



PS/MS 219

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 25Q219

ADDRESS: 144-39 GRAVETT ROAD FLUSHING, NEW YORK 11367

TELEPHONE: 718-793-2130

FAX: 718-793-1039

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: PS/MS 219 **SCHOOL NAME:** Paul Klapper School

SCHOOL ADDRESS: 144-39 Gravett Road Flushing, New York 11367

SCHOOL TELEPHONE: 718-793-2130 **FAX:** 718-793-1039

SCHOOL CONTACT PERSON: Frederick Wright **EMAIL ADDRESS:** Fwright2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marlin Vellon, AP

PRINCIPAL: Frederick Wright

UFT CHAPTER LEADER: Gayle Stone, Teacher

PARENTS' ASSOCIATION PRESIDENT: Rosanna Schweiger/Lillian Young

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** 204

NETWORK LEADER: Diane Foley

SUPERINTENDENT: Danielle DiMango

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
Frederick Wright	*Principal or Designee	
Gayle Stone	*UFT Chapter Chairperson or Designee	
Rosanna Schweiger, Lillian Young	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Marlin Vellon	Member/CSA	
Lisa Woodley	Member/UFT	
April Mavrovitis	Member/UFT	
Susan Greenberg	Member/UFT	
Dina Florides	Member/Parent	
Marilene Silva	Member/Parent	
Helen Coba	Member/Parent	
Orsola Zerillo	Member/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/MS 219 is a PRE K-8 school located in Flushing, New York serving an ethnically diverse community of approximately 612 students. Our students travel to us from many neighborhoods in Queens, by school bus or by public transportation. Thus our school faces serving a population of students and parents who are not from our school zone and who are not within walking distance to our building.

Our school's unique structural design offers an open atmosphere conducive to shared learning experiences. Our "DOME" is a space without walls that houses our first grade classrooms, service providers and Teacher Resource Center. The "L Building" is a more traditional space with classrooms for Grades PRE K, K, 2 and 3. In our Main Building, the home for Grades 4-8, all of our classrooms are open to the corridor, surrounding an outdoor atrium. Our Library/Media Center, updated Computer Room and state-of-the-art Science Lab are also in the Main Building.

PS/MS 219 is a community where staff, students and parents support each other, address, accept and meet the needs of individuals and creates an atmosphere that nurtures learning in a safe, secure environment. Through the implementation of a comprehensive instructional program, reflective of high standards, students develop decision-making skills, critical thinking skills and the ability to communicate effectively. Our school is a collaborative team, working together to foster the growth of each child.

We have an ethnically diverse student population. Over one third of our students have IEPs and are placed in collaborative team teaching classes, self-contained classes or receive the support of the SETSS teacher, speech and language teachers, guidance or occupational or physical therapy and full time school assessment team.

Through our partnership with Teachers College, we have implemented Reading and Writing Workshop on a daily basis, developing reading skills and strategies through the Read Aloud with Grand Conversation, and through mini-lessons. All of our lower grade classes implement FUNDATIONS, a program designed to build phonemic awareness and build reading fluency.

Through the implementation of the Everyday Math Program in Grades PRE K-5 and Impact Math in Grades 6-8 students participate in lessons designed to build mathematical understandings through the use of manipulatives and problem solving activities. This year, for the first time, seventh grade students are learning Integrated Algebra. At the end of the eighth grade, these students will take the Math Regents.

Our middle school provides a challenging curriculum within a small, supportive learning community. Our advisory program provides middle school students a forum to discuss their ideas and concerns and our enrichment program encourages the development of special talents. Community service for 6th and 7th graders is mandated.

Over the years we have developed partnerships with Queens College (student teachers), John Bowne High School and Bnai Brith Senior Center.

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.

**** SEE SCHOOL WEBSITE ****

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS/MS 219				
District:	25	DBN #:	25Q219	School BEDS Code:	342500010219

DEMOGRAPHICS									
Grades Served in 2009-10:	x Pre-K	x K	X 1	x 2	X 3	x 4	x 5	X 6	X 7
	x 8	● 9	● 10	● 11	● 12	● Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	35		94.1	94.5	94.8		
Kindergarten	52	56	74						
Grade 1	78	55	48	Student Stability: % of Enrollment					
Grade 2	53	72	56	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	72	54	70		94.3	95.9	94.6		
Grade 4	60	70	57						
Grade 5	60	62	66	Poverty Rate: % of Enrollment					
Grade 6	70	70	68	(As of October 31)	2008-09	2009-10	2010-11		
Grade 7	73	69	69		65.8	80.5	80.0		
Grade 8	74	69	64						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					2	10	16		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total			607		4	5	5		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-	99	82	75						

DEMOGRAPHICS							
Contained Classes							
No. in Collaborative Team Teaching (ICT) Classes	57	57	54	Principal Suspensions	3	10	4
Number all others	42	47	38	Superintendent Suspensions	1	2	1
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2008-09	2009-10	2010-11	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	56	53	63	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	33	33	34	(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	59	61	59
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	9	5
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	4	4
	0	0	2				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100.0	98.4	98.3
American Indian or Alaska Native	0.6	0.5	0.5	Percent more than two years teaching in this school	74.6	88.5	93.2
Black or African American	17.8	16.1	14.2	Percent more than five years teaching anywhere	62.7	68.9	78.0
Hispanic or Latino	33.8	35.1	32.6				
Asian or Native Hawaiian/Other Pacific Isl.	31.7	32.8	36.7	Percent Masters Degree or higher	93.0	93.0	93.2
White	15.9	15.4	16.0	Percent core classes taught by "highly qualified" teachers	91.4	98.2	98.1
Multi-racial							

DEMOGRAPHICS						
Male	49.7	50.9	50.9	(NCLB/SED definition)		
Female	50.3	49.1	49.1			

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	<input checked="" type="checkbox"/> 2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:			
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
<u>Differentiated Accountability Phase</u> (Check <input checked="" type="checkbox"/>)		<u>Category</u> (Check <input checked="" type="checkbox"/>)		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	yes			
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:	yes	ELA:	
	Math:	yes	Math:	
	Science:	yes	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	Yes	Yes	Yes				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	Yes	Yes	-				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
Hispanic or Latino	Yes	Yes				
Asian or Native Hawaiian/Other Pacific Islander	Yes	Yes				
White	Yes	Yes	-			
Multiracial						
Other Groups						
Students with Disabilities	Yes	Yes				
Limited English Proficient	Yes	Yes	-			
Economically Disadvantaged	Yes	Yes				
Student groups making AYP in each subject	8	8	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			
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY		
Progress Report Results – 2009-2010		Quality Review Results – 2009-2010
Overall Letter Grade	A	Overall Evaluation: NR
Overall Score	80.9	Quality Statement Scores:
Category Scores:		Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	7.4	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	12.8	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	48.7	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	12	Quality Statement 5: Monitor and Revise
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>		

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?

Based on a review of data from the Progress Report, Quality Review and Quality Review Self-Assessment documents, Inquiry Team research, Parent/Student and Staff surveys, staff feedback sheets, school-based assessments we have determined the following:

ACCOMPLISHMENTS

English Language Arts

- Although as indicated on the NYS ELA assessment for all students tested, the percentage of students meeting or exceeding standards has increased over four years from 49.8% (2006) to 58.6% (2007) to 65.2% (2008) to 77.7% (2009), because of the new cut scores, our new ELA percentage of students meeting or exceeding standards is 51.9% in 2010.
- On our Progress Report we received extra credit for ELA in the following student groups- CTT and SETSS.
- We received extra credit in ELA for having students at the 75th growth percentile or higher by English Language Learners and students in the lowest third citywide.
- Based on Teachers College assessment data and school-based assessments, students in Grades K-2 have increased alphabet recognition and phonemic awareness through the institutionalization of FOUNDATIONS in Grades K-2.

