



**NORTH HILLS SCHOOL
P.S. 221Q**

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

SCHOOL: 26/Q/221

**ADDRESS: 57-40 MARATHON PARKWAY
LITTLE NECK, NY 11362**

TELEPHONE: 718-423-8825

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 221Q **SCHOOL NAME:** North Hills School

SCHOOL ADDRESS: 57-40 Marathon Parkway, Little Neck, NY 11362

SCHOOL TELEPHONE: 718-423-8825 **FAX:** 718-423-8841

SCHOOL CONTACT PERSON: Sheelia Twomey **EMAIL ADDRESS:** stwomey@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rotates tri-monthly – Sheelia Twomey, Principal;
Dawn Singer, PTA Co-Pres.; Karen Strauzer, UFT

PRINCIPAL: Sheelia Twomey

UFT CHAPTER LEADER: Karen Strauzer

PARENTS' ASSOCIATION PRESIDENT: Paula Gibly and Dawn Singer

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** 16

NETWORK LEADER: Joanne Joyner-Wells, Marguerite Straus

SUPERINTENDENT: Anita Saunders

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Sheelia Twomey	*Principal or Designee	
Patricia Bullard	Assistant Principal	
Karen Strauzer	*UFT Chapter Chairperson or Designee	
Dawn Singer	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lorraine Dupignac	Member/Teacher	
Judy Kriegsman	Member/Teacher	
Adelina Pronesti	Member/Teacher	
Eileen Venezia	Member/Teacher	
Irina Gelman	Member/Parent	
Paula Gibly	Member/Parent	
Robert Guidice	Member/Parent	
Jill Leakey-Eisenberg	Member/Parent	

Jordan Rini	Member/Parent	
Donna Friedman	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.

P.S. 221 is dedicated to preparing our students for the challenges, responsibilities, and rewards of productive citizenship. We strive to provide a program that includes the mastery of skills, strategies for solving real-life problems, outlets for creative expression, tools for ongoing intellectual development and respect for each other and our world.

The North Hills School, P.S. 221, consists of a wonderful mix of ethnicities, religions and cultures. With a population of more than 600 students that are Asian, Caucasian, Latin American, African American and European, we enjoy the best of the world. Our families are from China, Korea, Poland, Lithuania, Portugal, Venezuela, India, Pakistan, as well as descendants of early nineteenth century European immigrants, including Italians, Eastern Europeans, Irish, Croats, and other ethnicities. These children work, learn and play together. Our school community holds annual Multi-Cultural Celebrations and International Food Fairs during which parents, children and staff learn about and enjoy the traditions, customs and foods of our families.

Our school organization consists of 28 classes in grades Pre-K through 5 along with six cluster teachers in the areas of Music, Art, Physical Education, Science, Library and Computer technology. All classes are heterogeneously grouped.

The educational program in literacy consists of literature-based reading with supplementary trade books. Staff members have had extensive professional training in the Reading /Writing Workshop model of Teachers College. The Pre-K through fifth grade math program consists of the implementation of the Houghton-Mifflin series which supports the NYC Frameworks in mathematics. The science program consists of 'hands-on' experiences emphasizing discovery, higher order thinking skills, and development of the scientific method. Our Social Studies program is increasingly thematic utilizing literature, primary sources, telecommunications, internet resources, assessments and other sources.

PS 221 has a technology program which centers on a computer lab of 32 Dell computers, and a variety of computer configurations in the classrooms. We received a Reso-A grant which enhanced our lab capabilities, and we also placed 13 Smart Boards into classrooms. We have applied for another Reso-A grant to enable us to add additional Smart Boards in our classrooms, and new, faster and more up-to-date computers for classroom use. The computer lab has a Smart Board which is used for class instruction and staff development in a variety of curricula areas. The lab will continue to be utilized to teach keyboarding and technology applications, and students will also be exposed to many resources available for research. Word processing, desktop publishing and multimedia presentations will be expanded.

The Library program supports a culture of literacy for students and teachers and is accessible using online technology. Our library website contains useful links to sites that are helpful to our students. The library/multi-media center will continue to be used for instruction, research, special projects and as a circulating library.

