i>14. Progress Report</i> |
| <i>7.Student portfolios</i> | <i>15. Overall Acuity results</i> |
| <i>8.Computer assisted instructions report</i> | |

Item skills analysis for reading, math, science, social studies and ECLAS data were used to identify specific instructional needs of students and establish groups for AIS and classroom instruction.

State standards were raised for the testing period 2010, which had a direct effect on student performance outcomes. Due to the change in scale scores associated with each level there was a significant decrease in performance outcomes. A summary of the data analysis for grade 3 ELA indicates that 25% of the students score in level 1, 48% scored in level 2, 24% scored in level 3 and 4% scored in level 4.

As a result of this review on going instruction in the Comprehensive Balanced Literacy Model will continue for 3rd grade. After school tutorial programs, will continue. Test sophistication will be emphasized since state testing is new for them. Title I and AIS for children in need will be ongoing throughout the year. A two -hour literacy block will be provided in the schedule. There will be an

implementation of daily writing with explicit instruction and instructional strategies. Professional development will be given to meet the needs of special populations. Portfolios will be used in order to assess and demonstrate student achievement.

Grade 4 NYS ELA results indicate :

An analysis of grade 4 NYS ELA assessment results indicate the following% scored on level 3 and no students scored on level 4.

Based on our review of the data, the following implications for the ELA instructional program for grade 4 students are as follows:

- ❖ The WRAP will be administered at the beginning of the school year to aid in assessment*
- ❖ Continued implementation of balanced literacy in all classes*
- ❖ Additional books for the content areas will be added to classroom*
- ❖ A literacy resource room has been established with guided reading materials*
- ❖ All teachers will be familiar with the 5 dimensions of reading as per the National Panel Reading Report (NRPR).*
- ❖ Continue to provide AIS to students performing on levels 1 and 2*
- ❖ Sharing of “Best Practices” by coaches, Title I, classroom and cluster teachers*
- ❖ Teachers will use information from the Progress Report, Acuity and other assessments to provide instruction*
- ❖ A monthly Read-A-Loud Program will be established*
- ❖ Weekly skill & writing assignments will be administered*
- ❖ Professional Development will focus on the following:*
 - 1. The Balanced Literacy Model*
 - 2. Using assessment to drive instruction*
- ❖ There will be portfolios in reading, writing*

Grade 5 NYS ELA results indicates the following for all tested students: 21% of the students performed at level 1, 45% of the students performed at level 2, 26% performed at level 3 and 8% at level 4.

Based on our review of the data, the following implications for the ELA instructional program for grade 4 students are as follows:

- ❖ Implementation of the 120 minute literacy block has contributed to improve literacy achievement*
- ❖ Writing skills will be stressed for the ongoing year*
- ❖ The Comprehensive Balanced Literacy model will complement the curriculum and instruction in all classes, including Special Education and ESL students*
- ❖ Intensive AIS services will be given to all students who do not meet state standards*
- ❖ Ongoing professional development in the use of Balanced Literacy Model*
- ❖ All teachers will become familiar with, and use, reading strategies that are based on the 6 dimension of reading.*
- ❖ Classroom libraries will be extended to increase the variety and accessibility of books at various levels.*
- ❖ A resource room for guided reading will continue to be accessible to all teachers*
- ❖ Teachers will use standardized test scores, Progress Report, Acuity assessment, Classroom portfolios and journals to help drive instruction*
- ❖ Teachers will reinforce literacy strategies to drive instruction in the content areas*
- ❖ Title I, ELL and resource programs will continue for all students who are not meeting state standards*

- ❖ *Special Education and ELL children will concentrate on literacy strategies. AIS will be available to both groups*
- ❖ *WRAP will be used in the Fall, Winter, and Spring for assessment purposes*

In the area of math based on the grade 3 NYS Math assessment a review of all tested students reveal that 18% of the students performed on level 1, 48% performed on level 2, 26% performed on level 3, and 8% performed on level 4.

