



**P.S. 213
CARL ULLMAN ELEMENTARY SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 26Q213
ADDRESS: 231-02 67TH AVE. BAYSIDE, NY 11364
TELEPHONE: 718 423-8747
FAX: 718 423-8805**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 213 **SCHOOL NAME:** Carl Ullman Elementary School

SCHOOL ADDRESS: 231-02 67th Ave. Bayside, N.Y. 11364

SCHOOL TELEPHONE: 718 423-8747 **FAX:** 718 423-8805

SCHOOL CONTACT PERSON: Kathleen Driscoll **EMAIL ADDRESS:** KDriscoll2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jennifer Ialenti

PRINCIPAL: Kathleen Driscoll

UFT CHAPTER LEADER: Jennifer Ialenti

PARENTS' ASSOCIATION PRESIDENT: KeeKee Tse

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26

CHILDREN FIRST NETWORK (CFN): Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: Marguerite Straus

SUPERINTENDENT: Anita Saunders

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
Kathleen Driscoll	*Principal or Designee	
Jennifer Ialenti	*UFT Chapter Chairperson or Designee	
KeeKee Tse	*PA/PTA President or Designated Co-President	
Cathy Grodsky	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maura Francis	Member/ PK Teacher	
Lynn Moser	Member/ PK Teacher	
Karen Glover	Member/ 4 th Grade Teacher	
Jennifer Louizou	Member/ Technology Teacher	
Nancy Mitts	Member/ 2 nd Grade Parent	
Eun Kim	Member/ 4 th grade Parent	
Jackie Montes	Member/ 5 th Grade Parent	
Shannon Phillips	Member/ 1 st Grade Parent	
Sandra Melo	Member/ 5 th Grade Parent	
Renee Feld (alternate)	Member/ Special Ed Parent	

(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.

PS 213 is a K-5 school situated among single family homes, some of which have been converted to multifamily dwellings over the past few years. Our enrollment of 475 is diverse. Our school abuts beautiful Alley Pond Park. We are fortunate to have such an amazing neighborhood resource for nature study and recreational hiking.

Literacy and mathematics are the focal points of our instruction and learning. We aspire to teach our students strong problem-solving strategies, to encourage all students to learn with understanding. In order to implement the components of balanced literacy, we have instituted a 90-minute literacy block. All of our teachers have attended professional development sessions at Columbia Teachers College. Our mathematics program is based on the NCTM Principals and Standards. All of our teachers have had mathematics training from the National Research Center on Gifted and Talented Education at UConn. We focus on hands on, real world problem solving during our math block.

In order to reach all children, we have instituted programs and structures for assisting struggling students and also for addressing the needs of our students who are ready to move ahead quickly. Our Inquiry teams work on problematic areas of instruction for all students, but may focus on instructional strategies for our considerable ELL population. We have an after school Title III ELL program. We pay particular attention to our struggling students during our 37 ½ minute extended day program.

We are particularly proud of our Schoolwide Enrichment Clusters. Twice yearly, for a period of about 8 weeks, all students have the opportunity to select and study an area of interest. They work in groups with a teacher who has an affinity for that particular area of study. As part of this experience, students will problem-solve, collaborate, and use higher order thinking. Students create a performance or a project in culmination.

Some of our unique educational initiatives include March is Reading Month, spelling bees, the Moveable Museum from the Museum of Natural History, and a self-sustaining after school program primarily focused on athletics and the arts. We receive good support from our City Council Member, Mark Weprin, who helped us get a Resolution A grant to update our computer technology including the purchase of nine SMART boards, and also will be providing us with a six-week Storytelling Residency program for grade one students (provided by Early Stages, Inc.).

We have a very active PTA. They are invaluable in helping us raise funds and for finding us programs available free or at low cost. Their spirit of volunteerism is not lost on their children, our students. Our student government is elected with the mission of community service. These students are very active in our school, working in the school store, running our Penny Harvest, spearheading a canned food drive around the December holidays, and assisting with school wide fundraising. We have an ongoing outreach to the following community and global based organizations: Bayside Senior Center, Ronald McDonald House, Cohen's Children's Hospital, NY Cares, City Harvest, Common Cents, Terra Cycle, American Red Cross, American Cancer Society, American Heart Association, St. Jude's Children's Hospital, Alzheimer's Association and Sponsor the Troops.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 213				
District:	26	DBN #:	26Q213	School BEDS Code:	342600010213

DEMOGRAPHICS									
Grades Served in 2009-10:	X <input checked="" type="radio"/> Pre-K	X <input checked="" type="radio"/> K	X <input checked="" type="radio"/> 1	X <input checked="" type="radio"/> 2	X <input checked="" type="radio"/> 3	X <input checked="" type="radio"/> 4	X <input checked="" type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 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	45	54	72		96.7	96.0	96.8		
Kindergarten	56	59	66						
Grade 1	62	73	52	Student Stability: % of Enrollment					
Grade 2	67	66	75	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	52	69	76		92.2	92.4	93.0		
Grade 4	65	54	72						
Grade 5	77	61	52	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		26.3	26.6	49.1		
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		1	4	0		
Grade 12	0	0	0						
Ungraded	1	1	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	425	437	465		9	1	0		
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	31	26	22						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	13	18	26	Principal Suspensions	0	0	0
Number all others	18	11	14	Superintendent Suspensions	0	0	0
<i>These students are included in the enrollment information above.</i>				<i>These students are included in the enrollment information above.</i>			
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(BESIS Survey)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	50	42	44	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	1	9	(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	37	37	36
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	11	7
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	3	8
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.2	0	0	Percent more than two years teaching in this school	89.2	89.2	99
Black or African American	5.2	4.8	4.7	Percent more than five years teaching anywhere	81.1	86.5	98
Hispanic or Latino	12.2	11.9	11.0				
Asian or Native Hawaiian/Other Pacific Isl.	61.9	62.2	62.8	Percent Masters Degree or higher	95.0	97.0	98
White	20.5	20.6	19.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
Multi-racial							
Male	56.7	56.5	55.1				

DEMOGRAPHICS							
Female	43.3	43.5	44.9				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
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)		R					
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:	R		ELA:			
	Math:	R		Math:			
	Science:	R		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	R	R	R				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Island	R	R	-			
White	R	R	-			
Multiracial	-	-	-			
Other Groups						
Students with Disabilities	R	R	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	R	R	-			
Student groups making AYP in each subject	5	5	1			

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	A	Overall Evaluation:	+
Overall Score	79.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	+
School Environment (Comprises 15% of the Overall Score)	12.4	Quality Statement 2: Plan and Set Goals	+
School Performance (Comprises 25% of the Overall Score)	20.7	Quality Statement 3: Align Instructional Strategy to Goals	+
Student Progress (Comprises 60% of the Overall Score)	46.8	Quality Statement 4: Align Capacity Building to Goals	+
Additional Credit	NR	Quality Statement 5: Monitor and Revise	R
<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?

The SLT sub-committee carefully examined pertinent data making comparisons between 2009 – 2010. Below is the summary table.

	ELA - % of Level 3s & 4s	ELA - % of Level 3s & 4s
	January 2009	May 2010
General Ed.	97.3%	82%
Special Ed.	73.6%	28%
Total	93%	71%
	Math - % of Level 3s & 4s	Math - % of Level 3s & 4s
	March 2009	May 2010
General Ed.	99%	94%
Special Ed.	97%	50%
Total	98%	85%
	Math - % of Level 3s & 4s earned by ELL students	Math - % of Level 3s & 4s earned by ELL students
	March 2009	May 2009
	92%	81%
	Science – Grade 4 % of Level 3s & 4s	Science – Grade 4 % of Level 3s & 4s
	2009	2010
ELL students	100%	89%
	Daily Attendance	Daily Attendance
	2008-2009	2009-2010
	96.3%	96.9%

The Carl Ullman Elementary School is a warm and nurturing school which inspires its students to achieve to the best of each child’s abilities. The teaching faculty is highly trained and very dedicated.