In the area of physical education, our teachers participated in a Move-To-Improve Program that trained them on incorporating fitness breaks into their classrooms. In support of the nationwide initiative "Let's Move" led by the First Lady, Michelle Obama, we are increasing physical activity for our students. As recipients of a structural improvement grant through the New York City Department of Health and Mental Hygiene, our asphalt playground was converted into colorful-coded activity areas. This enhancement of our outdoor space will increase the activity options our students have for both physical education classes and recess and encourage more movement. Our pre-k – Grade 2 students, under the direction of our physical education teacher, participate in an annual spring dance festival that incorporates both movement and music.

PS 221 has a long history of stressing the arts in education. The music program supports chorus, recorder and ukulele instruction. The art program enables students to study art history as well as applied arts and crafts. Our fifth grade students participate in the Dancing Classrooms program to learn ballroom dancing and have the opportunity to take part in a citywide competition. In 2009/2010, we received a grant from the Shubert Organization for a theater residency through ArtsConnection. Teaching artists instructed Grades 2 and 4 in a creative dramatics program emphasizing performance skills, dramatic structure and theatrical elements. We also participate in a Metropolitan Museum of Art program which includes docent visits to our school. Through the generosity of our local politicians, we have taken advantage of other programs in the arts, and have the organization, Early Stages, use storytelling in our third grade for fostering literacy through the Arts.

The connection of the arts and home is one way we involve our many ethnic groups together. Through participation and attendance at our school events such as concerts and dance performances, our families have the opportunity to bond and support the efforts of our entire student body. Our PTA is actively involved in the life of the school through programming assemblies, supporting academic efforts and fostering cultural awareness. Among the activities they sponsor are our Multi-Cultural Festival and International Food Fair. The home/school connection is strengthened through this interaction and the school community understands and appreciates its cultural similarities and differences. We, also, have a self-sustaining afterschool program. Our school and its families pride themselves on having numerous opportunities in the areas of academics, the arts, and physical education for our children.

Our Student Organization plans and implements school spirit days, fundraising drives and community service projects. The children raised money to aid in the relief efforts for the people of Haiti following the natural disaster there. They, also, donated to a food pantry, collected crayons for hospitalized children, and contributed to the Ronald McDonald House and the ASPCA through their Penny Harvest work. Through the Student Organization's activities, our students learn they can help those in need and be a source of change in the world.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 221				
District:	26	DBN #:	26Q221	School BEDS Code:	342600010221

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	49	58	36		96.7	96.7	TBD		
Kindergarten	91	101	102						
Grade 1	95	91	98	Student Stability: % of Enrollment					
Grade 2	90	100	89	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	89	105	98		93.5	97.0	TBD		
Grade 4	112	92	113						
Grade 5	114	108	93	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		17.5	17.3	33.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	0	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	640	655	629		8	8	11		

DEMOGRAPHICS							
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	9	8	8	Principal Suspensions	0	0	0
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	48	43	52	<i>These students are included in the enrollment information above.</i>			
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Number of Staff: Includes all full-time staff			
# receiving ESL services only	65	76	80	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	3	Number of Teachers	40	40	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	10	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	4	5	TBD
(As of October 31)	2007-08	2008-09	2009-10	Teacher Qualifications:			
	0	0	TBD	(As of October 31)	2007-08	2008-09	2009-10
Ethnicity and Gender: % of Enrollment				% fully licensed & permanently assigned to this school	100.0	100.0	TBD
(As of October 31)	2007-08	2008-09	2009-10	Percent more than two years teaching in this school	77.5	77.5	TBD
American Indian or Alaska Native	0.0	0.2	0.0	Percent more than five years teaching anywhere	55.0	65.0	TBD
Black or African American	1.2	1.8	1.6	Percent Masters Degree or higher	93.0	93.0	TBD
Hispanic or Latino	8.3	8.5	8.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	66.4	67.8	66.1				
White	24.1	21.1	21.5				
Multi-racial							
Male	48.1	47.3	48.2				
Female	51.9	52.7	51.8				

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

Funding:				
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NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No If yes, area(s) of SURR identification:

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

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

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-						
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial	-	-					
Other Groups							
Students with Disabilities	√	√					
Limited English Proficient	-	-					
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
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NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

√ ^{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 – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	84.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	14.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	46.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	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?
-