Mathematics

- Although as indicated on the NYS Mathematics assessment for all students tested, the percentage of students meeting or exceeding standards has increased over four years from 71.1% (2006) to 79.3% (2007) to 88.0% (2008) to 92.5% in 2009, because of the new cut scores, our new Math percentage of students meeting or exceeding standards is 75.6% in 2010.
- On our Progress Report we received extra credit for Math in the following student groups- CTT, SETSS, and Self Contained.
- We received extra credit in Math for having students at the 75th growth percentile or higher by Self Contained/CTT/SETSS, English Language Learners and students in the lowest third citywide.

Professional Development

- From September 2010 through the present, we continued to offer our staff members the opportunity to work with staff developers from Teachers College to strengthen their instruction in English Language Arts. In addition, teachers have attended off-site workshops at Teachers College and with the CFN, and have worked with our literacy coach.
- Content area teachers have attended workshops to become familiar with new science, social studies and math curriculum materials and to assist in planning units of study utilizing these materials.
- All teachers will participate in professional development sessions about ARIS.

Data Inquiry

- A new CORE Inquiry Team was formed for the purpose of learning how to develop theories of action to address “problems of practice.” The CORE Inquiry Team will build capacity by facilitating agendas in the school wide inquiry teams based on the protocols mastered in the CORE Inquiry Team, including recording and sharing documentation in ARIS communities.
- Ninety percent of staff members will participate in inquiry this year as members of a grade level team or content area team. Through and SBO, the staff will meet every Wednesday for 50 minutes during extended day to collaborate with their inquiry team. The school wide topic is writing and each team will study a particular aspect of writing as it relates to their teaching practice and students. Analysis of student work and implementation of the Common Core Standards is the goal.
- Staff members have increasingly used data to inform their instruction, on whole class, small group and individual student level.

Parent Involvement

- The school website, <http://psms219.org> has been launched with up to date information on school events. It also serves as a communication tool between parents and teachers, since many teachers have personalized WebPages on <http://psms219.org> for their individual classes.
- In order to strengthen the connection between home and school we have institutionalized the “Million Words or Less”, and essay/questionnaire that enables parents to share important information about their child to classroom teachers.
- “Open School Week” held in the fall and the spring provided additional opportunities for parents to visit classrooms during instructional time to observe teaching in mathematics, English Language Arts, content areas.
- Staff has increased the use of email and websites to provide information about assignments, student grades and to address issues of parental concern.
- Our autodial system has the capacity to translate messages into Spanish, Chinese and Russian. Additional languages will be available as the year progresses.
- Staff members and the DOE Translation Unit enable us to make information available to non-English speaking parents.
- Student of the Month awards ceremony during the evening.
- Community Based Organizations present at each Student of the Month awards ceremony.

Middle School Initiative

- With the establishment of Middle School classes, a full-time Library Media Specialist has updated our library and serves as a resource to all classroom teachers.
- Our Community Service initiative, which pairs eighth graders with kindergarten students during the lunch hour, builds connections between the middle school and the elementary school and enables our middle school students to serve as role models and mentors to younger members of our community.
- Eighth grade students are provided the opportunity to prepare for the Specialized High School Exam.
- Our counselors work closely with middle school students, facilitating an advisory program for 6th grade students, supervising community service for 7th grader and guiding our 8th grade families through the High School admissions process.
- Regents in Science and Math were implemented in September of 2010 in the Middle School.

English Language Learners

- Majority of students tested with NYSESLAT in June 2010 advanced a level in both Listening/Speaking and Reading/Writing portions of the exam.
- English Language Learners are provided opportunities for push-in service and co-teaching and planning with ESL providers and classroom teachers.

BARRIERS

English Language Arts

- Due to budgetary restrictions the AIS position has been eliminated.
- Staff members need to continue to group students based on assessments to provide focused instruction.
- Classroom teachers need to develop additional TIER I intervention strategies to assist struggling students.

- Focus on non-fiction needs to continue to ensure the transfer of the use of comprehension strategies utilized in fiction to non-fiction texts/informational texts, as also one of the components of the Common Core Standards.
- Instructional Walkthroughs performed by the administration has revealed that there is a need for professional development to improve curriculum planning and to improve mapping alongside the integration of the Common Core Standards into our common practice.
- Instructional Walkthroughs performed by the administration has revealed that there is a need for professional development to develop and implement the use of standardized rubrics across grades and subjects.
- Itemized data analysis reveals that throughout the 12:1 students in the 3rd -8th grades, less than 2% of them score at grade level or above (a “3” or a “4”) on the NYS ELA test.

Mathematics

- Classroom teachers need to develop additional TIER I intervention strategies to assist struggling students.
- Students in lower grades need to develop automaticity in basic number facts and operations.
- Math vocabulary needs to be consistently and correctly utilized to build student capacity in content area vocabulary.

Data Inquiry

- Teachers will need additional training in the use of ARIS to fully document the work of the Inquiry Teams.

English Language Learners

- Our older, long-term students, achieve proficiency in the Listening/Speaking portions of the exam, but do not achieve proficiency in the Reading/Writing portions of the exam.
- The weakest area of performance is writing.

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.

Based on the findings outlined in the Needs Assessment the following goals have been developed:

ENGLISH LANGUAGE ARTS

By June 2011, 100% of teachers of ELA will participate in structured professional development designed to: 1. Develop rubrics specifically aligned to the Common Core Standards and writing tasks taught in Writer's Workshop for the purpose of creating clear expectations for students and a forum for explicit feedback. 2. Begin the creation of core subject Curriculum maps, by June 2011.

SPECIAL EDUCATION

Progress Report (2009-2010) data shows that Self-Contained Special Education students school wide had 1.6% Percent at Proficiency on ELA. By June 2011 this percent will double and improve.

ENGLISH AS A SECOND LANGUAGE

From June 2010 to June 2011, 35% of English Language Learners receiving services will improve their level of English language proficiency by one level as measured on the NYSESLAT test administered at the end of each school year.

PROFESSIONAL DEVELOPMENT

By June 2011, 100% of teachers will have the opportunity to participate in at least three professional development activities provided by Teachers College staff developers, in-house coach, staff members, or DOE off-site trainers such as the OELL, professional development offered by outside vendors.

PARENT INVOLVEMENT

To increase the number of parents participating in school activities during the 2010-2011 school year to improve and develop the parent, teacher and school communication/feedback system by increasing the number of high interest parent-student-staff events at school by 50%.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of teachers of ELA will participate in structured professional development designed to: 1. Develop rubrics specifically aligned to the Common Core Standards and writing tasks taught in Writer’s Workshop for the purpose of creating clear expectations for students and a forum for explicit feedback. 2. Begin the creation of core subject Curriculum maps, by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> <p>From September 2010 through June 2011</p>	<p>Classroom teachers will:</p> <ul style="list-style-type: none"> • assess the qualities of good writing • study the CCS and correlate them to the TC Writing Units • create grade/CCS aligned rubrics • utilize information gained from informal assessments such as on-demands and conference notes to plan mini-lessons • form flexible groups for focused instruction for both at risk students and for higher performing students • schedule Writer’s Workshop on a daily basis in each classroom providing focused, explicit instruction in developing writing strategies with an emphasis on the writing process • provide written commentary/feedback on student work • attend professional development workshops to strengthen pedagogy <p>Students will:</p> <ul style="list-style-type: none"> • identify the criteria for writing tasks • explain the necessary steps to increase performance, using the rubric as a learning tool • maintain writer’s notebooks and writing folders <p>Our Literacy Coach will:</p> <ul style="list-style-type: none"> • provide sample texts that support grade/standards aligned writing • assist classroom teachers in creation and implementation of rubrics • assist classroom teachers in planning and implementation of lessons • provide support for those teachers who have returned to the classroom after working in AIS or cluster positions and who are unfamiliar with the workshop model of instruction and writing process • support the work of TC staff developers and network support specialists <p>Administration will:</p> <ul style="list-style-type: none"> • provide time during weekly inquiry meetings to discuss best teaching practices • assist classroom teachers in creation and implementation of rubrics • provide opportunities for staff to work with TC staff developers to strengthen instruction