Parent involvement is welcomed and encouraged. Enrichment opportunities are offered to all of our students, and as a result there is an enthusiasm for learning that is evident throughout P.S. 213.

This year New York State changed how the English Language Arts and Math tests were graded. According to the new grading system, a scaled score that last year was high enough to earn a Level 3, this year would only be a Level 2. A student whose State test result dropped did not necessarily learn less than in previous years. The score just translated to a different level than before.

At P.S. 213 we will continue to differentiate our instruction to meet the needs of all of our students. In addition, through the generosity of our PTA we will continue to offer gifted and talented instruction to all of our Kindergarten through Grade 5 students through the Enrichment Clusters which will be offered in 8-week cycles in the fall and again in the spring.

Progress Report Accomplishments

- We received an overall grade of Letter A on the 2009-2010 Progress Report. We received the following grades for each category: School Environment – A, Student Performance – B, Student Progress – B.
- Our yearly attendance in 2009-2010 was 96.9%.
- Student performance in ELA showed that 71% of our students attained Levels 3 and 4 in ELA in 2009-2010.
- Student performance in Mathematics showed that 85% of our students attained Levels 3 and 4 in 2009-2010.
- Under the category of Student Progress the overall Median Growth Percentile of students making progress in ELA was 74% and 82% in Math.

Challenges/Barriers

- Maintain Progress Report score of A in the 2010-2011 school year.
- Maintain and/or improve progress for all students from 2009-2010 to 2010-2011.
- Ensure that our “At Risk” students make at least 1 year of progress in both ELA and Mathematics.
- Ensure that all of our Level 4 students continue to make progress.
- Within ELA our focus will be on raising students’ critical thinking skills. Upon closer examination of students’ performance in ELA we found that:
 - Grade 3: 25% achieved Level 2 and 67% achieved Level 3 & 4
 - Grade 4: 29% achieved Level 2 and 70% achieved Level 3 & 4
 - Grade 5: 23% achieved Level 2 and 77% achieved Level 3 & 4

It is very important that we channel our efforts toward raising students’ critical thinking skills enabling more students to progress from Level 2 to Level 3 or higher on the ELA New York State standardized test.

- By analyzing data from the Spring 2010 NYS ELA Assessment and the last ITA we noted that students struggled with inferencing.

Looking at the detailed performance of our students it was noted that 48% of our Hispanic/Latino students achieved Level 3 and above on the ELA. Looking closer 38% of our Grade 3 Hispanic/Latino students achieved Level 3 and above as compared to 60% of Grade 4 Hispanic/Latino students and 57% of Grade 5 Hispanic/Latino students. We will concentrate our efforts on meeting the needs of our

current Grades 4 and 5 Hispanic/Latino students to help them raise the level of their performance in ELA.

79% of our Grades 3-5 female students scored Level 3 and above on the New York State ELA as compared to 65% of our Grades 3-5 male students. Upon closer examination of the performance of our male students we found that only 58% of our Grade 4 male students and 60% of our Grade 3 male students achieved Level 3 or above on the ELA as compared to 81% of our Grade 5 male students. It is important to note that the majority of the male students scoring below Level 3 in Grades 3 and 4 are students with learning disabilities. Therefore, we will need to concentrate our efforts on meeting the needs of our current Grades 4 and 5 male students to help them raise the level of their performance in ELA.

School Learning Environment

Accomplishments

- 67 of parents and 79 of teachers responded to the survey. This was well above the city response average.
- 96% of parents were satisfied with their children's education.
- 96% of parents were satisfied with the opportunities they have to be involved with their child's education.
- 98% of parents were satisfied with the communication between parents and school.

Challenges/Barriers

- Parents would like to have more enrichment opportunities for their children.
- Teachers indicated a need for replacement of instructional materials that are not in good condition.
- Teachers would like to have more opportunities for collaboration with their colleagues.

Inquiry Team

We are pleased to once again have been allocated funding for the School Inquiry Team. This is a significant **aid** in helping us scrutinize data and make important educational decisions. This year we will form a Vertical Data Inquiry Team with members who are representative of every grade Kindergarten through Grade 5. Our work will be concentrated on the study of the Common Core State Standards and how to better align our instruction with these standards.

Additionally, 100% of our teachers will be involved in Inquiry Team work which will include identification of students to be studied, accessing and analyzing data, drilling down to find specific areas of weakness, identification of strategies to meet the students' needs, and assessment to determine student progress.

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.

- Goal 1. By May, 2011, all students will have mastered 60% of grade specific strategies as measured by the Rigby PM Ultra Benchmark Assessment Checklist.

- Goal 2. By June, 2011, 80% of students in Grades K-5 will demonstrate their thinking and problem-solving skills in mathematics by showing at least one level's growth in problem solving as measured by teacher made rubrics.

- Goal 3. By June, 2011, 100% of students in Grades K-5 will have been provided enhanced enrichment opportunities including goal-setting and collaborative problem solving through participation in the Schoolwide Enrichment Model Enrichment Cluster Program.

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 Grades K-5

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By May, 2011 all students will have mastered 60% of grade specific strategies as measured by the Rigby PM Ultra Benchmark Assessment Checklist.</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>Provide each classroom teacher with an updated Rigby PM Benchmark Assessment kit; Lead teachers (2) will attend monthly Lead Teacher meetings with the Literacy Network Specialist focusing on the ELA Common Core State Standards. Teachers will turnkey at grade conferences. Teachers will confer with all students on a weekly basis, keeping accurate conference notes. Teacher conference notes will be used to differentiate instruction. Teachers will submit results of Rigby PM Ultra Benchmark Reading Assessments on a bimonthly basis. The expectation is that each student will increase a level of performance approximately every three months. All Inquiry teams are working on ELA inference, each specifically looking at different strategies to improve comprehension. Cross grade Inquiry Team meetings (K-1, 2-3, 4-5) to share work, meet every 6 weeks.</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>Cluster Professional Development; Grade Conferences; Inquiry Team data; Tax levy funds utilized to purchase curriculum materials (<u>The Interactive Read Aloud</u>, by Linda Hoydt, for Grades K-5); ARRA Title I funds to support PD and AIS program.</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>On-going observation of teacher-student conferences and student-to-student conversations around reading that are accountable to the literary topic; Rigby Running Records will be performed every other month and monthly for “at-risk” pupils; Data derived from instruction and assessments will be studied at monthly grade conferences and used to differentiate instruction; Periodic review of student progress as demonstrated by their advancement against grade level standards on the Reading Pacing Charts; additional assessments will include Predictive Assessments, classroom rubrics, student portfolios and ECLAS-2, on-going use of Rigby PM Ultra Benchmark Assessment checklists, including a check-in at March Grade Conference with Principal.ECLAS-2.</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 Grades K-5

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2011, 80% of students in Grades K-5 will demonstrate their thinking and problem-solving skills in mathematics by showing at least one level's growth in problem solving as measured by teacher made rubrics.</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>Professional Development provided on the web-based application (Study Island); Math Lead Teacher will attend monthly Math Coach meetings focusing on the Common Core State Standards in Mathematics; information will be relayed to teachers at grade conferences; a Math Workshop will be provided for parents on problem solving; coordinate AIS and self-sustaining mathematics initiatives for students; participation in First in Math Online Program for Grades 4 and 5 students; Schoolwide daily solving of non-routine problems of the day. Teachers will review at monthly grade conferences, sharing student work, aligning it to the rubric, discussing strategies for next steps for groups of students. Vertical Inquiry Teams will meet with classroom teachers and service providers to discuss data generated from Study Island, Periodic Assessments and next steps.</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>Use of NYSTL software funds in order to purchase school licenses for Study Island web-based application; Utilization of Tax Levy allocation and Title 1 funds for professional Development including introduction to rubric, looking at student work, and sharing strategies for scaffolding problem-solving; Tax Levy allocation and Title I funding for AIS school program and intensive small group instruction for at-risk students in grades 3, 4 & 5; Cluster professional development.</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>Student progress in Study Island will be monitored through on-line folders; information will be shared with the Vertical Data Inquiry Team, classroom teachers and service providers; Individual student progress on classroom problem-solving and on Study Island problem-solving will be studied at grade conferences.</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): Critical Thinking Skills