In examining our data from the school years 2006/2007, 2007/2008 and 2008/2009, we can identify the following trends: the percentage of students making at least one year of progress in ELA has increased (06/07 - 58.8%, 07/08 - 61.1%, 08/09 - 67.2%); the percentage of students making at least one year of progress in Math has increased (06/07 - 54%, 07/08 - 85.0%, 08/09 - 92.2%); and the percentage of students at proficiency (level 3 or 4) in ELA has increased (06/07 - 93.3%, 07/08 - 95.1%, 08/09 - 98.6%). The percentage of students at proficiency (level 3 or 4) in Math decreased slightly by four-tenths of a percentage point from school year 2006/2007 (99.4%) to 2007/2008 (99.0%) and then in 2008/2009 the percentage of students at proficiency level (3 or 4) was 100%. We also observed that less of our students are making at least one year of progress in ELA than Math during the last two school years. Increasing student progress in English Language Arts is a school-wide focus. In 2009/2010, our percentage of students at proficiency decreased in both ELA (87.1%) and Math (94.6%) due to renorming of the tests.. However, while in school year 2008/2009 we did better than 58% of schools in the city, in 2009/2010 we did better than 87% of all elementary schools citywide.

What have been the greatest accomplishments over the last couple of years?

We have instituted the Renaissance Enrichment Program in our school. This program involves all grade levels in our school (except Pre-Kindergarten and Kindergarten). Staff and students choose areas of interest above and beyond the curriculum to enable children to extend their knowledge about special interests that they may already possess and wish to pursue. Children choose from special interest categories such as chess, zumba, painting, scrapbook design, yoga, puppets, space exploration, bird-watching, and many others. We, also, give parent workshops in areas of teacher expertise. This may include: Balanced Literacy, Language Acquisition assistance, Parents as Partners in Education, and other topics parents may request. Ballroom Dancing was introduced four years ago and has become an integral part of our school curriculum. Our school community raises funds to help cover the cost of the Ballroom Dancing program which works with our grade five students for 26 sessions. This program has helped add poise and confidence to our children and has given them a sense of pride and accomplishment. They have competed in dance contests to win both Gold and Silver medals in dance.

Throughout the school day, we have support staff “push in” to classes for AIS and ELL assistance, based on data and teacher recommendation. Our school uses the many sources of data to identify needs of our students. Included among those are: Acuity testing, LAB scores, ECLAS results, Rigby assessments, and other testing and programs which focus on specific skills. Based on our data, we are able to differentiate instruction to meet student needs. For children in the primary grades where testing is less frequent, we use teacher input to determine skills which need to be strengthened in our small group Extended Program (this includes kindergarten as well as all of our upper grades). The school creates schedules to allow for grade conferences each month and also for staff to articulate ideas, teaching methods, successes and needs.

What are the most significant aids or barriers to the school’s continuous improvement? As one of the higher performing schools, our challenge is to maintain and increase our students’ level of improvement. Our children score consistently on or above grade level. We continue to make advances, but constraints include a continually reduced budget which has been reduced again for school year 2010/2011. Due to the current budget, we had to excess two teachers, collapse two classes and do without our 2 part-time literacy coaches. This reduction of budget has forced us to raise class size which may affect results. Another barrier to improvement is the lack of time and money to provide staff development services. The time allotted for faculty meetings has been reduced from past years, and there are only two full day staff development opportunities to enrich staff.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal Number 1

Students will show progress in comprehension as measured by a minimum of a year's growth in the Fountas and Pinnel reading levels.

Goal Number 2

Students will show progress in problem solving ability as measured by Exemplar Rubric (one level growth and/or maintaining level 4).

Goal Number 3

Students will demonstrate improvement in constructing meaning from social studies 'sources' as measured by grade level teacher created rubrics.

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): Literacy – Goal Number 1

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students will show progress in comprehension as measured by a minimum of a year’s growth in the Fountas and Pinnel reading levels.</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>	<ul style="list-style-type: none"> • Inquiry team will involve all teachers and focus on data gathering and analysis of information to inform the differentiation of instruction for all students. • ESL and Special Education teachers will attend grade conferences to address ESL strategies and Special Education modifications to assist classroom teachers to better understand and provide instruction that addresses individual students’ specific learning needs. • Provide for interclass visitations to observe best teaching practices around the teaching of comprehension skills. • Provide positive feedback from administrators and coaches in strengths and effectiveness of lessons observed on whole class and/or small group discussions as well as suggestions for some new thinking. • Meet with PPC committee on a regular basis to address instructional needs and interventions. • Complete ECLAS assessment and use results to check progress, identify at risk students and to drive instruction in planning mini-lessons and small group instruction. • Weekly meetings are scheduled for administrators, coaches and grade leaders to debrief on the progress of student learning and plan next steps.