	<ul style="list-style-type: none"> • provide opportunities for staff to work with network support specialists to strengthen instruction • provide additional professional development opportunities for staff members who are “new” to the classroom and for content area teachers • attend professional development workshops • monitor the creation and implementation of writing rubrics
<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>Title I monies to fund:</p> <ul style="list-style-type: none"> • Professional development <p>Contract for Excellence allocations to fund:</p> <ul style="list-style-type: none"> • Coach
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • On demand writing pieces • Student writer’s notebooks • Student writing folders • Teacher conferring notes • Teacher unit plans • Rubrics (grade/CCS aligned) • Formal/Informal observations • Classroom walkthroughs • Schedules of professional development sessions • Coach logs

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 2010-2011 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 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): Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Progress Report (2009-2010) data shows that Self-Contained Special Education students school wide had 1.6% Percent at Proficiency on ELA. By June 2011 this percent will double and improve.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> <p>From September 2010-June 2011</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> • attend a minimum of three literacy workshops, two specifically aligned with CCS • participate in at least one cycle of Inquiry Teams and will study problem of practice of literacy as it relates to Self-Contained Special Education • develop constructed response test prep for use • analyze the benchmark requirements across grades (vertical alignment) to support the creation of standards-based teaching practices for teachers of Self-Contained Special Education students • utilize data from Interim Assessments, standardized tests and unit/teacher assessments to form flexible groups and provide focused instruction • utilize ARIS to obtain and organize data, including the Item Analysis of the NYS ELA Exam • provide additional opportunities for reinforcement of concepts for at risk students in extended day • assess literacy progress of their students <p>Administration will:</p> <ul style="list-style-type: none"> • set aside funds for per diem costs for PD • support teachers in identifying three performance indicators students are deficient in as defined in the 2010 NYS ELA Exam • schedule an extended day program for at risk students two times per week, for 50 minutes each day, from September to June and provide materials appropriate for instruction • provide professional development opportunities for staff members in order to strengthen instruction

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TL Children First Inquiry allocation to fund:</p> <ul style="list-style-type: none"> • Inquiry Teams • Professional Development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Inquiry team agendas • Inquiry team artifacts • Schedules of implementation of ELA instruction • Workshop/PD Agendas • Unit tests • Student work/math notebooks • Student portfolios • Teacher conference notes, running records, and written feedback • Classroom formal and informal observations • Focused walkthroughs • Teacher plan books • Completed student projects, assignments

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 2010-2011 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 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 as a Second Language

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>From June 2010 to June 2011, 35% of English Language Learners receiving services will improve their level of English language proficiency by one level as measured on the NYSESLAT test administered at the end of each school year.</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>From September 2010- June 2011</p>	<p>ESL staff will:</p> <ul style="list-style-type: none"> • administer pre and post assessments • evaluate/utilize results to design an instructional program that supports differentiation • articulate with classroom teachers of ELLs to align and differentiate instruction • attend professional development activities, facilitated by CFN 204 and at Teachers College designed to enhance instruction • provide opportunities for classroom teachers to integrate strategies in their classrooms in order to modify instruction for ELLs by pushing-in to classes with concentrations of ELL students and into content area subjects • integrate technology that will assist ELLs in acquisition of English language skills <p>Classroom Teachers will:</p> <ul style="list-style-type: none"> • co-teach and co-plan with ESL teachers in classes with concentration of ELLs • attend professional development workshops at Teachers College and facilitated by the network • integrate ESL strategies into classroom planning and instruction <p>Administration will</p> <ul style="list-style-type: none"> • provide opportunities for professional development • schedule articulation and planning periods • in grades with larger numbers of ELLs, cluster students in classes to enable push in, co-teaching of ESL and classroom teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I monies to fund:</p> <ul style="list-style-type: none"> • TC staff developers <p>Title II monies to fund:</p> <ul style="list-style-type: none"> • ICI (Highly Qualified Teachers)

	<p>Title III monies will be used:</p> <ul style="list-style-type: none"> • to purchase native language libraries to supplement English language classroom libraries • to purchase glossaries and dictionaries • to purchase supplemental materials including NYSESLAT test prep consumables • per session for ESL/ELL “Sunrise Program” for small group Beginner/Newcomers before school tutoring
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Class rosters • ATS reports • Student notebooks • Student writing • Informal/Formal classroom observations • School walkthroughs • Schedule of articulation and co-teaching periods with classroom teachers • Attendance at PD • Lesson plans • NYSESLAT testing with 35% of students improving their level of proficiency

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 2010-2011 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 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): **Professional Development**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of teachers will have the opportunity to participate in at least three professional development activities provided by Teachers College staff developers, in-house coach, staff members, or DOE off-site trainers such as the OELL, professional development offered by outside vendors.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> <p>From September 2010- June 2011</p>	<p>Administrators will:</p> <ul style="list-style-type: none"> • Purchase 30 days of Teachers College staff development to include 3 staff developers assigned to specific clusters of teachers (K-2, 3-5, and 6-8). • Develop a schedule to support this initiative, including times for collaborative meetings and lab sites for in-house PD. • Through consultation with school instructional team, core inquiry team, staff developers and teachers' feedback, will develop a yearly plan for the focus of English Language Arts professional development. • Provide opportunities for staff members to register for and attend at least 3 workshops in areas of concentration (data, instruction, subject-area, technology, common core standards, etc.). <p>Teachers will:</p> <ul style="list-style-type: none"> • Participate in on-site and off-site professional development activities. • Share information gained at conferences by submitting written notes and distributed handouts. • Integrate strategies learned into daily planning and instruction. • Modify instructional strategies based on student need and analysis of student work. • Attend and participate in OELL and CFN 204 ESL/ELL workshops <p>TC Staff Developers will:</p> <ul style="list-style-type: none"> • Model appropriate strategies in lab sites, support teachers in planning, provide feedback to teachers, debrief with school administrators to plan for modified future goals. <p>Coach:</p> <ul style="list-style-type: none"> • Provide in-house PD that supports school's and teachers' goals. • Provide assistance to inquiry teams. • Support the work of TC staff developers by working with individual teachers on a consistent basis. • Facilitate Grade Conferences, as needed. • Turn-key knowledge learned at TC Coaching Groups.

	<ul style="list-style-type: none"> • Support all classroom teachers, across all subject areas on differentiated needs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I monies to fund:</p> <ul style="list-style-type: none"> • TC Reading and Writing Project (Staff Developers) • Per diem sub coverage • DOE/off site workshop fees <p>Contract for Excellence monies to fund:</p> <ul style="list-style-type: none"> • Literacy Coach
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Dates and titles of professional development of all staff members attending PD sessions • Budget allocations in Galaxy/PO in FAMIS • Attendance sheets for PD sessions • Lesson plans aligned to professional development. • Formal/Informal observations • Walkthroughs • Staff feedback forms/surveys • Staff conference notes

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 2010-2011 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of parents participating in school activities during the 2010-2011 school year to improve and develop the parent, teacher and school communication/feedback system by increasing the number of high interest parent -student -staff events at school by 50%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> <p>From September 2010-June 2011</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> • Increase parent invitations to celebrations in reading and writing • Send quarterly newsletters for reporting grade specific news to parents • Send “TC Assessment Pro” letters to inform parents of students’ reading levels • lift the level of teacher discussion to improve student progress via Inquiry Teams, during Common Planning and at grade level meetings • Review grade specific standards including Common Core Standards in ELA and Math. SS <p>Administration will...</p> <ul style="list-style-type: none"> • Develop surveys to assess parent needs for accessing ARIS, homework help, parental tutoring, parental support of school curriculum • “Harvest” email addresses and additional information for texting and emailing notices about school information • Schedule informational and/or workshops during Student of the Month events • Leverage existing monthly and informal PA meetings to include conversations and discussions about student performance • Improve staff use of standardized conferring notes, analysis of student work, work samples, and rubrics in all core subjects • Provide professional development to improve the ability of staff members to analyze student work, performance data, rubrics and to improve the development of data-informed individual student goals