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 100% of students in Grades K-5 will have been provided enhanced enrichment opportunities including goal-setting and collaborative problem solving through participation in the Scholwide Enrichment Model Enrichment Cluster Program.</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>Enrichment Clusters will be conducted in grades K-5 twice a year that promote students’ self-selected interests and develop their talent potentials. All faculty members will utilize their talents and interests to facilitate small-group differentiated learning in multi-grade settings. Common prep periods will be utilized for cluster planning and infusion of Types I, II and III learning activities; Several teachers will focus upon enriching the standard curriculum by creating cross-curricula authentic study.</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>Schedule a block of time (2 periods each Thursday for 8 autumn and 8 spring sessions) for Enrichment Clusters. Use NYSTL funds to purchase curriculum materials. Schedule additional preparation time and common prep periods for teachers to plan and collaborate the facilitation of their Clusters. Professional Development on Type III learning in faculty and grade conferences.</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>Twice yearly Enrichment Cluster celebrations, attended by parents, highlighting learning; Interest surveys (Pre-Enrichment Cluster placements) addressing the self-selected identified needs of the students; Student Evaluation forms and Cluster Reflection forms for Facilitators will measure learning, cluster satisfaction and provide a forum for feedback which will improve this initiative; Data to be presented to School Leadership Team, PTA and faculty.</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: Speech	At-risk Services: Extended Day	At-risk Title III
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	3	3	0	0	0	2	9	0
1	2	2	0	0	0	0	20	8
2	1	1	0	0	0	0	9	4
3	36	36	0	0	0	0	36	9
4	37	37	0	0	1	0	34	7
5	29	29	0	0	0	0	40	7
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>During the listed periods, the students will receive differentiated instruction to meet their specific deficits. The sessions are 1 on 1 and in small groups. The focus is on targeted interventions to improve word attack skills and to aim toward attaining higher level comprehension skills. Programs utilized are Wilson Reading System, Foundations; Houghton Mifflin Soar to Success and Early Phonics Intervention, short shared texts, reading skill-by-skill from RALLY, Month by Month phonics, and Continental Press Phonics Readers. <u>CAP Reading</u>- Grades 4 & 5, 2 to 5 periods per week during school day. <u>AIS during the day</u> – small-group instruction for pupils in grade 3 <u>AIS After school</u> - Grades 3-5; 60 min; 1X week after school. <u>Self-Sustaining After School Program</u>- All grades – 90 min.; 1X wk after school. <u>IEP/SETTS Prevention</u> – 1-3 periods per week. Grades 1-5 during school day</p>
<p>Mathematics:</p>	<p>During these periods, the AIS students will receive instruction to meet their individual needs in small groups. Manipulatives and “Real Life” math situations will be utilized to improve computation skills, problem solving and critical thinking skills. <u>Math Intervention</u> – Grade 3-5 – 2 to 5 periods wk. during school day. <u>AIS After School</u> - Grades 3-5 – 60 min. 1 time wk. after school.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The at risk guidance program provides counseling for students one or more periods a week during the school day. Strategies include talk and play therapy and various activities to help students improve study skills, academic performance, Banana Splits program, and social skills. At-risk Services Provided by the Guidance Counselor: During school 1X or more per wk.</p>
<p>At-risk Health-related Services:</p>	<p>School nurse performs asthma training for students with this affliction.</p>
<p>At-Risk Academic Services</p>	<p>Title III LEP 1-5 Grades; 120 min.; 1x per week Provide standards-based literacy, math, and content-area instruction through ELL strategies. Support ELL youngsters in meeting the standards on all mandated assessments. Extended Day – Grades K-5; 4 days per week Sept. – Oct 2010 and 3 days per week from Nov 2010 – June 2011; 37 ½ min. Students receive instruction to meet their individual deficit areas and help them meet their grade level standards. Math -Literature connection, short shared texts are some programs utilized.</p>
<p>At-Risk Speech</p>	<p>Speech and language intervention services are provided to children who exhibit articulation comprehension, expressive communication, phonemic awareness, and/or fluency difficulties. Students are seen during school hours 1-2 X per week.</p>

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.

**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 205	District 26	School Number 213	School Name Carl Ullman
Principal Kathleen Driscoll	Assistant Principal		
Coach	Coach		
Teacher/Subject Area Cheryl Daniels/ESL	Guidance Counselor Margaret Toy		
Teacher/Subject Area Joanne Spargimino/Reading	Parent		
Teacher/Subject Area	Parent Coordinator Beth Revello		
Related Service Provider	Other		
Network Leader Marguerite Straus	Other		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	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	435	Total Number of ELLs	50	ELLs as Share of Total Student Population (%)	11.49%
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Part II: ELL Identification Process

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

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

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) provided to them by the School Secretary at registration in the language that they prefer. This survey informs the staff of what language the student uses in the home. If the HLIS indicates that the student uses a language other than English, he or she is referred to our Certified English as a Second Language Teacher, Mrs. Cheryl Daniels. Mrs. Daniels conducts an informal oral interview with the parents and/or student to assist in completing the HLIS in order to determine the student's eligibility for ESL services. If the HLIS and the informal student interview indicate that the student uses a language other than English he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines the child's entitlement to English development support services. (If LAB-R results show that a child is an ELL

and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.) In addition to the LAB-R the New York State English as a Second Language Achievement (NYSESLAT) is a test that measures the English proficiency of ELLS and determines their progress as well as their continued entitlement or “exit” from entitlement. The test is administered annually in the spring. If the new registrant is a transfer from another school outside New York City but within New York State every effort is made by the school staff to obtain the student’s NYSESLAT scores to determine eligibility or placement according to his/her proficiency level (beginning, intermediate, or advanced). In addition, scores on the NYSESLAT subtests are also scrutinized in order to guide and drive instruction.

Parents are notified that their child may be eligible for Transitional Bilingual, Dual Language or Freestanding ESL services or that the results of the screening indicate that their students are not entitled to any services. Letters including information on all three programs are sent home in English as well as in their native languages within ten days of the administration of the LAB-R. In order to ensure that parents of newly admitted students understand all three program choices they are invited to attend an Orientation session. At the Parent Orientation session, information is exchanged and presented to parents verbally. They will view a DVD, “Orientation Video for Parents of Newly Enrolled English Language Learners,” in English and in their native language. The Parent Coordinator, Mrs. Beth Revello-Wick, may also share information and be available to speak with the parents. Bilingual staff members as well as parents in the school community invited by the parent coordinator are available to facilitate consultation and communication with parents in their native language. The Program Selection form is also sent home to the parents of children who continue to be entitled to ESL services. If the forms are not returned in a timely fashion, second, and if necessary third reminder letters are sent home. Phone calls are made as needed.

According to the surveys, during the 2009-2010 academic year, 44 out of a total of 49 parents requested the Freestanding ESL Program. Four parents requested the Bilingual Program; however, they rejected the school transfer and remained at P.S.213 in the Freestanding ESL Program. One parent did not want their child to participate in any ESL program. Since the majority of parents chose the Freestanding ESL Program, this program is offered at our school and aligned with their requests. The Transitional Bilingual (TBE) and Dual language programs are not offered at P.S. 213. Should the school receive requests for 15 or more students who have the same language and are in the same or contiguous grades for a Transitional Bilingual or Dual Language program the school would take the necessary steps to institute that requested program. In our freestanding ESL program we are taking steps to ensure that each child feels that their culture is valued and that the importance of emphasizing the native language at home is stressed. We have bilingual dictionaries, as well as bilingual teachers and translators and have taken steps to obtain library books, brochures, music, etc. in the native languages of our students as well as implementing and learning strategies to incorporate their languages in our program. In addition, we are providing parents with strategies so that they can foster the development of their child’s native language as well as in English.