Based on our analysis of the data, and other relevant findings, our instructional program for 3rd grade math will include the following:

- ❖ *Continuation of the 90 minute mathematics block*
- ❖ *Continuation of the Everyday Mathematics block*
- ❖ *Provide Professional Development to increase conceptual understanding of mathematical practices, principles and strategies thus enabling them to teach the mathematics curriculum more effectively.*
- ❖ *Continued intensive Academic Intervention Services to all students who are not meeting the standards*
- ❖ *The use of Pacing Calendars will be continued and strongly encouraged.*
- ❖ *Teachers will use data from the Acuity Interim Assessment, observations, and practice test to provide instructional emphasis on students' strengths and weaknesses*

Grade 4 NYS Math results for all tested students indicate 9% of the students scored at level 1, 34% performed at level 2, while 44% of the students performed at level 3 and 13% on level 4 .

We will continue using the Every Day Math NYS standards based Curriculum. Teachers will have on going professional development throughout the year. Additionally, students attend after school and Saturday Academy programs. Manipulatives will continue to be used throughout the school year in all classes. Parents will be encouraged to attend ongoing workshops to help them become proficient in helping their kids at home.

- ❖ *Continuation of instructional strategies that have contributed to overall student improvement, including the implementation of a 90 minute mathematics block*
- ❖ *Teachers will continue to use data from the Progress Report and the Acuity to provide instructional emphasis on students' strengths and weaknesses, and to assist with grouping*

The results of the grade 5 NYS Math assessment a review revealed that 12% of the students performed at level 1, 47% at level 2, 31% at level 3 and 10% at level 4.

Programs will be implemented to move the children into the next level. These include After-School, as well as AIS services. Math coaches will instruct teachers in the use of manipulatives. There will be a continuation of instructional strategies that have contributed to student improvement. Everyday Mathematics will now be implemented in grades K-5. Teachers will use data from the Progress Report and Acuity Assessments to provide instructional emphasis on students' strengths and weaknesses. Professional Development will be provided by the network on the workshop model and the use of different strategies.

A review of our 2008-2009 Quality Review indicated that P.S. 221 does the following well:

- *The principal has a clear vision for the future development of the school that is shared by the school community.*
- *The school collects and uses a wide range of data to understand the learning needs of individual students and set goals to reflect them.*
- *The achievement and success of the students is the central focus of the whole school community, which is actively involved in each stage of school improvement.*
- *The school regularly communicates high expectations of behavior, attendance and academic success to students and their families.*
- *Support services and guidance counselors effectively support the social and emotional need of the students.*
- *Students are engaged, motivated and enjoy their learning because high-quality instruction makes good use of differentiated activities.*
- *Staff are reflective and work very well as a team to promote high expectations for the students.*

A review of our 2008-2009 Quality Review indicated that P.S. 221 needs to improve:

- *Build on the work of the inquiry team and improve systems to track student progress in all subjects as they move through the school.*
- *Identify ways of creating partnerships and community links to ensure students have a greater access to music and the arts.*
- *Develop ways that students can use self-assessment to evaluate their progress towards achieving goals.*

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.

An analysis of the findings from a data review resulted in a determination of the following priorities:

- 1. By June 2011, there will be a 3% increase of students achieving one year plus progress in English Language Arts in Grades K-5 as measured by State or teacher generated assessments.*
- 2. By June 2011, there will be a 3% increase of student achieving one year plus progress in Mathematics in grades K- 5 as measured by State or teacher generated assessments.*
- 3. By June 2011, there will be a 3% increase of student achieving on levels 2,3,and 4 in grades K-5 on the grade 4 ESPET test or teacher generated assessments.*
- 4. By June 2011, there will be a 3% increase of student participation in the arts as measured by student/staff and parent evaluation.*