	<p>Utilize information from parent surveys to determine areas of interest and concern</p> <p>Utilize the services of the Parent Coordinator to:</p> <ul style="list-style-type: none"> • plan and implement “Meet the Teacher Night” in September • plan and implement “Open School Week” visits to classrooms • coordinate the monthly Student of the Month assemblies • collaborate/support Executive Board of Parents Association to plan meetings and events based on the needs of parents • communicate with parent body via auto dialer, including translation feature • collect information for monthly calendar, posted on the school website http://psms219.org • continuously update PA and school website to provide families with up to date information concerning school activities and events • increase the number of translated parent mailings utilizing DOE translation services, school staff and parent volunteers • coordinate trips for parents • utilize School Messenger phone system to inform parents. • <p>The Parent Association will:</p> <ul style="list-style-type: none"> • plan, schedule, facilitate parent meetings and workshops • communicate with the parent body through monthly newsletters and PA website on http://psms219.org • coordinate fundraising efforts to provide materials to enrich the academic program of the school and to sponsor parent activities • plan and coordinate monthly Family Night activities with staff
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I and III allocation to:</p> <ul style="list-style-type: none"> • maintain web site • provide paper, ink for school-wide mailings • purchase materials for parent workshops • auto dialer system with translation feature • purchase materials for Family Nights • supplies for ELL parent activities
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Professional Development Agendas • Student Work • Meeting agendas • Sign-in sheets/attendance • Translated mailings • Monthly calendars, newsletters • Web site • Schedules of meetings and Family Night activities • Agendas that reflect workshops for parents of ELLs

- | | |
|--|---|
| | <ul style="list-style-type: none">• Inquiry Team Reports• Invitations to parents to workshops and activities• Newsletters• School calendar with dates of events• Parent sign-in sheets• Translations of letters and other communications |
|--|---|

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	1			
1			N/A	N/A				
2	26		N/A	N/A	3			
3	32		N/A	N/A	7			
4	27	14						
5	33	24	10		5			
6	35	14		8	7			
7	24	13			1			
8	33	12			5		1	
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Tier I Intervention-Differentiated instruction in English Language Arts in all classes based on ongoing assessments. Students not benefiting from Tier I intervention will be recommended to the PPC and the following services can be offered based on the needs of the student:</p> <ul style="list-style-type: none"> • Small group tutorials with literacy coach • FOUNDATIONS-Grades K, 1, 2 in small groups during the school day (building phonemic awareness, fluency) • At risk services on a limited basis • Extended day program-Grades 1-8 (10:1, 5:1 ratio)
Mathematics:	<p>Tier I Intervention –Differentiated instruction in Mathematics in all classes based on ongoing assessments. Middle School-Teachers of mathematics will co-teach with teachers of 12:1 classes 3-5 periods per week. Students not benefiting sufficiently from Tier I intervention will be recommended to the PPC and the following services can be offered:</p> <ul style="list-style-type: none"> • Small group tutorial with out of classroom personnel • Grade streaming (as applicable) • Extended day program-Grades 1-8 (10:1, 5:1 ratio)
Science:	<p>Tier I intervention-Differentiated instruction including modification of materials, assignments, and hands-on explorations. Grades 4 and 8, extra support during Extended Day.</p>
Social Studies:	<p>Tier I Intervention-Differentiated instruction including modification of materials, assignments, and use of SMART board for multi-media instruction. Grades 5 and 8, extra support during Extended Day.</p>
At-risk Services Provided by the Guidance Counselor:	<p>School counselors including Project 25 Counselor, will provide guidance and counseling services during the school day on an as-needed basis to assist students in dealing with personal issues including school I, friends, and family situations.</p>
At-risk Services Provided by the School Psychologist:	<p>NA</p>
At-risk Services Provided by the Social Worker:	<p>Social worker and guidance counselor will assist students on an as-needed basis. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</p>

At-risk Health-related Services:

Health related services are offered during the school day on an as-needed basis to assist student in learning how to cope with health related issues such as asthma, diabetes, etc.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) PREK-8 Number of Students to be Served: 87 LEP _____ Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

LAP TEAM

Chris Tang, ESL teacher; David Rangel, ESL teacher; Marlin Vellon, Assistant Principal; Viviane Verstandig, Literacy Coach; Gayle Stone, IEP Teacher

The team meets on an as-needed basis.

The completed LAP is available for review at the school.

Tang attends all monthly ESL Liaison workshops, and attends additional PD such as LAP PD, and OELL topics. Rangel will attend QTEL for a week. Vellon attends ESL CFN workshops and LAP PD. Tang and Rangel also participate in Faculty Conferences, Grade Conferences, TC PD Literacy workshops. Therefore the ESL teachers average more than one structured workshop per month.

ELL POPULATION

P.S. 219Q is located in Flushing, Queens and serves students in grades PreK-8. As of October 2010, we have 87 ELL students who are receiving instruction from two full-time certified ESL teachers. The breakdown is as follows: K-17 students; Grade 1-12 students; Grade 2- 7 students; Grade 3 -17 students; Grade 4 - 7 students; Grade 13 - 2 students; Grade 6 – 8 student; Grade 7 – 0 students; Grade 8 – 6 students. Among these ELL students the majority speak Chinese. Other home languages include Spanish, Russian, Urdu, Albanian, Farsi, and Pashtu.

Students are identified for LAB-R testing based on information from the Home Language Survey. The Home Language Survey is administered by the ESL teachers during the registration process along with an informal interview in English and with translation available if needed and survey forms available in a variety of languages. Results of LAB-R testing determine placement in the ESL program. Letters are distributed to parents by the ESL teachers who collect returned forms from the classroom teachers. Parents are made aware of the choices available to them through parent meetings where Bilingual, Dual Language and ESL programs are described and then the selection form is completed. Translation is available as needed at meetings and during the registration process by having teachers, paraprofessionals and parents who are fluent in other languages. Translation is also available via telephone by the translation unit of the Department of Education. Based on trends over the past 5 years parents have overwhelmingly chosen the ESL program. Parents who select programs not offered at PS/MS 219 are referred to other schools.

Throughout the year parents are invited to attend meetings about ELL options, workshops to develop English Language skills, Family Night activities, “Meet the Teacher Night,” Parent/Teacher conferences, Parent Association meetings, individual meetings concerning their child’s progress, trips, celebrations, special events. Topics at meetings have included program options for ELLs, teacher goals and expectations, ways to assist students at home, integrating the arts, reports on individual student achievement.

TEST DATA

A review of 2010 NYSESLAT test data indicated the following:

- Of the 82 students tested, 22 students were tested for the first time, and 17 were proficient (tested out) on the NYSESLAT. Thirty one students increased their proficiency rating.

- For all grades results in the four modalities indicated that ELLs performed better in Listening and Speaking than in Reading and Writing. This achievement gap implies that reading and writing skills take longer to build.