Part III: ELL Demographics

A. ELL Programs

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

K * 1 * 2 * 3 * 4 * 5 *

Check all that apply

6 7 8 9 10 11 12

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	7
SIFE	7	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	1

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	□38	□7	□1	□12	□	□6	□	□	□	□	□	□	□	□	50
Total	□38	□7	□1	□12	□0	□6	□0	□0	□0	□0	□0	□0	□0	□0	50
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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	1	3	2	1								7
Chinese	5	3	4	2	2	2								18
Russian														0
Bengali														0
Urdu	0	1	0	0	1	0								2
Arabic														0
Haitian														0
French														0
Korean	2	4	4	3	3	0								16
Punjabi	0	0	0	2	0	0								2
Polish	0	1	0	0	0	0								1
Albanian														0
Other	2	0	1	0	1	0								4
TOTAL	9	9	10	10	9	3	0	0	0	0	0	0	0	50

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.

The program model at P.S. 213 is a Freestanding English as a Second Language pull-out program. The students are pulled out for small group instruction by grade. Each group is heterogeneous; that is, having mixed proficiency levels. All instruction is given in English.

All ELLs in our ESL program receive the mandated number of instructional units required by Commissioner's Regulation's Part 154. The number of ESL instructional units that a student receives is determined by the students LAB-R or NYSESLAT scores. Students who score at the Beginning or Intermediate levels will be serviced for 360 minutes per week; that is, for 2 forty-five minute periods, 4 times per week. Students who score at the Advanced level will be serviced for 180 minutes per week; that is, for 1 forty-five minute period, 4 times per week.

Since our ELL students partake in our Freestanding English as a Second Program all instruction is delivered in English with native language support. This method immerses students in English through content area instruction with an emphasis on context clues. Grammar and vocabulary are adjusted to the student's proficiency level. Subject matter is integrated from two or more disciplines, such as English and Social Studies often using themes that take into account other subject areas such as Math and Science. The reading-writing workshop model that encompasses a balanced literacy approach with emphasis on shared reading and writing is used in the classrooms as well as in the in the ESL program. The ESL program not only supplements the instruction that the ELL student receives in the classroom but provides structures to build background knowledge to enable the students to process the information presented. Our new school wide vocabulary program, "Elements of Reading – Vocabulary," published by Steck-Vaughn uses listening, speaking, reading, and writing activities, and numerous visuals so that students can internalize the meanings of new words. Scaffolding activities such as a, K-W-L chart, graphic organizers, and modeling using TPR (total physical response) so that students are "walked" through various activities designed to

increase their competencies. Other strategies and practices used are journal writing, jazz chants, puppetry, interactive read alouds, interviews, and story-mapping. All lessons always incorporate all of the Language Arts-reading, writing, listening, and speaking.

ESL methodologies for newcomers and/or SIFES are employed in their classes. A major focus will be on basic communication in English and developing phonemic awareness and a basic sight vocabulary that is meaningful and useful to newcomers. Techniques include hands-on demonstrations to enhance understanding, using a hierarchy of questions which include asking questions with “yes-no” responses or those that can be answered with a phrase or short sentence, use of manipulatives, visuals, props, computer software programs and games. Activities are provided that take into account adjustment to U.S. culture as well as acceptance of their own culture. In addition, students work in cooperative learning groups where the jigsaw technique is utilized; that is, students participate in a complex group of varied reading, writing, listening, speaking and hands-on activities while exploring a theme in depth. This enables all students to activate their potential to participate regardless of their proficiency in English and their learning styles. Students are involved in think-pair share activities in which they pair-up with one-another to discuss their thoughts on topic provided by the teacher prior to sharing their thoughts on the class. This is facilitated for newcomers and SIFES by using bilingual students as peer helpers.

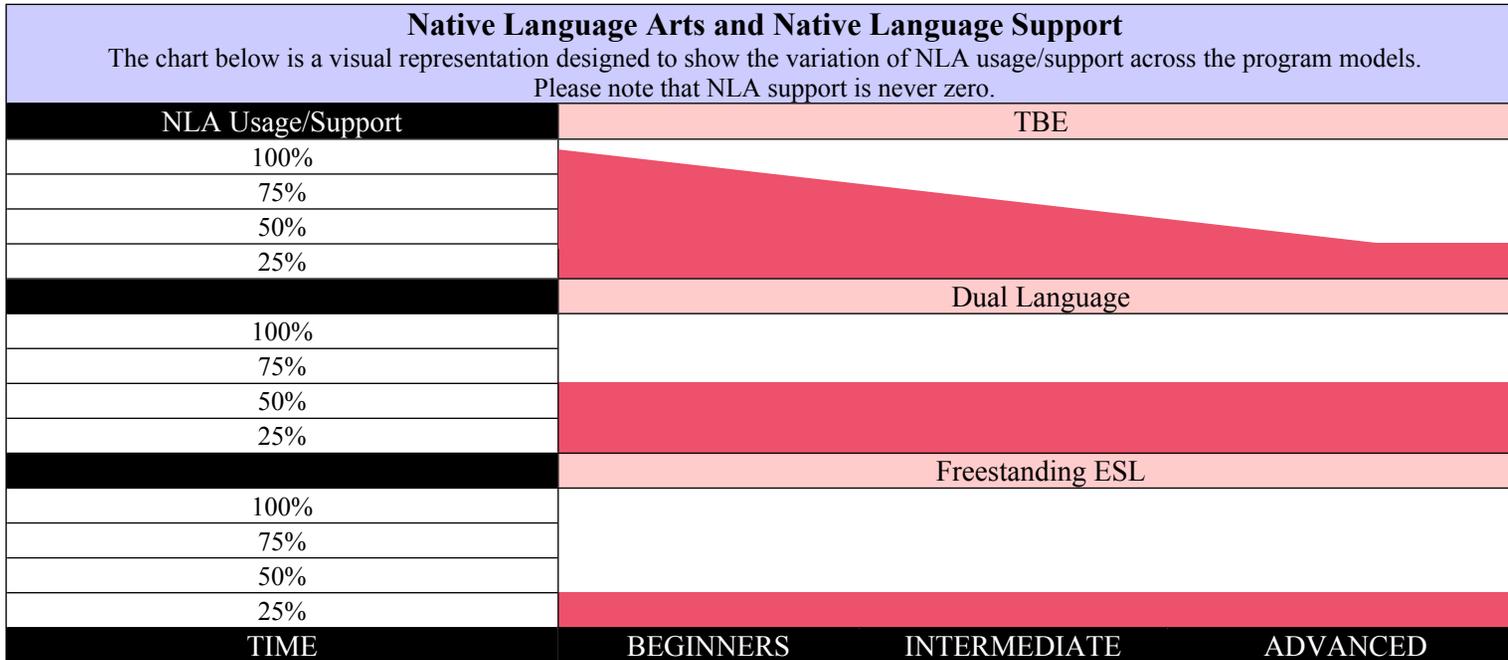
A team approach is implemented in order to develop an instructional plan for our SIFE students. The ESL teacher, classroom teacher and the schools Academic Intervention Team/Pupil Personnel Committee discuss the needs of the students based on formal and informal assessments such as the LAB-R, Rigby Guided Reading Levels, and ECLAS-2 and other informal assessments and observations of the classroom and ESL teachers. An individualized learning plan that consists of a long-term goal and achievable short-term goals is devised. Both newcomers and SIFE students may be given at-risk services during the school day or in after-school programs as deemed necessary. The AIS/PPC Committee meets monthly on a formal basis and there is ongoing communication between the classroom teachers, ESL teachers and all other service providers to reflect on student progress and assess their teaching and to modify and readjust student goals and strategies in order to prepare newcomers and SIFE students for the NYS English Language Arts test that they are required to take after 1 year.