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, there will be a 3% increase of students achieving one year plus progress in English Language Arts in Grades K-5 as measured by State or teacher generated assessments.</i></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>Kindergarten through Fifth grade students will be impacted by: 120 minute Balanced Literacy Block; Implementation of New York State and New York City standards; WRAP and Acuity assessments, journal writing and portfolios, genre and author studies; literacy in all content areas as well as rubrics; AIS services; Title I; Extended Day Programs including tutorials, Saturday School, use of enrichment activities such as “MAI 18”, the Summer Reading Olympics, workshops for parents, Pencil Pals, through SAG, Book Fairs, as well as professional development for teachers. September 2010– June 2011 120 minutes - Tuesday and Thursday 90 minutes, Monday, Wednesday, Friday</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>classroom teachers (Tax Levy), Special Education Teacher (tax Levy) 3 Administrators (Tax Levy), Title I teachers (Title I SWP),1 literacy teacher (CFE, Tax Levy) 3 educational assistants (Tax Levy, IEP), 1 ESL teacher (Tax Levy), AIS support (Children first, Tax Levy), LSO support instructional supplies and materials.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Teacher made tests, Assessments, writing tests, portfolios journals, ELA test. There will be 3 assessments in order to measure progress and instruction, Acuity (3 administrations), E-CLAS 2 (Grade 1-3 October and April), and EPAL (Grade 3), WRAP (Grades 4 and 5) Sept., Jan. April, June. Practice test, running records every 6-8 wks, Quick Reading Assessment (ongoing) to monitor progress.</p>

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): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, there will be a 3% increase of student achieving one year plus progress in Mathematics in Grades K-5 as measured by State or teacher generated assessments.</i></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>Students in Grades K through 5 Provide instruction aligned with City/State standards by classroom teachers, Title I and Math Coach during the 90 minute Math block. Weekly tests from ‘Test Ready’ and Everyday Mathematics. Manipulatives and other materials will be provided. September 2010-June 2011 90 Minutes, Monday, Wednesday, Friday 120 minutes- Tuesday and Thursday</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>classroom teachers (Tax Levy), Special Education Teacher (tax Levy) 3 Administrators (Tax Levy), Title I teachers (Title I SWP), 2 Math teacher (CFE, Tax Levy) 3 educational assistants (Tax Levy, IEP), 1 ESL teacher (Tax Levy), 1 Math coach (Tax Levy), AIS support (Children first, Tax Levy), LSO support instructional supplies and materials.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Students will show an improvement of at least 3% on all weekly and unit tests. Track, compare and chart results Students will become comfortable and knowledgeable with mathematics. Minimum of 5% increase in the number of students scoring at or above level 2 on NYS assessment. Acuity assessments</p>

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): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, student achievement in science will improve by 3% as measured by city, state and/or teacher generated assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>K- Grade 5 students: Teaching will be aligned with the NYC/NYS standards. Lessons will be geared to the use of hands on experiments. Students will use the Harcourt Science Series and Kits. Math, reading, social studies and art are integrated into all science lessons</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>classroom teachers (Tax Levy), Special Education Teacher (tax Levy) 3 Administrators (Tax Levy), Title I teachers (Title I SWP), 2 Math teacher (CFE, Tax Levy) 3 educational assistants (Tax Levy, IEP), 1 ESL teacher (Tax Levy), 1 Math coach (Tax Levy), AIS support (Children first, Tax Levy), LSO support instructional supplies and materials.</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>Minimum 3% increase in the percentage of 4th graders scoring at or above level 3 on the ESPET assessment administered Spring 2011. Minimum 3% increase in the percentage of students scoring on Teacher made tests and Assessments, Evidence of growth through evaluation of Science portfolios and science projects. Unit test</p>