A review of 2010 New York State ELA test data indicate the following:

- Grade 3- 57.1% of students tested performed at Levels 3 and 4 (compared to 42.9% in 2008, 35% in 2009)
- Grade 4- 20% of students tested performed at Levels 3 and 4 (compared to 66% in 2008, 33% in 2009)
- Grade 5- 0% of students tested performed at Levels 3 and 4 (compared to 22% in 2008, 100% in 2009)
- Grade 6- 100% of students tested performed at Levels 3 and 4 (compared to 14.3% in 2008, 88% in 2009)
- Grade 7- 12.5% of students tested performed at Levels 3 and 4 (compared to 22.2% in 2008, 20% in 2009)
- Grade 8- 25% of students tested performed at Levels 3 and 4 (compared to 40% in 2008, 40% in 2009)

A review of 2010 New York State Mathematics test data results indicate the following:

- Grade 3- 87.5% of students tested performed at Levels 3 and 4 (compared to 100% in 2008, 94% in 2009)
- Grade 4- 40% of students tested performed at Levels 3 and 4 (compared to 100% in 2008, 83% in 2009)
- Grade 5- 83.3% of students tested performed at Levels 3 and 4 (compared to 90% in 2008, 100% in 2009)
- Grade 6- 100% of students tested performed at Levels 3 and 4 (compared to 57.1% in 2008, 92% in 2009)
- Grade 7- 50% of students tested performed at Levels 3 and 4 (compared to 77.8% in 2008, 100% in 2009)
- Grade 8- 50% of students tested performed at Levels 3 and 4 (compared to 81.2% in 2008, 92% in 2009)

ESL PROGRAM

The ESL program at PS 219 is in compliance with the requirements under CR Part 154 which states that 360 minutes be allotted for the beginning and intermediate level students and 180 minutes for advanced students. We utilize the push-in model in order to meet the needs of the wide range of ELL students across grades K-8. The students' proficiency levels are carefully considered when we designed our program. Two ESL teachers provide the push-in services in the classrooms. Students with interrupted formal education and new-comers receive extended instructional time in small groups, during extended day. Peer tutoring is available as students are assigned buddies who speak their native language on an as needed basis. Students also participate in extended day activities. For long term ELL students our school provided academic intervention services including Foundations. In addition, ELL students are given opportunities to build vocabulary in mathematics, science and social studies. Our focus is to align ESL instruction with learning in the content areas through articulation with classroom teachers, science teachers and work with our literacy coach, CFN, OELL, and BETAC in order to scaffold learning. The certified ESL teachers also provide professional support, assessment data and staff development to classroom teachers during common planning periods. The ESL congruence form is used to help integrate classroom activities and ESL instruction.

The workshop model for balanced literacy, utilizing Teachers College units of study in reading and writing, and Everyday Math is implemented in classrooms. Our school-wide focus is on the Read Aloud. Through careful selection of text and detailed planning the Read Aloud is used to build vocabulary and comprehension strategies through teacher modeling and the facilitation of Grand Conversation. Students have the opportunity to exchange ideas and understandings with partners or with the whole class, practicing strategies and utilizing vocabulary. Content area instruction focuses on providing students with a variety of graphic organizers, analogies and previews to build meaningful verbal learning. In mathematics the focus is on building and sharing problem solving strategies orally and in writing by having students work collaboratively and by using hands-on

materials to build concepts. These methods have been found to increase proficiency for our ELL students. In addition, for our special education ELL students we will utilize lower level reading materials designed to give students access to content area information and implement methodologies designed to enable each student to meet his/her IEP goals and objectives.

In addition, we have clustered our ESL students in one class across the elementary grades and have implemented a push-in model where the ESL and classroom teacher plan and implement a program including vocabulary development and the dissection of “juicy sentences” to build student comprehension.

Professional development for classroom teachers will be ongoing at Teachers College, off-site at workshops and at the school in workshops facilitated by Teachers College staff developers, OELL, literacy coach and CFN. ESL teacher to participate in PD provided by CFN, DOE, PD with staff developers from Teachers College, work with coaches on-site to develop strategies to scaffold instruction. Classroom teachers will be provided with PD designed to develop strategies to modify instruction in the content areas and to develop vocabulary and improve comprehension

Parents are invited to attend meetings about ELL options, workshops to develop English Language skills, Family Night activities, Meet the Teacher Night, Parent/Teacher conferences, Parent Association meetings, individual meetings concerning their child’s progress, trips, celebrations, special events

Parents who bring their children to register meet the ESL teacher and are provided assistance through translation as needed. At risk services (AIS) on an as-needed basis, mandated services on an as-needed basis.

TITLE III PROGRAM

The Title III program at PS/MS 219 will consist of a before school program two days per week from 7:30-8:10AM, Native Language support after school program once a week from 2:30-3:20PM, Professional Development off and on site during the school day . The teachers are native speakers in Chinese and Spanish and are certified in ESL.

We have implemented the Sunrise program, which is a morning program from 7:30 to 8:10 AM, where our ELL students receive additional instruction to support the reading, writing, listening and speaking standards taught by a certified ESL teacher. In addition, during this time, students receive targeted instruction that correlates with preparation for the NYSESLAT. We also provide a Native Language Support after school program from 2:30 to 3:20 PM for our ELLs, specifically Chinese students. The program was offered to all heritage Chinese speakers- current ELLs, former ELLs and LEP students, grades K-8. The large number of students necessitated the creation of two classes that meet every other week. Each class has approximately 20 students. The program supports all of the language standards along with culture and native language activities such as learning to write Chinese characters with ink and brush, writing and learning Chinese characters by reading and listening to Read Alouds. Title III Language materials have been purchased for focused intervention and to supplement ELL oral language and writing development, such as the MONDO publishing kits- Let’s Talk About it, Let’s Sing About It, and Now I Get It. Lastly, we purchased Getting Ready for the NYSESLAT books from Attanasio & Associates, Inc. for every ELL child.

Section III. Title III Budget

Please see page 43 for our TITLE III budget plans. _

School: PS/MS 219 BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) Per session: <ul style="list-style-type: none"> • Sunrise Program \$6,883 • Native Lang Support \$1,896 	\$8,779	Sunrise Program > 137 hrs X \$49.89m = \$,6883 + Native Lang Program > 38 hrs x \$49.89 = \$1,896 Total Program hours = \$8,779
Purchased services - High quality staff and curriculum development contracts	N/A	N/A
Supplies and materials	\$6,221	NYSESLAT Test Prep, Oral Language/ Fluency Kits Grades K-3, Native Language Libraries-Chinese & Spanish, Pictionaries, Dictionaries, Low Level/High Interest Chapter Books Grades 3-8, Graphic Organizer Kits from MONDO to support writing, Teacher Professional Books
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	\$15,000	

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.

Examination of the completed home language surveys, information from teachers, Parent Coordinator, and ESL teachers.

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.

By utilizing information obtained from the surveys and discussion at meetings, we found that we are in need of school notices and parent workshop invitations to be sent home to parents in native languages. School events such as Parent Teacher Conferences and PA meetings, require a translator for parents who speak Chinese and Spanish, with a minimal need in additional languages of Pashtu and Urdu.

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.

Based on information from the Home Language Survey, written translations are provided for city-wide documents from the DOE website, by school staff, parent volunteers and by availing ourselves of services from the Translation and Interpretation Unit.

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.

Based on information from the Home Language Survey, oral interpretation services will be provided by school staff, parent volunteers and the Translation and Interpretation Unit at Parent/Teacher conferences and as needed throughout the year.

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>.

Signage will be posted in the main entrance of the school as well as in the main office informing parents of the availability of translation.

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:	\$350,494	17,089	367,583
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,505	\$170	\$3,675
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,524	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$38,918	*	

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

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

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

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

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

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

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

P.S. /M.S. 219

144-39 Gravett Road Flushing, New York 11367 (718)793-2130 FAX (718)793-1039

Frederick Wright
Principal

Marlin Vellon
Assistant Principal, IA

TITLE I
SCHOOL-PARENT INVOLVEMENT POLICY

I. STATEMENT OF PURPOSE

SCHOOL VISION AND MISSION:

At P.S. 219Q our fundamental mission is to provide a comprehensive instructional program reflective of high standards, designed to address the needs of students in a safe, secure and nurturing environment. Together as a community of staff, parents and students we will meet the challenges of the 21st Century through the integration of technology, development of problem solving and decision-making skills and encouragement of responsible citizenship. Ultimately our goal is for students to be respectful of diversity, have high self-esteem and love learning.

II. PARENTAL INVOLVEMENT IN DEVELOPING THE POLICY

The School Leadership Team, consisting of 6 parents, 4 teachers and 2 administrators, will meet monthly to focus on the needs of the school as well as the continuing development of the school's Parent Involvement Policy. As a Schoolwide Program school we will reach out to our total parent constituency with particular attention to the outreach and recruitment of parents of children in the Title I program.