Six special education students have been in the ESL program from 4 to 6 years. Our focus for these students is to build critical thinking skills in subject areas, such as reading, math, social studies, and science that take students beyond basic comprehension. Instruction will continue to include basic skills but in the context of higher order thinking and problem solving skills. Consequently, writing approaches that emphasize communication of ideas in a well-organized and coherent fashion will also include the teaching of mechanics. In addition to the aforementioned ESL strategies metacognitive modeling of how to infer and evaluate material will also be utilized. In addition to ESL strategies, the IEP’s of these students are reviewed and strategies to meet these goals are implemented.

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



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?

ELLs in all of our targeted intervention programs are placed in small groups with appropriate age and grade levels. Instruction is differentiated according to their interest and proficiency levels. Formal and informal assessments are administered to determine the learning targets for each student. Communication between the ESL teacher, classroom teachers, and service providers and the AIS/PPC determines proper placement of our ELLs in our targeted intervention programs.

One targeted intervention program in P.S. 213Q for our ELLs in ELA, Math, and other content areas is the extended day program. Students in all of our targeted intervention programs are placed in small groups with appropriate age and grade levels. All LEP students attend this small group instruction program on Monday through Wednesday at the end of the school day for 37.5 minutes for instruction based on their individual needs. In addition, special education ELL students receive this instruction an additional three to five forty-five minute periods a week during the school day from the Reading teacher and the at risk SETSS teacher utilizing both a push-in and a pull-out model. In addition to these programs ELL students receive additional targeted instruction in our Title III after school program which takes place after the extended day program on Tuesdays for two hours.

In order to ease the transition from exiting the ESL program, students who reach proficiency on the NYSESLAT are automatically

eligible to partake in our Academic Intervention Services programs during the school day. Students in Grades 3 to 5 receive Reading and Math Intervention using both a push-in and pull-out model from three to five forty-five minute periods per week. Unfortunately, we were not able to hire an intervention teacher for Grades 1 and 2 during this year due to budget constraints. In addition, all Grade 3 through 5 ELLs regardless of their proficiency levels and former ELLs are entitled to attend our AIS (Academic Intervention Services) after school program for Reading and Math on Wednesdays. The sessions for this program were made possible again by the acquisition of Title I funding for our school this year.

The instructional materials that we use to support our ELLs are aligned with their proficiency levels. We use the following programs which have resources that address students' needs on all proficiency and interest levels in phonics, reading comprehension, vocabulary, writing, listening and speaking skills: Listen and Learn Word Family and Phonics Activity Programs, Phonics for the Real World-Knowledge through Phonics Program, Let's Talk About It-Oral Language, Reading, and Writing, Early Explorers-Building Literacy for Life, English to a Beat-Books with Cassettes and Just the Right Word-Vocabulary Book. The following computer software programs are used: Simple sentence Structure-Listening Comprehension, Concentrate on Words and Concepts, Words and Concepts Vocabulary-Word Identification, Word Association, My School-Language Activities of Daily Living, My Town-Language Activities of Daily Living, My House-Language Activities of Daily Living, and Swim, Swam, Swum-Mastering Irregular Verbs.

Native Language Support

Native language support is crucial to the language development of our ELL students. Our ESL program methodology provides support for each ELL students' native language. Bilingual teachers, paraprofessionals, and students aid in translating and comparing the structure of their native language with English for our ELL students. In addition, classroom items are labeled in English as well as in the native languages of our ELL population. Language experience lessons are conducted to promote literacy in English and to promote acceptance of the ELLs' native language and orthography. Therefore, key vocabulary is written in English as well as in the native language on the language experience chart. Our classroom teachers, ESL teachers, and service providers are able to do this with the aid of the website, ESL-Kids.com.

The parent coordinator is available with translators in order to assist newly enrolled ELL students before the beginning of the school year. Translated letters in their native language are provided. The parent coordinator familiarizes the parents with local summer and after school programs where students are taught in their native language as well as in English. These programs also support student learning in the content areas.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The professional development plan for all teachers of ELLs includes topics that improve the reading, writing, listening, and speaking of ELL students. ESL teachers attend professional development courses given by CFN 205, OELL and BETAC. The ELL teachers turnkey this information to the entire staff at faculty and grade conferences for a minimum of 7.5 hours. In addition, the entire staff is informed so that they are knowledgeable about the specific services and instruction that ELLs are mandated to receive and that the classroom teacher is the primary teacher of the ELL student.

This year professional development is expanding within our school through our Collaborative Inquiry Teaching Teams. We are implementing action research methodology throughout the entire staff. Each team will be reflecting and assessing their teaching and exploring and trying out new ideas, methods, and materials. Each team will assess how effective the new approaches are, share feedback with colleagues, and make decisions about which new approaches to include, refine or refrain from. The learning targets of our ELLs will be addressed in this manner in addition to our present methodology. We have a Collaborative ESL Teacher team that has chosen 5 students to target that have been in ESL. Our goal for them is to achieve proficiency level on the NYSESLAT by engaging in strategies that accommodate their needs and are adjusted and refined throughout the year based on data from formal and informal assessments.

In order to support staff in their efforts to assist ELLs in their transition from elementary to middle school the ESL teacher has on-going communication with the ESL teacher at MS 74, the middle school that our students are zoned for. Discussions include the students' academic strengths, weaknesses, and learning styles and any pertinent data that may inform instruction.

E. Parental Involvement

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

All parents in our school, including parents of ELLs, are involved in school activities. The Parent Coordinator and members of the PTA reach out to all newcomers to the school. Parents of ELLs who are already active reach out to the ELL parents. These parents assist in communication with the ELLs' teachers and encourage them to become involved in school activities. The Parent Coordinator and PTA coordinate an International Festival so that all ethnicities are able to share all aspects of their culture with the entire school. All parents and students are engaged in preparing foods, art activities, dance performances and rituals from the various cultures represented in the school.

In addition, the Parent Coordinator gives workshops on the standardized testing. Translators are available for our newcomer ELL parents. The ESL teacher conducts meetings at the beginning of the school year to orient parents to the ESL program and the school as a whole. At this time she is able to further evaluate which parents need assistance in connecting with school activities and services as well as available community services. The Title III ESL teachers also conduct meetings on strategies that enable parents to assist their students in school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	0	1	1	0	1								4
Intermediate(I)	2	2	6	2	2	0								14
Advanced (A)	4	5	2	3	4	2								20
Total	7	7	9	6	6	3								38

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

	P	6	6	7	8	1								
READING/WRITING	B	1	0	1	1	1								
	I	2	2	6	2	0								
	A	4	4	2	3	2								
	P	2	3	1	4	0								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	4	3	1	9
4	0	3	3	0	6
5	0	1	2	0	3
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2		4	1	3		10
4			1		4	3	1		9
5			0		2				3
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		2	1	1	4		1		9
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	

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

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

New York State Regents Exam				
Number of ELLs Taking Test			Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 percen tile
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.

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

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.

The assessment tools that our school uses to assess the early literacy skills of our ELL’s are the ECLAS-2 and the Rigby Assessment. These assessments aid in determining the ELL students’ alphabet recognition, phonemic awareness and independent reading levels and whether or not they were exposed to any literacy at all. For example, ECLAS-2 assesses a child’s familiarity with a book by having the teacher observe how the child handles it when given to him.

Review and analysis of NYSESLAT/LAB-R scores revealed that the majority of our kindergarten and first grade students are at the advanced proficient levels. For the most part these students achieve proficiency by the end of Grade 2. In kindergarten results indicated that the majority of students become proficient in listening/speaking before they become proficient in reading/writing. As a result of these findings, our kindergarten students are immersed in literacy activities to improve their phonics, decoding and academic vocabulary skills which will in turn improve their writing skills. In addition, the number of interactive reading and writing lessons which include native language support are increased to build confidence. Bilingual peer-tutors assist with the learning of academic vocabulary. ECLAS-2 and the Rigby Assessment are used to monitor progress in all of the language arts to drive instruction. Students who achieve proficiency on both strands are also given transitional support in one or more of the intervention programs described in the Targeted Intervention section of this report.