<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>	<ul style="list-style-type: none"> • Fund and arrange planning sessions for teachers around their lessons, units of study and curriculum maps to ensure there is scaffolding of skills within the grades as well as across the grades.
<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"> • 90% of students in grades K through 5 will show a minimum of a year growth in the Fountas and Pinnel reading levels as measured by the Rigby Reading Level Assessment.

Subject/Area (where relevant):

Mathematics - Goal Number 2

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students will show progress in problem solving ability as measured by the Exemplar Rubric (one level growth and/or maintaining level 4) and an increase in mathematical achievement as measured by instructionally targeted and teacher made assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Professional development will involve all teachers and focus on modeling teaching strategies by coaches and lead teachers on questioning skills that raises the level of rigor and thinking. • Teachers will keep an ongoing assessment folder to track student progress in order to differentiate their instruction. • Parent coordinator will provide parent workshops on helping parents understand the mathematical goals of the school and how they can help their children reach those goals. • Teachers will structure lessons to develop problem- solving skills and provide for active learning.

	<ul style="list-style-type: none"> • Coaches will give support in direct instruction in approaches and techniques which apply to reading, comprehending and solving mathematical problems. • Text book are available online for both classroom instruction and home use.
<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>	<ul style="list-style-type: none"> • Schedule common prep periods for each grade at least once a week to provide opportunities for teachers to meet and share ideas around mathematical instructional issues. • Set aside funding for per diem to release teachers to attend workshops and/or inter-class visitations. • Use funds for mathematical materials, manipulatives and resource books to support open-ended problems and extended problem-solving projects in the classroom.
<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"> • Students will show an increase in problem solving ability as measured by periodic and teacher made assessment. • Students will respect and listen attentively to one another as they discuss alternate solutions to problems in order to build upon each others ideas. • Students will pose questions to clarify and expand ideas and provide evidence for their thinking. • Students will show progress in problem solving ability as measured by the Exemplar Rubric. • Students will show an increase in achievement as measured by Acuity and teacher made assessments. • Teachers will demonstrate professional growth in performance based assessments as evidenced by lesson plans and units of study.

Subject/Area (where relevant):

Social Studies – Goal Number 3

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To use language arts strategies to retrieve, organize and interpret information in the Social Studies content area. Students will demonstrate improvement in constructing meaning from social studies sources as measured by grade level teacher created rubrics.</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>	<ul style="list-style-type: none"> • During common preps, teachers of each grade will explore quality trade books that reflect a variety of views and perspectives on the same topics or events for grade use. • Encourage students to explore a broad range of understandings when teaching topics in Social Studies. • Provide professional development in modeling critical thinking questions to help students develop multiple perspectives and cultural sensitivity. • Foster the development of Social Studies thinking and process skills to allow students to understand and investigate important issues in the world around them. • Develop specific reading strategies to support students as they interact with text and retrieve, organize and interpret information. • Textbooks are available online for both classroom instruction and home use. • Field trips are planned that support the social studies curriculum.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Allocate funding for per diem to release teachers to attend Social Studies workshops. • Provide funding for Social Studies based trade books. • Schedule common preps throughout the grades.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Assessment measures are formal and informal tests, tasks, projects and demonstrations that reflect social studies performance indicators. These measures will be evaluated using teacher created rubrics.

Subject/Area (where relevant):

Enrichment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To plan and implement interest-based, self-selected enrichment opportunities that enable students to develop a product and/or service for an authentic audience as measured by the <i>Renzulli and Reis Student Product Assessment Form</i>.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Administration will meet with coaches and grade leaders to schedule and plan for enrichment clusters. • Students will participate in culminating events that raises the level of student learning. • Students will participate in an enrichment cluster program that allows them to explore a topic of personal interest and engage in studies of non-traditional academic pursuits. • PS 221 will partner with MET teaching artists to instill an appreciation of the arts into each student.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of <i>Contracts for Excellence (C4E)</i> allocations, where applicable.</p>	<ul style="list-style-type: none"> • Fund and arrange for planning sessions for teachers to share ideas on quality enrichment programs. • Hire an additional per diem teacher or teachers during the enrichment clusters to provide for small group student-driven learning.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Students will use the school library to take out fiction and non-fiction books based on their own interests as monitored by library computerized documentation. • Students will produce a product, performance, or targeted service based on their common interest. • Teachers bring methodology and content learned in clusters to their regular classroom as evidenced by lesson plans and observation.