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): Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 3% increase of student participation in the arts as measured by student/staff and parent evaluation</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>An arts Committee will be formed to evaluate areas of need, acquire contacts, and implement activities. Classes, grades and individuals will be selected for participation in activities. Students will be given a survey to determine their area of interest. Parents will be solicited to assist. Committee consists of members of the leadership team and other interested staff members. Committee formed 10/08, survey distributed – 11/08, CBO contacts made September – ongoing.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax levy funds, Classroom teachers Contracted consultants, Parent volunteers</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Student participation, student evaluation. Faculty feedback, culminating activities</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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3	44	37	N/A	N/A	15	0	0	0
4	38	40	38	0	10	0	0	0
5	40	38	40	0	12	0	0	0
6								
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: 1. <i>Options</i> 2. <i>Great Leaps</i> 3. <i>Wilson</i> 4. <i>Voyager Passport</i>	1. <i>After-school – small groups</i> 2. <i>One on one, during the day, pull out</i> 3. <i>Small group, during the day, pull out</i>
Mathematics: 1. <i>Options</i> 2. <i>Great Leaps</i> 3. <i>CIMs Math</i>	1. <i>Small group pull out</i> 2. <i>Differentiate of instruction in class</i> 3. <i>After-school</i>
Science: 1, <i>Great Leaps</i>	1. <i>During the day, one on one, pull out</i> 2. <i>After-school – small groups</i>
Social Studies: 1. <i>Great Leaps</i>	1. <i>During the day, one on one, pull out</i>
At-risk Services Provided by the Guidance Counselor:	<i>During the day, pull out, one on one and small group</i>
At-risk Services Provided by the School Psychologist:	<i>During the day, pull out, one on one and small group</i>
At-risk Services Provided by the Social Worker:	<i>During the day, pull out, one on one and small group</i>

At-risk Health-related Services:

During the day, and small group

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ 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.

See “Conceptualization” Consolidation of funds

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.

Our focus this year is to make balanced literacy come alive in our classroom with an emphasis on the beginning process of incorporating Common core Curriculum.

Section III. Title III Budget

School: _____ BEDS Code: _____

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

		packages for after-school program)
Travel		
Other		
TOTAL		

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.

A review of the LTLLs Forms indicated the language spoken at home. Parents were contacted in their native language asking them to indicate the language of preference for school communication.

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

Our data indicated that we have several parents in need of Spanish translation, Haitian Creole, and Chinese translation. Findings were reported at the P.T.A meeting.

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.

The school has two (2) staff members (teachers) that are capable of translating written documents into Creole. We are canvassing for a Spanish interpreter to assist our SBST member and we have one teacher that can translate and communicate in Chinese

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.

We purchased the Talk and Listen translation machine. It is capable of handling up to six languages

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

As mentioned above, written documents will be translated to Creole and Spanish. When we are in large meetings the Talk/Listen translation machine will be used. For personal meetings with a teacher, a staff member will serve as interpreter.

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:	\$666,356	\$54,469	\$720,825
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6663.56	\$544	\$7207.56
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$33,317.80	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$66,635.60	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 99
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.
See page 12 - 16
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - 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.

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.

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

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

ELL Parent workshops
Understanding Children's Assessment

Parent computer workshops
Title I Day

Reading & Literacy workshop
Saturday 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.

Kindergarten Fair that helps parents and children observe the school, the curriculum with a question and answer period, meet the supporting staff.

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.

Arrange professional development to inform teachers on the use and type of assessment presently in use. Assist them in analyzing the data and use it to drive instruction. After a period of time meet with teachers for feedback on the positive and negative aspects of the instruction.

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.

Acuity diagnostic and predictive assessments are administered and reviewed. This instrument has an item analysis that indicates the students strengths and weaknesses. This guides instruction and referrals. We also administer the wrap and previous state tests and look at the item analysis to further confirm the diagnosis.

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.

We work closely with the following agencies requesting workshop assistance when necessary and making referrals: Crown Heights Mediation Center for Invention , Long Island University Nutrition department, NY Fire Department – Safety Unit, Asthma club, and Diabetes education

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			\$666,356	x	17-20
Title I, Part A (ARRA)	Federal	x			\$ 54,469	x	17-20
Title II, Part A	Federal	x			\$156,188	x	17-20
Title III, Part A	Federal	x			\$ 15,000	x	17-20
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

-
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

NCLB/SED Status: _____ **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.)
15 students
2. Please describe the services you are planning to provide to the STH population.
As needed counseling services, assistance with uniforms, school supplies, and trips.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 221 Toussaint L'Ouverture					
District:	17	DBN:	17K221	School		331700010221