The majority of Grade 2, 3, and 4 ELL students achieved proficiency in Listening/Speaking; however, they scored at the intermediate or advanced levels on the Reading/Writing. At least 10 of these students were newcomers or had a year or less in the United States. Six of these students had 2 or more years; however, 2 of these students are Special Education students with serious language processing deficits. All of these students are receiving targeted instruction based on their NYSESLAT and Rigby results during extended day three times a week for 37.5 minutes with reading and writing specialists. In addition, they will be invited to attend the Title III After-

School Program. All of these programs will emphasize the academic language that they need in order to be successful readers and writers.

Two of our Grade 5 students scored on the advanced level. One student who had been here for 2 years has shown considerable progress. The other student who has been in ELL for 5 years will continue to need to be saturated in academic language along with remediation of basic skills in order to improve their reading and writing. The other 5th Grader is a newcomer who will need interventions supported by enrichment in academic language.

As far as our ELL population's scores on the New York State exams there was no noted difference in the achievement of those who took the exam in their native language. As far as those ELL students who took the New York State ELA those that scored Advance or Proficient on the NYSESLAT scored high level 2's or Level 3's. Two of our ELLs scored Level 4's in both Math and Science. Those who scored Level 1's were SIFE newcomers.

The ELL Interim assessments measure the students' growth in the areas of reading, writing, and listening. In Grades 3-5 the majority of the students scored 50% or greater on the ELL interim assessments. The ESL teacher meets with the General Education and Special Education classroom teachers throughout the year to inform them of their students' performance on the ELL Interim assessments. Each child's individual areas of need are discussed and appropriate differentiated strategies are explored in order to implement them in the classroom. Individual diagnostic plans are designed to facilitate tutoring or differentiated instruction. Based on the information gained from the ELL Interim Assessments teachers are better informed as to the progress of the ESL students in their process of language acquisition. Through this data they are better able to tailor their individual and small group instruction within all content areas.

The success of our ESL programs is evaluated by not only how the students perform on New York State assessments but on how well they do on formal and informal classroom assessments in school. These consist of the Rigby assessment, Burns and Roe Informal Reading Inventory, Macmillan Math pre and post tests and writing portfolios. In addition to academics, our ESL program as a whole is assessed on how well we enable these students to adjust to learning and participating comfortably in a new culture while preserving their native culture.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kathleen Driscoll	Principal		10/29/10
	Assistant Principal		
Beth Revello	Parent Coordinator		10/29/10
Cheryl Daniels	ESL Teacher		10/29/10
	Parent		

Joanne Spargimino	Teacher/Reading		10/29/10
	Teacher/Subject Area		
	Coach		
	Coach		
Margaret Toy	Guidance Counselor		10/29/10
Marguerite Straus	Network Leader		10/29/10
	Other		

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.

Our Title III program will provide two hours of after school instruction for thirty-five ELL students. Activities provided will not only supplement but will enhance our program for newcomers. First and foremost: we will create an environment where all are revered and actively involved. In order to ensure that each child feels that their culture is valued, strategies implementing group learning that include each child's participation in his/her

learning style and level of proficiency will be implemented. We will use a broad variety of materials, including leveled books as well as books rich in academic vocabulary that are appropriate for read-alouds. In addition a selection of books and music in students' native languages; books, brochures and illustrations of their countries and culture; manipulatives and games and a wide variety of art materials will be utilized. The Title III teachers

would like to expand their listening center by purchasing additional books with audio CD's to develop listening skills on all levels while the teacher works with another group. When students have finished at the listening center the teacher will follow up with appropriate activities related to the listening selection while another group listens to a selection on their level. Our class library with CD's will facilitate differentiation of instruction. In addition, we would like to expand our learning games collection on all levels to improve vocabulary, grammar, and reading comprehension. We will order *Vocabulary Builders*, *Vocabulary Bingo*, *Quizmo Grammar Series* and the *Volangulary Series* from Nasco. Students will work in smaller groups than they do during the day. Each group will be facilitated by a certified ESL teacher under the direction of a supervisor as an instructional leader to solve problems and create products together. Students will work with their more proficient peers and thus build an initial vocabulary on English familiar to them. In addition these students will benefit from standards. They may instruct from the ESL teacher while the other students may engage 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.

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program improve organizational skills for writing. Strategies will be implemented to foster community, confidence, and engagement. Students will participate in standards-based group activities in which they share and compare in order to increase their academic vocabulary and cultural experiences. Books, pictures, newspapers, and music in English and in students' native languages will be utilized. Students will also use computer programs for reports

Language Instruction Program to develop phonemic awareness and emergent literacy and enhance vocabulary, listening and speaking skills. Each student has a portfolio which is utilized for ongoing assessment. In addition, Options Just Right Reading Predictors pre and post tests and the W.R.A.P. (Writing and Reading Assessment Profile) will be utilized to monitor their progress. The program title is *People in My Community Series* to enhance our Social Studies instruction. In addition, we will purchase *Thinking Graphically About Flipcharts* to

improve organizational skills for writing. Strategies will be implemented to foster community, confidence, and engagement. Students will participate in standards-based group activities in which they share and compare in order to increase their academic vocabulary and cultural experiences. Books, pictures, newspapers, and music in English and in students' native languages will be utilized. Students will also use computer programs for reports

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addition to practical ideas provided by teachers, materials such as flash cards, visuals, games, content area books and dictionaries will be distributed to the parents in order to support their child’s learning at home. They will be encouraged to share content area texts, newspapers, and music in their native language, not only to support their child’s language in school but to continue development in the child’s native language.

Professional Development

Initially we will commence our Title III program with a 2 hour meeting on October 26th for joint curriculum development and discussion of research articles on Shared Reading for ELLs. There will be ongoing Professional Development for ESL teachers, administrators, and classroom teachers throughout the school year. ESL teachers will attend a three part series offered by CFN 205 entitled “*Urgent, Overlooked and Under-Imagined: Ensuring Equity and Access to Standards-based Instruction for ELL’s*” as well as courses offered by OELL, BETAC, and others as they become available. Information from this course as well as other courses throughout the year will be turn-keyed to classroom teachers and other service providers by the ESL teachers at four faculty conferences-December, January, March and May. In addition to professional development from outside sources we have ongoing action research in our school among our Collaborative Inquiry Teaching Teams. Our school focus is English Language Arts in grades Pre-K through 5. Topics teams are studying phonemic awareness, phonics, decoding, fluency, vocabulary, writing development, and comprehension skills. The four certified ESL teachers are part of the ELL Collaborative Inquiry Teaching Team and will meet weekly for 37.5 minutes and at monthly grade conferences with the other Collaborative Inquiry Teaching Teams to present and discuss research-based ESL instruction and new approaches as well as refined and revised strategies.