III. SCHOOL-PARENT COMPACT

According to the Title I regulations, each school must share responsibility with parents for high student performance by developing a school-parent compact jointly with the parents of children participating in the program. Our compact (see attached) outlines how staff and parents will share responsibility for promoting high student achievement.

Parents will receive the compact from their child's school with a checklist of responsibilities which outline the responsibilities of teachers and parents for helping students achieve their goals. Parents are asked to sign and return the compact to allow the school to ensure it has been read.

IV. TYPES OF PARENTAL INVOLVEMENT

There are many ways in which a parent can become involved with their children's education. At PSMS 219, we value the at-home contributions parents can offer their children such as reading to, listening to and talking with their children. In addition, a myriad of parental involvement opportunities are available to our parents at the school. Examples of parent participation programs include the following:

- Parent Workshops facilitated by the Parent Coordinator (include bullying, self-esteem, RCCP, peer mediation, math and literacy workshops on assessment, arts & crafts, ESL for parents etc.)
- Parent Workshops facilitated by staff (include family literacy, math, science and technology nights, workshops related to curriculum, Open- School week). Information is shared with parents to enable them to work with children at home.
- Parent Workshops facilitated by our ESL staff in an effort to provide language acquisition opportunities for our parents.
- PA Meetings scheduled monthly

V. MATCHING PROGRAMS TO THE NEEDS OF OUR COMMUNITY

Each year, PSMS 219 will assess the needs of parents and children in this community, through a variety of measures- including questionnaires sent home to parents and workshops and programs held at the school. Our Parent Coordinator will conduct outreach through meeting parents at arrival and dismissal as well as by telephone. Parents are equally encouraged to meet with and telephone the Parent Coordinator to discuss their interests and needs. Workshops facilitated by the Parent Coordinator as well as by staff will be planned to meet the needs and interests of the parent community, particularly those of our Title I students.

VI. STAFF-PARENT COMMUNICATION

Communication with parents will take place in various ways.

- *The Scoop*, the PA school newsletter is sent home on a monthly basis. Important information and suggestions for parents are shared.
- *PA website* provides up to date information about PA activities
- A Monthly Calendar on the school website <http://psms219.org> disseminates information about all school activities on a monthly basis. Auto-Dialer calls are made daily re: lateness, absences, reminders of upcoming events and school closings.
- Parents are invited to Writing Celebrations and School Performances
- Parents and Teachers communicate on a one-to-one basis frequently through letters, meetings and phone calls

VII. EVALUATION

There will be an annual evaluation of the content and effectiveness of the Title I parental involvement program, and parents will be asked for their input. The evaluation will include an assessment of how much parental involvement is increasing and what barriers to parental participation still need to be overcome. The school will revise Parental Involvement Policy on the basis of this review.

P. S./M.S. 219, Queens
144-39 Gravett Road
Flushing, N.Y. 11367
(718) 793-2130 Fax:(718) 793-1039

Frederick Wright
Principal

Marlin Vellon
Assistant Principal, IA

P.S. 219 Title I
School-Parent Compact

Parents and teachers, working collaboratively and cooperatively, so as to maintain the highest standards for student achievement and such success for all agree to the following:

The School Agrees to:

-  Provide a safe learning environment.
-  Provide parents with timely information about all programs.
-  Provide an excellent curriculum and instructional programs.
-  Provide performance profiles and individual student assessment results for each child.
-  Provide opportunities for communication between parents and teachers through:
 - ❖ Semi-annual Parent-Teacher Conferences
 - ❖ Frequent reports to parents on their children's progress
 - ❖ Reasonable access to staff
-  Provide parent workshops to support parents in their efforts to help their child succeed.

The Parent/Guardian Agrees to:

-  Support the Chancellor's Discipline Code.
-  Share responsibility for improved student achievement.
-  Work with our children on schoolwork including reading to/with them for 15 to 30 minutes per day.
-  Monitor our child/children's attendance at school, homework, and television watching and computer usage.
-  Communicate with our child/children's teachers concerning their educational progress or needs.
-  Provide feedback regarding the type of assistance you may need to be more effective in assisting your child/children in the educational process.

Please return the tear-off below, with your child's/children's name(s).

Thank you.

-----Tear-off-----

Dear Mr. Wright,

I have read the notice on the School-Parent compact.

Parent's Signature

Date

Child's Name

Class

Child's Name

Class

Child's Name

Class

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.

For additional information reference the Needs Assessment (pages) and the Action Plan (pages)

2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

The following instructional strategies are utilized in order to meet the needs of all students: Implementation of Balanced Literacy, Everyday Math and Impact Math, block programming for literacy and mathematics instruction, AIS services including Foundations, Math small groups, institutionalization of Foundations in Grades K-2, enrichment programs for students in Grades 3-8, differentiation of instruction based on assessment data including modification of materials and pacing schedules and small, flexible groups, professional development to improve pedagogy in order to impact student performance

3. Instruction by highly qualified staff.

100% of staff 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.

Professional development, both on-site and off-site, is available on an ongoing basis to all staff members based on interest and need.

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

N/A

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

Family nights include Literacy, Science, Math.

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.

Orientation sessions for newly admitted students, classroom visits, availability of Parent Coordinator

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.

Professional development sessions, Grade Conferences, Staff Meetings, Data Inquiry Teams, SLT.

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.

Referral by classroom teachers to PPC which meets on a monthly basis, reviewing data submitted by teacher and recommending AIS services, referrals on an as needed basis.

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.

Information for the issues and topics listed above are delivered to students and families in a variety of ways; through the phone messenger system, by letters to parents, student assemblies, memo's on parent bulletin boards, to the PA Executive board, at School Safety Meeting, LST meetings, parent workshops, after school community/family night. These informational activities are facilitated by schools staff such as our School Counselor, Project 25 School Counselor, Parent Coordinator, Administration, teachers and many outside Community-Based

Organizations (CBO's) such as the NYFD, NYPD, Release Time, Red Cross and High School staff. Topics have included Anti-Bullying, student safety, PreK and good health workshops.

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 Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	p.15, 19, 21, 23
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>			\$17,089	<input checked="" type="checkbox"/>	p.15, 19, 21, 23
Title II, Part A	Federal	<input checked="" type="checkbox"/>			\$23,994	<input checked="" type="checkbox"/>	p.19

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal	R			\$15,000	R	p.18-23
Title IV	Federal	R			\$6,269	R	p.26
IDEA	Federal	R			\$61,814	R	p.25-27
Tax Levy	Local	R			\$4,374,418	R	p.15-23

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

None.
2. Please describe the services you are planning to provide to the STH population. N/A

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. 219 Paul Klapper					
District:	25	DBN:	25Q219	School		342500010219

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	35		94.1	94.5	94.8
Kindergarten	52	56	74				
Grade 1	78	55	48	Student Stability - % of Enrollment:			
Grade 2	53	72	56	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	72	54	70		94.3	95.9	94.6
Grade 4	60	70	57				
Grade 5	60	62	66	Poverty Rate - % of Enrollment:			
Grade 6	70	70	68	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	73	69	69		65.4	80.5	80.0
Grade 8	74	69	64				
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		2	10	16
Grade 12	0	0	0				
Ungraded	2	2	0	Recent Immigrants - Total Number:			
Total	630	615	607	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	5	5

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	99	82	75	Principal Suspensions	3	10	4
# in Collaborative Team Teaching (CTT) Classes	57	57	54	Superintendent Suspensions	1	2	1
Number all others	42	47	38				

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	59	61	59
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	9	5
# receiving ESL services only	56	53	TBD				
# ELLs with IEPs	33	33	TBD	Number of Educational Paraprofessionals	1	1	4