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	36	35	36		92.9	93.4	92.8
Kindergarten	77	89	71				
Grade 1	111	89	81	Student Stability - % of Enrollment:			
Grade 2	122	99	103	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	97	128	92		93.0	91.0	94.2
Grade 4	107	92	117				
Grade 5	87	101	74	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		80.0	91.5	92.0
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		5	32	30
Grade 12	0	0	0				
Ungraded	1	3	2	Recent Immigrants - Total Number:			
Total	638	636	576	(As of October 31)	2007-08	2008-09	2009-10
					3	5	1

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	42	43	34	Principal Suspensions	0	1	5
# in Collaborative Team Teaching (CTT) Classes	10	18	23	Superintendent Suspensions	1	1	1
Number all others	19	24	22				

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	51	50	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	13	7
# receiving ESL services only	36	32	TBD				
# ELLs with IEPs	1	4	TBD	Number of Educational Paraprofessionals	3	4	9

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	98.0	100.0	97.9
				% more than 2 years teaching in this school	88.2	90.0	94.0
				% more than 5 years teaching anywhere	84.3	84.0	96.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	92.0	94.0
American Indian or Alaska Native	0.6	0.6	0.5	% core classes taught by "highly qualified" teachers	100.0	97.8	98.0
Black or African American	91.2	91.4	89.9				
Hispanic or Latino	5.6	5.5	7.6				
Asian or Native Hawaiian/Other Pacific	0.8	1.1	0.5				
White	1.7	1.4	1.4				
Male	52.8	52.5	51.2				
Female	47.2	47.5	48.8				

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	Elementary/Middle Level			Secondary Level			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	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	36.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

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

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 221 Toussaint L'Ouverture					
District:	17	DBN:	17K221	School		331700010221

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	35	36		92.9	93.4	92.8
Kindergarten	77	89	71				
Grade 1	111	89	81	Student Stability - % of Enrollment:			
Grade 2	122	99	103	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	97	128	92		93.0	91.0	94.2
Grade 4	107	92	117				
Grade 5	87	101	74	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		80.0	91.5	92.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	32	30
Grade 12	0	0	0				
Ungraded	1	3	2	Recent Immigrants - Total Number:			
Total	638	636	576	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	5	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	42	43	34	Principal Suspensions	0	1	5
# in Collaborative Team Teaching (CTT) Classes	10	18	23	Superintendent Suspensions	1	1	1
Number all others	19	24	22				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	51	50	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	13	7
# receiving ESL services only	36	32	TBD				
# ELLs with IEPs	1	4	TBD	Number of Educational Paraprofessionals	3	4	9

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	98.0	100.0	97.9
				% more than 2 years teaching in this school	88.2	90.0	94.0
				% more than 5 years teaching anywhere	84.3	84.0	96.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	92.0	94.0
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White	1.7	1.4	1.4				
Male	52.8	52.5	51.2				
Female	47.2	47.5	48.8				

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/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	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	36.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
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- = 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



Toussaint L'Ouverture School – P.S. 221

Mrs. Clara Moodie-Kirkland, *Principal*

Assistant Principals - Mrs. Ida Phillips, Mrs. Barbara Strum-Downes

Parent Coordinator – Mr. Philton M. Lewis

791 Empire Boulevard • Brooklyn, NY 11213

☎ (718) 756-0122 • FAX (718) 953-2657

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL – PARENT COMPACT

I. General Expectations

P.S. 221 agrees to implement the following statutory requirements:

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



Toussaint L'Ouverture School – P.S. 221

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

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **P.S. 221** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: *The PAC representative will notify parents of meetings, special events & workshops. Send newsletters to update parents on issues of concern.*

2. **P.S. 221** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

-PAC

-School Parent Compact

-Send newsletters

-Encourage parents to Volunteer

-Safety Patrol

-Parent Volunteers

-Send questionnaires & surveys

-School representatives attend PTA meeting

3. **P.S. 221** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance; *Parent Newsletter. Parent volunteers in lower grades to help teachers in Early Childhood grades. They are trained by Learning Leaders. Parent Handbook; School Calendar; flyers for UTD information; fundraising for student activities; fundraising for school needs*