Section III. Title III Budget A (1)(b)

School: P.S. 213 BEDS Code: 342600010213

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	\$9179.76	Extended Day Program (After-School) Tuesdays, 3:18 -5:18pm Program begins on November 16, 2010 and ends on May 24, 2011 4 Teachers/23 sessions @ \$49.89/hr = \$2294.94
Purchased services - High quality staff and curriculum	\$2043.14	Curriculum Planning and Research: 10/26/10 4 teachers 2hrs@\$49.89=\$399.12

development contracts.		<p>Parent Involvement: 12/7/10: 4 teachers 1 ½ hrs @\$49.89= \$299.34 2 teacher translators 1½ hrs. @49.89=149.67</p> <p>3/29/11: 4 teachers 1 ½ hrs @\$49.89= \$299.34 2 teacher translators 1½ hrs. @49.89=149.67</p> <p>Parent Materials: \$746.00 (Marathon Food--\$150)</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$3,750.00	<p>Materials to support program: \$3,750</p> <p>Vendor—Nasco Vocabulary Builders—\$18.95 Vocabulary Bingo--\$18.25 Quizmo Grammar Series--\$62.50 Volangulary Series-\$18.95 Antonyms Bingo \$18.25</p> <p>Read-Along Sets Little Red Hen \$24.95 Little House \$29.95 Mike Mulligan \$29.95 Curious George 1st Day of School-20.95 Three Little Pigs-\$27.95</p> <p>People in My Community Complete Reading Program (Readers)- \$154.95</p> <p>Thinking Graphically About Flip Charts Story Elements-\$27.95 Character Analysis-\$27.95 Genres-\$27.95 Strategies-\$27.95 Vocabulary-\$27.95</p>

		Total from Nasco-\$565.35
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000.00	

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.

Assessments were done through Home Language Identification Surveys given out at the time of registration, teachers' findings, the ELL teacher, requests from parents and Parent Coordinator relationships with parents.

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.

Findings show written interpretation is needed in the following languages: Chinese (19), Korean (16), Spanish (4), Hebrew (1), Hindi (1), Japanese (1), and Polish (1). Oral interpretation has been requested by parents and provided by bilingual members of our staff in the following languages: Korean, Chinese, and Spanish. Written translations of school notices, PTA notices, correspondence to parents in the form of letters, flyers, and emails has been provided. The school has communicated its willingness to reach out to non-English speaking parents through the School Leadership Team, the PTA, signs placed in the school Main Office, verbal conversations between bilingual members of our staff and parents, and correspondence to parents, both written and by email. Findings were reported at SLT and PTA meetings.

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.

Notices for most of the above languages are being sent home for PTA meetings, Parent-Teacher Conferences, fundraising events, parent workshops and special school activities. DOE notices are available in most languages through Central. Notices are sent to the Translation and Interpretation Unit 1-2 weeks before needed to ensure a timely provision of the document.

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.

Translators are available at PTA meetings through our diverse Executive Board and PTA members. Interpreters are available for Parent Teacher Conferences and for any Parent-Teacher interaction whenever needed through in-house interpreters and/or through the Translation and Interpretation Unit as needed.

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>.

In compliance with Chancellor's Regulations A-663 we have multi-lingual postings on the front door and in the office notifying families that both oral and written interpretation is available upon request. Parents Rights booklets are available in the Parent Coordinators' office room 114 in 8 languages

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:		\$160,340	
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$ 1, 619	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

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

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

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

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

P.S. 213 Parental Involvement Policy

We, the administrators, staff and teachers of P.S. 213 strongly believe that teaching is a shared responsibility. This responsibility will be divided between the parents and the school, with the parents being the child's first and most enduring teachers. We also acknowledge the decades of research showing that student's academic success, self-esteem and general perspective on education, life and the world are greatly influenced by their parents' involvement in education from pre-kindergarten through high school.

That having been said, P.S. 213 is keenly aware that in order to provide our students with an environment which will enable them to reach their fullest potential and foster in them a love of learning and education, it must institute and consistently maintain systems, programs and policies which allow the parents, school and community to function as full partners. It is only by recognizing the need for such a partnership and devising a plan satisfying its creation and fulfillment that, P.S. 213 will be able to achieve its commitment to its students.

With a reciprocal and mutually respectful and trusting relationship with the parents and students, as well as with the community at large being the key to facilitating and maintaining active parental involvement, P.S. 213 commits to:

1. Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance.
2. Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities.
3. Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title 1, Title 111, Title 1V and the No Child Left Behind legislation. This will include convening an annual meeting to:
 - a. Explain to parents the requirements of these laws in simple, direct and understandable terms;

- b. Inform parents of the school's participation in such programs, and include them, in an organized, ongoing and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation;
 - c. Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.
4. Informing and explaining to parents the New York City, New York State and federal academic achievement standards students are expected to meet; how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school;
5. Informing and bringing to parents any training and materials available for them so they can work with their children.
6. Informing parents of any resources, such as transportation and childcare, which may be available in order to allow them to attend and participate in school events.
7. Informing them of and bring to the parents any other programs available through community resources, which may be of use or interest to them, whenever possible.
8. Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

P.S. 213 shall accomplish these goals through the following means:

1. By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:
 - a. Monthly meeting of the general PTA membership;
 - b. Monthly meetings of the School Leadership Team;
 - c. Meetings of any standing PTA committees;
 - d. Meetings of any parental action committees as formed in accordance with PTA bylaws;
 - e. Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs;
 - f. Planned for monthly meetings of Title 1 parents.

2. By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through:
 - a. Regular attendance of parent-teacher conferences;
 - b. Reports to parents on their child's progress;
 - c. Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities.
3. By providing to the parents alternate means of communicating their concerns and suggestions, including an open door policy to the Parent Coordinator and Principal.
4. By providing all parents with a copy of the Parental Involvement Policy, in English and other appropriate languages, and its inherent School-Parent Compact component.

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.

P.S. 213 School-Parent Compact

We, the administrators, teachers, staff and parents of P.S. 213 fully recognizing our mutual interdependence and responsibility for supporting our students' educational, social and personal endeavors in order that they may achieve academic success, realize their full potential as unique individuals and become responsible, contributing citizens, hereby pledge to each other and to our students to provide that support by voluntarily and eagerly signing the agreements stated in this document.

We, the students of P.S. 213 recognizing our own duty to accept responsibility for achieving academic success, as well as for our social development and personal growth as contributing, respectful members of our family, school and world community, hereby pledge our commitment to fulfilling that responsibility to the best of our ability, by signing the agreements stated below:

The School Agrees To:

- ❖ Show respect for each child and his/her family, each teacher and staff member;
- ❖ Provide a safe and clean environment, and an atmosphere conducive to teaching and learning, for the entire school community;
- ❖ Establish an atmosphere conducive to open, regular communication among staff, teachers, students and parents;
- ❖ Provide teachers and staff with the materials and supplies necessary for them to fulfill their obligations to the students and one another;
- ❖ Clearly communicate performance expectations to the teachers and provide them with constructive feedback;
- ❖ Provide clear, frequent and regular communication channels between Principal, teachers and staff;
- ❖ Provide teachers and staff with meaningful opportunities for professional growth and enrichment
- ❖ Celebrate individual student's, teachers and staff member's success
- ❖ Provide opportunities for parents to participate in school activities and events by scheduling them at times conducive to greatest attendance;
- ❖ Converse an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved;
- ❖ Give parents and students opportunities to participate in school governance;
- ❖ Actively involve parents in planning, reviewing and improving Title 1 programs and the parental involvement policy;
- ❖ Provide parents with information about all programs;
- ❖ Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results;
- ❖ Provide parents with all pertinent individual, regional and department of education information;
- ❖ Provide clear, frequent and regular communication channels between Principal, teachers, and the parents through: parent-teacher conferences; student progress reports as warranted; opportunities to volunteer and participate in the child's class; opportunities to observe classroom activities as appropriate.
- ❖ Inform parents of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.

Principal's Signature

Date

The Student Agrees to:

- ❖ Show respect for my classmates, teachers, principals, school staff, parents and myself;
- ❖ Attend school regularly and be on time;
- ❖ Believe that I can and will learn;
- ❖ Come to school each day prepared to work and with all required supplies;
- ❖ Always do my best in my work and my behavior;
- ❖ Ask questions if I do not understand school or homework assignments;
- ❖ Complete and return my homework on time;
- ❖ Observe regular study hours;
- ❖ Observe the classroom and school rules set by my teacher, my Principal and the Department of Education; work cooperatively with my classmates;
- ❖ Respect school property;
- ❖ Take pride in my work and my school;
- ❖ Do my homework every day and ask for help when I need to;
- ❖ 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.