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	15	0	N/A	N/A	15			
1	14	0	N/A	N/A	7			
2	18	5	N/A	N/A	4		1	
3	12	4	N/A	N/A	2			
4	11	3	3	4	10		3	
5	29	1	2	4	10		2	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Wilson Foundations, Kaplan, Think Alongs, Focus Benchmark, Guided reading, Skill by Skill, and Aim Higher graphic organizers are used in small groups during the day.
Mathematics:	Buckle Down, Breakaway Math, and Steck Vaughn’s Working with Numbers are used in small groups during the school day.
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	Any child in the school experiencing guidance needs, is given at-risk services if deemed necessary by consensus of classroom teacher, SBST, and administration. Services are provided on a 1:1 ratio or in small groups – 1:3.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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 154 –2010 Updated

At PS 221 /Dist.26, our ESL program is a freestanding pullout program servicing ELLs in English only. Beginner and intermediate ELLs receive 360 minutes (8 periods) while advanced students receive 180 minutes (4 periods) of ESL per week. Our school is comprised of approximately 635 children in grades K – 5. We have 2 fully certified ESL teacher (one is an ATR) who serve 82 children in grades K -5.

Our goals for this program are to provide academic instruction using ESL methodologies. The program is literacy based and is aligned with the comprehensive core curriculum in mathematics and literacy. ESL strategies and methods are incorporated in the Teachers College Model for Literacy, Writing, Mathematics, Social Studies and Science. The following strategies are used during the read aloud: reading slowly with the appropriate tone and gestures, and using visual aids. Role playing, dramatization, and hands on activities are utilized to enhance ELLs understanding. The following math strategies are used to bridge ELLs understanding: eliciting prior knowledge, pre-teaching math terminology, and use of manipulatives . To assist students in achieving the state designated grade level of English Proficiency for their grade level in Reading/Writing, the program is primarily Literacy based and is aligned with the comprehensive core curriculum in Literacy. ESL strategies and methods are incorporated into the Teachers College Balanced Literacy Program. Scaffolding is always used to help create meaning and to make content and language instruction comprehensible. During the Read Aloud the following strategies are used: reading slowly, visual aids, modeling, and giving visual directions using gestures. ESL techniques in the shared reading component include providing literature that has patterns and is predictable, while checking often for comprehension. During the interactive read aloud, and writing, ESL approaches include: increasing students' time to think and process the presented material while making literature more accessible and comprehensible by scaffolding, and using maps and diagrams to convey meaning. Math instruction integrates ESL instruction by eliciting prior knowledge, preteaching math terminology, manipulatives and multisensory approaches to achieve grade level math objectives. Native language support is provided, such as bilingual dictionaries, bilingual books and a buddy system to assist ELLs to access prior knowledge and bolster self-esteem. Newcomers are encouraged to write in their native language, if desired. ESL strategies include, TPR, whole language, small group and individual instruction. Scaffolding techniques are always used to facilitate and enhance learning.

Program planning establishes 25 teaching periods for the certified full time ESL teacher. ESL instruction is aligned with grade specific curriculum. ESL instruction includes literature and content based instruction that is aligned to NYS learning standards in ESL, ELA and content areas. The program has academic rigor and learning strategies which prepare ELLs to think critically, solve problems and communicate in English.

Instructional materials used are as follows: Mondo ESL program in grades K and 1, Hampton Brown ESL Avenues Program, Rigby ESL program, Scott Foresman ESL, Addison Wesley ESL, content area books which include the ESL Benchmark Series, North Hills school wide read books, trade books, English/Native Language glossaries, picture and bilingual dictionaries, thesauruses, and books of idioms.

ELLs utilized computers in their classrooms and in the computer lab. The certified ESL teacher attended NYSED ESL technology workshop at Hunter College.

The ESL supervisors, Principal Sheelia Twomey, and Assistant Principal, Patricia Bullard, routinely consult with the ESL teacher and classroom teachers to address issues and concerns to identify specific needs.

ELLs actively participate in all school activities. External organizations involved in our school are the following: Ballroom Dancing, Journeys into American Indian Territory, Parents as Arts Partners Program, Arts Connection and Early Stages.

All ELLs were identified and served the mandated minutes according to NYS regulations and determined by students English proficiency levels as per the LAB-R and NYSESLAT. Home language surveys were issued and received for all PS221 students. Lab R, Spanish Lab, and NYSESLAT were administered when appropriate.