4. **P.S. 221** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs; **N/A**

5. **P.S. 221** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. *ELL Parent workshop; Reading & Literacy Workshop*



Toussaint L'Ouverture School – P.S. 221

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6. P.S. 221 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educator's;
- b. The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: ***Parent Workshop in Computer Technology; How to generate child's assessments from the computer. How to generate World Book Encyclopedia on the computer; Resource Books for use & borrowing in Parent Coordinator's room; Title I Day; Parent Teacher Conferences; Saturday Parent Reading & Math workshops***
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to , communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parent and schools, by: ***Parent Coordinator is liaison for parent/teacher relationships; Crown Heights Mediation Center did intervention workshops; Long Island University did a Nutrition workshop; After-school programs with 'Friends of Crown Heights'; A Safety fire prevention workshop sponsored by the NY Fire Department***
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: **N/A**



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- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can

understand: *Distribution of Citywide Standards of Discipline & Intervention measures”. School Calendar. Pamphlets on proven ideas from research for parents.*

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL – PARENT COMPACT-Continued

II. Discretionary School Parental Involvement policy Components:

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

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Ensuring that parents play an integral role in assisting their child’s learning;
- Ensuring that parents are encouraged to be actively involved in their child’s education at school;
- Ensuring 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;
- Ensuring the carrying out of other activities, such as those described in Section 1118-Parental Involvement of the ESEA
- Training parents to enhance the involvement of other parents;



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- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times. Conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL – PARENT COMPACT-Continued

Part B: 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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

School-Parent Compact



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P.S. 221, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 221 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Presently all of our teachers are certified, however if new staff members are hired that are not certified, we will assist with tuition for them to become certified.
 - On-going professional development will be conducted by administration, coaches, AUSSIE and other consultants.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2010 & March 2011
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Report cards 3 times a year, assessment results, Title I report card.
4. Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Prep schedules of teachers are available to parents for appointments
 - Parent Teacher conference times
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:



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- a) Learning leaders' parent volunteer training is offered to parents on an ongoing basis
 - b) Parents are invited to visit their child's classroom during open school week in November & March
 - c) Parents can arrange to visit child's classroom, by appointment, throughout the school year
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and , to the extent practicable, in a language that parents can understand.
 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description

And explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, Language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four(4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities



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

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

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT



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DATE

(Please note that signatures are not required)

DATE

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 304	District 17	School Number 221	School Name Toussaint L'Ouvertur
Principal Clara Moodie-Kirkland		Assistant Principal Ida Phillip	
Coach Una Donald		Coach	
Teacher/Subject Area Marva Skeen/Reading		Guidance Counselor type here	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	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	578	Total Number of ELLs	35	ELLs as Share of Total Student Population (%)	6.06%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here Orientation meeting are provided for parents of newly enrolled ELL's within five (5) days of admission. Initial identification is performed every time a new student is admitted. The HLIS form is completed and Lab-R is administered accordingly. If a child is identified as a ELL he/she will be placed in the ESL program based on his/her age, grade and English language proficiency levels. Parents will be invited to attend the orientation for program selection in September to work out the best program for their child. This orientation will continue during the school year for new arrivals. Parents are informed about the regulations, goals and strategies, test etc. that concern our ESL students. Their concerns are addressed at these meetings. We also facilitate parents in transferring their children to other schools for bi-lingual programs.

NYSESLAT is administered every May to determine the continuation of ESL service. Parents will be notified and provided opportunities to choose services of continuation.

For our special education students, ESL services will be provided according to their IEP. Our ESL program has four classes for the 2010-2011 school year --- k;1; 2/3/4 beginners and intermediate; and 3/4/5 advanced.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

<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

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 <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	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		Newcomers (ELLs receiving	28	Special Education	4

		service 0-3 years)			
SIFE		ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	28		2	7		2				35
Total	28	0	2	7	0	2	0	0	0	35

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													

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

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																
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:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	4	3	2	2	2								16
Chinese		1	2											3
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian		1	4		2	2								9
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	2		1											3
Other			1		2									3
TOTAL	6	6	11	2	6	4	0	0	0	0	0	0	0	35

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 Our freestanding ESL program services the English language learners. Students are categorized based on their English proficiency levels --- beginning, immediate and advanced. The beginners and immediate level students receive 360 minutes of ESL instruction per week and the advanced level students receive 180 minutes of ESL instruction per week and 180 minutes ELA.