Student's Signature

Date

The Parent/Guardian Agrees to:

- ❖ Show respect for my child, his/her teacher and the school;
- ❖ See that my child attends school regularly and on time;
- ❖ Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing, etc);
- ❖ Talk with my child about his/her school activities every day;
- ❖ Communicate regularly with my child's teacher;
- ❖ Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;
- ❖ Make sure my child observes the classroom and school rules set by his/her teacher, the Principal and the Department of Education;
- ❖ Insist that all homework assignments are fully completed and on schedule;
- ❖ Provide a specific time and a quiet, well-lit place for my child to do homework;
- ❖ Provide my child with the necessary and appropriate supplies to complete his/her assignments;

- ❖ Be available to assist my child;
- ❖ Review completed assignments to check for understanding;
- ❖ Attend all parent-teacher conferences;
- ❖ Participate in school activities and events;
- ❖ Seek out opportunities to volunteer at my child's school;
- ❖ Support the school in developing positive behaviors;
- ❖ Support the school in implementing school policies and procedures;
- ❖ Read to my child and encourage him/her to read independently daily;
- ❖ Monitor my child's TV viewing, video game and online activities;
- ❖ Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily.

Parent Signature

Date

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.

Please refer to P.S. 213's Needs Assessment found on pgs. 10-12

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.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.

Instruction throughout all classes at P.S. 213 is based on Columbia University Teacher's College Workshop Model. Lessons are taught to all children; however, during the children's independent work, which is a part of the Workshop Model, teachers confer with students individually researching each child's strengths and weaknesses and addressing those areas of need. Children identified as, "At-risk," receive individual and small group instruction during the 37 ½ minutes extended day sessions four days a week. Many teachers work with small groups of children during their Professional Period every week. All children in Grades K – 5 participate in the Schoolwide Enrichment Model Enrichment Cluster Program for 8 weeks in both the Fall and Spring. Students learn about research through participation in IIM. Leveled libraries are maintained in every classroom allowing all children to read on their own independent reading level. The reading level of every child is assessed bi-monthly; however, "At-risk" children are assessed monthly. "At-risk" children receive additional academic help through both our in-school and after-school AIS program. A full-time guidance counselor is a member of our staff along with the School-based Support Team; Monthly Pupil Personnel Committee meetings are held to discuss any, "At-risk" student needs.

3. Instruction by highly qualified staff.

The entire staff of P.S. 213 is, "Highly Qualified."

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.

English Language Arts: 2 Lead teachers will attend monthly Lead Teacher meetings with the Literacy Network Specialist focusing on the Common Core State Standards in ELA. Teachers will turnkey information to colleagues at grade level conferences. The school has purchased The Interactive Read Aloud by Linda Hoydt. This text will be used as an additional resource to raise the level of Reading Comprehension through the Read Aloud component of Balanced Literacy.

Mathematics: The Math Cluster teacher will participate in monthly Math Coach meetings which will focus on the Common Core State Standards in Mathematics. Math Cluster teacher will turnkey information at staff conferences and/or grade conferences. A Math Workshop will be given for parents. Students in Grades K-5 will be involved in problem solving utilizing Study Island, a web-based application. Additionally Grades 4-5 students will participate in First in Math, an online problem solving program.

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

P.S. 213 cooperates with St. John's University, Long Island University C. W. Post Campus, and the NYS SUNY system and accepts student teachers and student observers into our school. In this way we are not only helping to prepare future teachers for NYC but also introducing prospective teachers to our school with the possibility of future employment here.

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

Parent Workshops are offered to parents of Grades 3-5 students focusing on the NYS ELA and Mathematics tests. Parents of Grade 4 students are invited to a Parent Workshop focused on the NYS Grade 4 Science test. Monthly Parent-to-Parent Workshops are held for parents of children with special needs (IEPs). A Math Workshop given by our Math Cluster teacher will be held for parents.

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.

A Pre-Kindergarten Orientation for parents and children is held at the end of Pre-Kindergarten school year to help transition students to Kindergarten. Pre-Kindergarten students attend classes outside of their classroom (Music, Computer, Mathematics and Gym) in preparation for a full Kindergarten curriculum the following year.

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.

Grade Conferences and Faculty Conferences are vehicles for teachers to become familiar with and utilize various sources of individual student data available to them in order to better assess their children's strengths and weaknesses and inform their differentiated instruction. These sources of data include: ARIS, Study Island, classroom assessments, individual student conference sheets, and the study of student work.

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.

Children's reading levels are assessed on a bi-monthly basis. "At-risk" students are assessed on a monthly basis. Teachers record pupil progress on individual Reading Pacing charts, as well as on the Comprehension Strategies Checklist. Teachers confer with all students on a weekly basis, keeping accurate conference notes. Within every unit of study in Mathematics children are assessed with both a pre and post-test. Additionally, student's progress will be monitored through the individual student folders aligned with the web-based mathematics software application, Study Island. Children who are identified as, "At-risk," in Grades 3-5 receive AIS

services during the school day, and on Wednesday afternoons after school. Additionally ELL children are offered Title III services in our after-school Title III program. Within each of these programs children receive small group and one on one differentiated instruction.

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

The Student Organization works with Food Services to improve the school menu and learn about nutrition; the Physical Education teacher conducts a fitness gram program about exercise and nutrition for Grades 3 – 5; Several Enrichment Clusters are offered twice a year focusing on physical fitness and kinesthetics. Our school Guidance Counselor who is the “Respect for All” liaison will conduct in-classroom lessons for students on the importance of tolerance and respect, and the school has developed an association with Common Cents who sponsors our schoolwide Penny Harvest charitable donation program.

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, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose
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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
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that

		Schoolwide Program (R)			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (R)	Page #(s)
Title I, Part A (Basic)	Federal			X			
Title I, Part A (ARRA)	Federal	R			\$ 160,340	R	Appendix 4 Part C pgs. 53-56 Section VI: Action Plan pgs. 14-16
Title II, Part A	Federal	R			25,667	R	Appendix 4 Part C pgs. 53-56 Section VI: Action Plan pgs. 14-16
Title III, Part A	Federal	R			15,000	R	Appendix 2 Pgs. 20-44
Title IV	Federal			X			
IDEA	Federal	R			71,863	R	Appendix 1 Part A and Part B pgs. 18-19 Section VI: Action Plan pgs. 14-16
Tax Levy	Local	R			\$ 2,310,598	R	Section V Goals pg. 13 Section VI Action Plan pgs. 14-16

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

None

2. Please describe the services you are planning to provide to the STH population.

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. 213 The Carl Ullman School					
District:	26	DBN:	26Q213	School		342600010213

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11
	K	v	4	v	8	12
	1	v	5	v	9	Ungraded
	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	54	72	71		96.7	96.6	97.0
Kindergarten	59	66	59				
Grade 1	73	52	74	Student Stability - % of Enrollment:			
Grade 2	66	75	44	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	69	76	80		92.2	92.4	91.7
Grade 4	54	72	74				
Grade 5	61	52	71	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		26.3	49.1	51.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	4	7
Grade 12	0	0	0				
Ungraded	1	0	0	Recent Immigrants - Total Number:			
Total	437	465	473	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	1	0

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	26	22	23	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	18	26	25	Superintendent Suspensions	0	0	0
Number all others	11	14	16				

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	37	37	36
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	11	6
# receiving ESL services only	42	44	TBD				
# ELLs with IEPs	1	9	TBD	Number of Educational Paraprofessionals	5	3	7

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	89.2	89.2	97.2
				% more than 5 years teaching anywhere	81.1	86.5	88.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	100.0	100.0	85.4
Black or African American	4.8	4.7	6.6				
Hispanic or Latino	11.9	11.0	8.7				
Asian or Native Hawaiian/Other Pacific	62.2	62.8	66.0				
White	20.6	19.6	17.8				
Male	56.5	55.1	53.3				
Female	43.5	44.9	46.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	62.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	4						

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