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	2	% fully licensed & permanently assigned to this school	100.0	98.4	98.3
				% more than 2 years teaching in this school	74.6	88.5	93.2
				% more than 5 years teaching anywhere	62.7	68.9	78.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	93.0	93.0	93.2
American Indian or Alaska Native	0.6	0.5	0.5		91.4	98.2	98.1
Black or African American	17.8	16.1	14.2				
Hispanic or Latino	33.8	35.1	32.6				
Asian or Native Hawaiian/Other Pacific	31.7	32.8	36.7				
White	15.9	15.4	16.0				
Male	49.7	50.9	50.9				
Female	50.3	49.1	49.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v	-			
Multiracial						
Students with Disabilities	v	v				
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	8	8	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:			NR	
Overall Score:	80.9	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.4	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	12.8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	48.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	12					

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

**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 204	District 25	School Number 219	School Name Paul Klapper
Principal Fred Wright		Assistant Principal Marlin Vellon	
Coach Viviane Verstandig		Coach	
Teacher/Subject Area Chris Tang/ESL		Guidance Counselor April Mavrovitis	
Teacher/Subject Area David Rangel/ESL		Parent Rosanna Schweiger	
Teacher/Subject Area type here		Parent Coordinator Janet Ardezzone	
Related Service Provider Gayle Stone/IEP		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	612	Total Number of ELLs	87	ELLs as Share of Total Student Population (%)	14.22%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. ELL students are identified through processes as outlined by the NYCDOE. Families of all incoming students are required to complete the HLIS. When a new admit deemed potential ELL enters, our two ESL teachers Ms. Tang and Ms. Mahadeo are notified. The ESL teacher conducts the HLIS interview with parent/guardian in home language. When the HLIS is started, we determine if a greater understanding would be possible through interpretation. An orla interview is conducted with the child. The HLIS is only evaluated by a licensed pedagogue- an ESL teacher. If needed, we contact translation services at (718) 752-7373. We then identify if student takes LAB- R. If student speaks Spanish, we also administer Spanish LAB. If possible, in the beginning of the year we LAB-R students prior to Parent Orientation however, if there is not an opportunity to speak with parents, we first perform the Parent Orientation. We conduct the LAB-R within 10 days of entering system.

2. To ensure that parents understand all three program choices, the two ESL teachers and Assistant Principal conduct a parent orientation in the beginning of the year, one during the day and a second in the evening. Throughout the year, we conduct the parent orientation on a one to one basis as necessary when a new admit arrives. We show the video to parents in home language. We discuss the three options of programs- Transitional Bilingual Education, Dual Language, and Freestanding ESL. Parents complete “Parent Survey and Selection Form” in appropriate home language. If parents choose an option that is not available in our school, we explain to the parent that this school does not offer that program and let them know of schools in the area that do offer the program. Parents may choose to keep the student in our school and select their choice as ESL Program on the form or choose to send child to another school. We tally the number of parents who want a program other than ESL, which is what we offer, so that if the numbers grow to the designated number, we can provide one of the two other programs. Annually our ELLs are assessed using the NYSESLAT. We use the results, in combination with other sources of informal assessments, to plan for instruction that targets areas of need. For example, in listening/speaking and/or reading/writing.

3. After assessing the protocols for admitting new ELLs to PSMS 219, it was necessary for the new administration to revise and update the protocol. Therefore, the method of ensuring that the entitlement letters, parent surveys and program forms are as follows: Entitlement letters are mailed home to parents. The Parent Survey and Program Selection Form are collected from parents immediately after they view the video about program choice during the orientation. If parents do not attend the parent orientation, we continue to call them and send letters home until we get a response.

4. Once a child has taken the LAB-R, the parent has attended the parent orientation and has selected their program of choice, we assist them accordingly. For example, if they choose either DL or TBE, and we do not have enough students to create that kind of program, we share with parents a list of neighboring schools that do offer the program of choice. Parents are consulted in their native language. If parents decide to remain at PSMS 219 and select the ESL program, we create a schedule for the child where they receive their mandated weekly minutes of service.

5. After reviewing the Parent Survey and Program Selection forms, the trend in program choice that the parents have requested is Freestanding English as a Second Language (ESL). For example, thus far this 2010-2011 school year, 100% of our newly admitted families chose to stay at PSMS 219 and participate in our ESL program. This trend has been tracked for a number of years.

6. The program models offered at our school are aligned with parent requests. We offer an ESL program.

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	2	2	2	2	2	2	2		2					16
Total	2	2	2	2	2	2	2	0	2	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)	77
SIFE	2	ELLs receiving service 4-6 years	9
		Special Education	33
		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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	77	2	26	9		7	1				87
Total	77	2	26	9	0	7	1	0	0	0	87

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

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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	2	8	2	9	1		2					26
Chinese	12	10	5	7	3	1	4		1					43
Russian							1							1
Bengali														0
Urdu				1	1				1					3
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian									1					1
Other	4	1		1	1	3	2		1					13
TOTAL	17	12	7	17	7	13	8	0	6	0	0	0	0	87

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.

1a: We currently have 87 ESL students in grades K-8. All of our ESL students are serviced through ESL Push-In and Pull-Out model. We have 2 SIFE students, 1 in third grade and 1 in sixth grade. These two students also receive support by participating in small newcomers group with ESL teachers. The majority of our ESL students (77) are at the 0-3 years of ESL service. We also have 9 ESL students receiving ESL services for four to six years and 1 ESL student is a long-term ELL.

1b: P.S. /M.S. 219 has two ESL teachers and follow a Free Standing ESL program. The program models when students are serviced follow both Ungraded and Heterogeneous styles, depending on whether it is puh-in or pull-out and on their NYSESLAT modality analysis. Data is used to form groups and inform instruction. A computer soft-ware program, native language dictionaries, pre-teaching of concepts and vocabulary provides students with additional opportunities to build vocabulary and English language skills.

2a: The two ESL teachers provide the mandated instructional minutes for ELLs. The mandated instructional minutes for ELLs who are the beginning and intermediate proficiency level receive 360 minutes per week as required under the CR-154 mandate. Students deemed at the proficiency level of advanced receive 180 minutes of instruction. In addition to the mandated services, there is an extended day period which supports selected ELLs Mondays and Tuesdays. In addition, students that need additional support are provided with SETTS services, Guidance, and Speech. □□□

3: All instruction is provided in English, incorporating the four modalities: Listening, Speaking, Reading, and Writing. The goal of our ESL program is to develop academic language and enhance student understanding of English while learning grade level content. Our focus is targeted at developing academic vocabulary and grammatical structures that often impede ELLs from comprehending content area material. In all grades a Balanced Literacy program is implemented where ELLs are supported as they read “just right” books, receive small group instruction based on need and confer on a regular basis with teachers. In science and social studies our newly arrived Middle School ELLs are supported in the content areas through the use of lower level materials to teach content. Peer tutoring is available as students are assigned buddies who speak their native language on an as needed basis. Content area instruction focuses on providing students with a variety of graphic organizers, analogies and previews to build meaningful verbal learning. In mathematics the focus is on building and sharing problem solving strategies orally and in writing by having students work collaboratively and by using hands-on materials to build concepts. These methods have been found to increase proficiency for our ELL students. Computer based program is utilized to build English language skills.

4a: The ESL teachers who work with our SIFE students will use a variety of manipulatives and visuals to enhance comprehension during the instruction time. For example, we use technology such as Leap Frog listening stations to provide reinforcement of language acquisition.

b: With ELLs less than three years, basic conversational skills as well as concepts of print and literacy will be addressed. PS/MS 219 adopts a push-in model of instruction to most of the ELLs. The ESL teachers and the classroom teachers work together in delivering the same content and following the Teachers College workshop model. These materials include shared reading materials from MONDO, the Let's Talk About It Kits as well as the Let's Sing About Kits.

c: Four to six year ELLs struggle with reading and writing. The teachers will scaffold the language and use a variety of graphic organizers to assist the students with their writing. In addition, these students will receive scaffolded support in the writing process as well as in the qualities of good writing. Materials include the MONDO graphic organizers from the Now I Get It series.

d: We have been studying our Long-term ELLs as part of our inquiry team. When assessing data, the struggle lies in writing. We will providing LTEs with explicit verb and adjective usage in writing along with content/craft support. We will use the MONDO Now I Get It series.

e: Students with IEP's and are in restrictive settings will receive additional ESL support via push-in. Licenced ESL teachers will co-teach and support the core curriculum. In addition, we will utilize lower level reading materials designed to give students access to content area information and implement methodologies designed to enable each student to meet his/her IEP goals and objectives. Short nonfiction texts such as Time For Kids will be used to support content aread knowledge.