Our ESL program provides students with access to English Language development, comprehensive literacy instruction and standard-based content area information. The ESL teacher and the classroom teachers work collaboratively to ensure the smooth transition between the ESL classroom and the mainstream classroom with the Reading/Language Arts Block. The balanced literacy workshop model is used in the ESL classroom, so that collaboration can be achieved within the students' mainstream classrooms. We apply ESL strategies for the development of listening, speaking, reading and writing skills for ELL's. Activities include visual aids to model and reinforce the language; cooperative groups to work on the projects and to fulfill tasks; role-play and presentations, etc. The students have the opportunities to work independently and cooperatively. Our ELL students demonstration strength in the modalities of listening and speaking. Therefore we use their strength to build up their area of weakness which is writing.

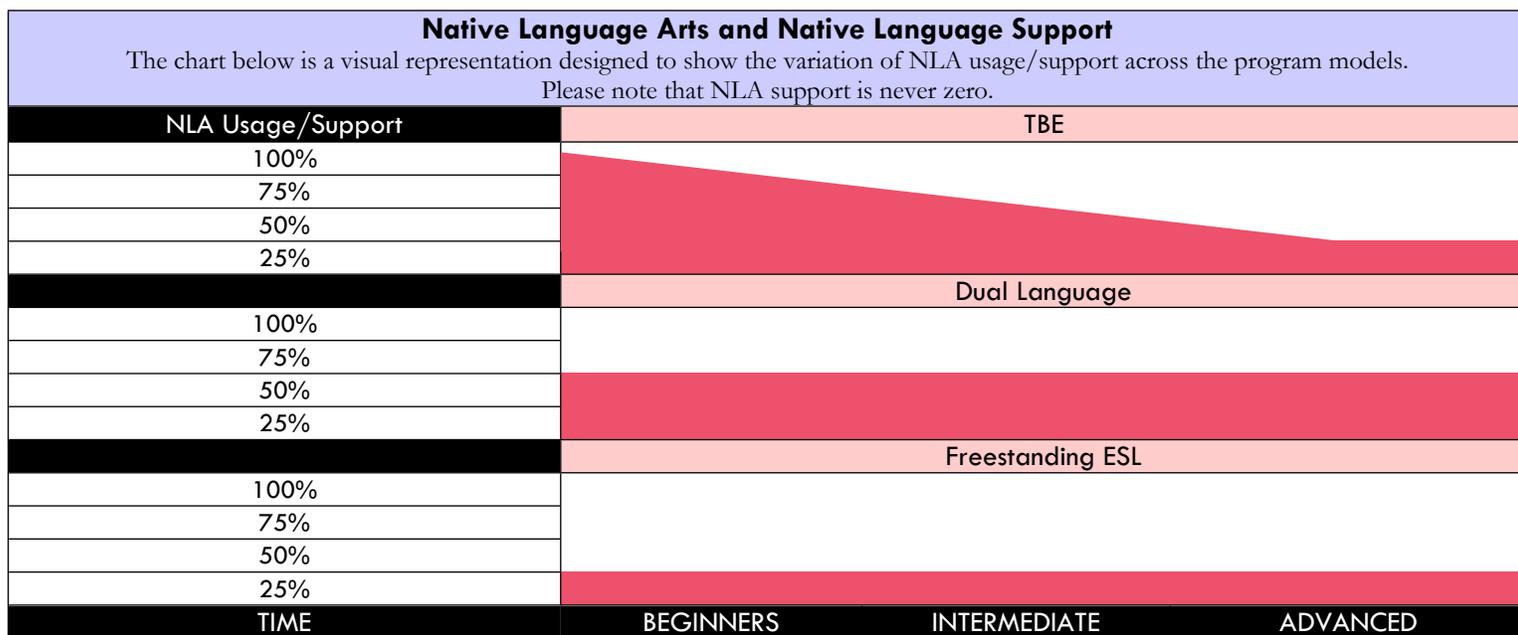
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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?

Paste response to questions 5-14 here

Implications for Instruction

- Materials are chosen to meet the challenges of language and literacy learning .
- Focus is placed on thematic topics, word study and tailors them to suit the students' appropriate stages of language acquisition.
- Provide students with simultaneous accesses to English oral language, literacy and standards-based content area material.
- Use workshop model bridging phonics, chants, songs with reading aloud, shared reading, guided reading and content area activities.
- The instructions, reflecting Language Experience Approach, should be contextualized and supported by ESL strategies such as modeling, bridging, text-representation, meta-cognition, gesturing, restating, acting, audio-visual, real-world objects.
- Standardized and teacher-made assessments are given for data collection in order to adjust the teaching and learning strategies.

All students are addressed: The main focus in the literacy program is to have all children reading on or above grade level. To implement this, the school will:

- Adhere to 120 minute literacy block
- Use the Balanced Literacy Model of Reading and Writing workshops.
- Provide Title I services for all children below reading level on ECLAS and City and State exams
- Adhere to NYC/NYS standards
- Provide a resource for ELL students - they are included in Title 1, AIS and after-school academics
- Provide AIS services using Wilson and Passport Voyager for grades 3, 4, and 5.
- Provide professional development for teachers
- Provide parent workshops
- Increase classroom libraries

Plans for Long Term ELLS:

Based on the 2009-2010 NYSESLAT all of our long term ELLS, except one special education student and one hold-over student, are at an advanced level. We assessed the students by their performance, portfolios, class work and test results. We plan to build a profile for each student and locate the problems and work on them. A review of these assessments show a trend, most of our long-term ELLS are weak in writing, which has a lot to do with their weakness in vocabulary and comprehension, lack of knowledge of the English language syntax, convention and culture. These skills will be taught explicitly. For these long-term ELLS, we will develop a schedule to provide individual conferencing.

Plans for New Comers:

- Teachers are encouraged to have positive attitudes towards the new comers. Teachers have to understand that the new comers possess a wealth of knowledge and personal experiences. They are not blank slates. Teachers must embrace the culture and experiences of the students and use them as stepping stones to facilitate a smooth transition.
- Teachers must allow the new comers to interact and participate in various activities. Group the new comers properly, taking their English language proficiency, home language and age into consideration. At the beginning stages, teachers should allow students to be silent or assign non-threatening tasks. They should create ample opportunities for new comers to listen to the English language and encourage them to try to use it.

Transition Plan for Students Reaching Proficiency

- Technically, when students reach the proficiency level, they are no longer entitled to services. However, because of the language factors, they are still not as proficient as their fellow students. They often need support. Our school allows them one additional year in the ESL program. We set up one hour a week for them to attend the ESL program to work on the areas that are experiencing difficulties. They are also included in the Title III after-school program and Saturday academic program.

Part V: Assessment Analysis

A. Assessment Breakdown

English Language Arts

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		4	6	2	1	2								15
Intermediate(I)	1	2	4		2									9
Advanced (A)	5	1	1	3	2									12
Total	6	6	11	2	6	4	0	0	0	0	0	0	0	35

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

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

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

3. How do you meet the needs of the parents?

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				1		1		3
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here A variety of assessments are used to drive instruction: portfolio, teachers' observation, teacher-made tests, students' self-assessments, ECLAS 2, Acuity Assessment and standardized tests (NYSELAT and Patterns in Proficiency Levels in Content Areas

There are four ELL students in grade 5. Two are in the advanced proficiency category, and two in the beginning category. The two advanced students one scored level 2 and the other level 3 on the ELA and level 1,3,and 4 on the New York State Math Test. Some were exempt from the ELA. Grade 4 has six students ,five were tested. Two students are in the intermediate category and three students are in the advanced category. The three students in the advanced category performed on levels 2 and 3 in ELA. They scored levels 1, 2, and 4 in

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		