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

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?

5: The intervention for ELLs in ELA, Math and other content areas require the use of both the push-in/pull-out model. The ELLs study the same materials with additional support in language development focusing on vocabulary. Strategies such as juicy sentences will be used to help ELLs in building comprehension on the content material.

6: ESL teachers will provide PD for the classroom teachers of ELLs reaching proficiency on the NYSESLAT, to assure that they receive continuing transitional support. The transitional support for ELLs reaching proficiency on the NYSESLAT will focus on the production of language both in verbal and written form. Teachers will use visuals and understanding of juicy sentences to support students' knowledge of the main academic content. Teacher's materials include a wide range of print, and visual resources designed for increasing English language proficiency. Language functions and instructions are taught within the context of the lesson.

7: This year, we will introduce the push-in model for ESL services, in both general education and special education settings. Similarly, we will service x-coded students. Our goal is to develop academic language with students in small group, task-oriented situations that guide the production of language in both verbal and written form.

8: N/A

9: ELLs are afforded equal access to all school programs. They are a part of all instructional periods and school events, since we limit the periods of pull-out services. Supplemental services offered to ELLs is Extended Day.

10: Some instructional materials being used to support ELLs include: Columbia University Teacher's College reading and writing workshop models as well as English at Your Command. In addition, Imagine Learning, computer software, is also a supplemental service offered to ELLs.

11: Native language support is provided for ELLs in our school. Our school library contains many trade books in a variety of languages for our students. Students have access to native language/bilingual dictionaries and dual language texts. Standardized tests are provided in a variety of languages and translators have been hired to assist with testing. One ESL teacher is fluent in Chinese.

12: The ESL teachers provide age appropriate materials depending on the ELL's grade level and abilities.

13: Parents who bring their children to register meet the ESL teacher and are provided assistance through translation as needed.

14: PSMS 219 currently offers a language elective in Spanish to Middle School ELLs.

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)?

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.

1/3. All ELL personnel at PSMS 219, including teachers of ELLs and paraprofessionals, will receive in-house PD as well as off-site PD opportunities. Structured professional development sessions and workshops will be provided by the OELL, the CFN network 204 ESL specialist, BETAC, our two licensed ESL teachers, literacy coach, administrators, Teachers College staff developers and consultants. Topics include, but are not limited to academic language of science and math teachers of ELLs, developing academic language for algebra teachers of ELLs, and NYSESLAT PD. Topics of discussion will include differentiation as well as instructional methods that support ELLs across each of the stages of language development. Classroom teachers will also be provided with structured PD/workshops designed to develop strategies to modify instruction in the content areas and to develop vocabulary and improve comprehension. Professional texts related to ELLs will also be used in staff development sessions, study groups and inquiry teams. These add up to at minimum the 7.5 hours of ELL training for all staff. We are also this year offering teachers with the opportunity to attend an ITI (Intensive Teacher Institute) for ESL certification, at participating universities. A log of professional development is maintained by the ESL supervisor, which includes the table of organization, and a sampling of agendas from workshops with dates and topics.

2. Since we are a K-8 school, we have our students across the grades. This allows us to align our literacy PD for teachers to support our current ELLs, our transitioning ELLs and our newcomers.

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?

1. Parents are invited to attend meetings about ELL options, workshops to develop English Language skills, Family Night activities, Meet the Teacher Night, Parent/Teacher conferences, Parent Association meetings, individual meetings concerning their child's progress, trips, celebrations, and special events. All events are posted on our school website <http://psms219.org>

2. At PSMS 219, we partner up with the Queens Public Library's Adult Learner Program to provide for parents free English classes.

3. We evaluate the needs of parents through conversations, meetings, phone calls and surveys. Staff and the parent coordinator assist in this.

4. Our parent involvement activities address the needs of parents because we provide what they request. For example, the majority of our parents asked for English classes so our parent coordinator, Crossroads Cage, English Language Learner Classes. Similarly, phone messages and letters home are translated, which parents requested.

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)	12	5	2	2	2	0	3		1					27
Intermediate(I)	2	6	2	9	5	8	3		2					37
Advanced (A)	3	1	3	6	0	5	2		3					23
Total	17	12	7	17	7	13	8	0	6	0	0	0	0	87

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	4			5
5	6	4	2		12
6	3	1			4
7					0
8	2	3			5
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0		1		1	1	2		5
5	3		7		2		1		13
6	1		3		4				8
7									0
8			3		1		1		5
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			7		5		1		13
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2		1		6				9
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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.

(Please see our responses for section B, above, here. There was a glitch in the text box which would not allow us to write in or copy and paste in section B of part V. Same with the signature text box below; we were unable to write in the text box. All nine participants signed on paper and document was faxed to the network. Thank you.)

1. Our school uses the TCRWP assessment tool to assess the early literacy skills of our ELLs. The data, which includes running records and concepts of print, provide insight into our ELLs reading accuracy, fluency and comprehension. The miscue analysis informs our instruction. Insights the data provide are that our early readers face difficulties with accuracy and fluency. This information helps inform our school's instructional plan because teachers modify the components of Balanced Literacy as needed to meet these needs. For example, accuracy and fluency strategies are included in read aloud, guided reading, word study, conferences, etc. Teachers use these assessments along with other school work and observations to find out the weaknesses and strengths of our ELLs.

2. The 2010 Spring NYSESLAT assessment results for the specific strands showed that we have 31% ELLs at Beginning level, 42% at intermediate and 26% at advanced level. Students who performed at Advanced and proficient Level in Listening and Speaking are 40% comparing to 20% of the students at Advanced and Proficient Level in Reading and Writing. Data patterns reveal that reading and writing are areas of challenge for our ELLs, especially in the upper grades. Looking backwards, for where data is available for the last three years, data patterns reveal that the majority of our Newcomers and Beginners progress to Intermediate within two years. Data reveals that the majority of our Intermediate students plateau in their achievement and remain in the Intermediate proficiency level. Our ESL students that are in special education classes take longer to advance to the Advanced/Proficient level. More than half of our Special Education ELLs are X-coded. Our Middle School ELLs follow similar trends as the Elementary grades. Of the students who are still ELLs (not including students who met Proficiency) five of our current 73 (90 total ELLs minus 17 K ELL's who were not tested equals 73) ELLs dropped a proficiency level. The other 73 maintained their level or moved up one level of proficiency.

3. Based on the data, we set the goal of our ESL program to develop academic language and enhance student reading and writing level of English. ELL students participate in all components of Balanced Literacy including daily Read-aloud, Shared Reading, Reading Workshop and Independent Reading, and Writing Workshop. ESL teachers and classroom teachers collaborate in order to effectively support practice that accommodates the needs of diverse ELLs. Differentiated instruction is provided for our students to work in small groups with the ESL teacher reinforcing a concept or skills.

4. With 40% of ELLs performing at Beginning and Intermediate Level of language acquisition, we employ communicative-based approaches, such as the Total Physical Response, the Natural Approach to scaffold the information and learning.

Additional Information

6. We evaluate the success of our program for ELLs by the gains we see in our students in literacy. For example, we analyze running records, periodic tests and quizzes, and state wide assessments to assess growth.No ELLs take formalized assessment in their native language.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		
	Coach		11/1/10
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		
	Other		

	Other		
	Other		
	Other		