LAB R, Spanish LAB, NYSESLAT, interim ESL assessments, and other NYSED tests were regularly reviewed to drive instruction based on current individual needs, thus allowing for differentiation of instruction. Classroom and cluster teachers were regularly informed of students' strengths and needs.

Curricular

PS 221 uses the Teachers College workshop model for instruction in Literacy, Writing, Math (Houghton-Mifflin), Science, and Social Studies. All ELLs fully participate in all literacy, math, and content area programs. Scaffolding is always used to help create meaning and to make content and language instruction comprehensible.

The Title III program at PS 221 was conducted before school and is taught in English with a focus for ELLs to attain a higher standard in literacy and math. Instruction was differentiated to meet student's needs. Listening, speaking, reading and writing were addressed in a small group setting. The program focused on students developing skills to enable them to be more successful in their classrooms. ELL students participated in AIS and Extended Day services when appropriate.

Extra –Curricular

All ELL students were offered participation in extra curricula activities which are as follows: After school program which offered test prep, computer technology, gym, drama, arts and crafts, and ballroom dancing. Our school also offered special events, sponsored by the PTA which all children were invited to attend. Our ELL population is also part of our enrichment program (grades k thru 5) which is called the Renaissance Program.

Parent /Community

The parents of new students in the ESL program are given an orientation to select the program they want their child to be in. Parent involvement in the education of ELLs is an essential element in PS 221's ESL program. School related information is disseminated to parents of ELLs in English, as well as in the home language. The parent coordinator and translators attend meetings to assist parents. We also utilize the DOE translation services to translate important notices children take home to parents.

Upon registration and interview, all parents are given the translated Home Language Survey, when appropriate. If there is a need for ESL services, parents are notified through letters and parent orientation meetings. To accommodate newly admitted ELLs, there are group meetings or individual as needed throughout the year, with translations available. At the meetings, an explanatory Bilingual DVD is viewed with discussion by the ESL teacher. Repeated attempts are made by the ESL teacher and Parent Coordinator to set up an appointment, convenient to parents, so that they could view the DVD and fill out the Parental Selection Survey. As a last alternative, telephone conferences are held to inform parents of their program options, with translators available by telephone or in person. Parents of ELLs are notified of their child's' placement in or out of the ESL program. Staff and parents make use of the DOE simultaneous translation services for these conferences. After reviewing parental choices, the pattern and trend of the parents was choosing to place students in an ESL Program. If in the future, fifteen choose TBE, then we would open a TBE program.

Project Jump Start--Not applicable

Staff Development

The ESL teacher assists in providing the regular classroom teachers with resources and ideas to further the acquisition of English by meeting with teachers during their common preps, by training during professional development days, faculty conferences, peer mentoring, and by acting as a resource in making the regular classroom ESL friendly. The ESL specialist works closely with classroom teachers to ensure ESL methodologies and strategies are being used in everyday instruction. Projected dates for staff development workshops are Election Day and Brooklyn/Queens Day. The topics to be discussed are Differentiating Instruction, Input on Comprehension skills, and Scaffolding. Further professional development with workshops in ESL strategies will be given to all teachers of ELLs by the ESL teachers so as to support the instructional environment. The ESL teachers assist in providing the regular classroom teachers with resources and ideas to further the acquisition of English. Scaffolding techniques are stressed to facilitate and enhance learning.

Support Services

All ELLs are provided with following services, if needed: AIS, extended day, bilingual counseling, SETSS, PT, OT, speech, peer tutoring. Bilingual staff are made available, and when needed, simultaneous telephone translations are available and in use.

Bilingual Program—Not applicable

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

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

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

Section I. Student and School Information

Grade Level(s) 3, 4, 5 Number of Students to be Served: 26 LEP 0 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.

The Title III program operates as a before school program from 7:15 – 8:15am. It will be taught in English by certified ESL teachers 3 times per week for 28 weeks (based on funding). The program is open to all ELL students and currently 26 students opted to attend. After a review of data for these students, it was determined that the focus will be on developing literacy skills, specifically reading comprehension so that they are able to write about, discuss and summarize the plot, setting, character and main ideas in books that they have read. Instruction will be aligned to NYS ESL

standards and will be differentiated to meet students' needs. Listening, speaking, reading and writing will be addressed in a small group setting. The program will focus on students developing skills necessary for them to be more successful in the classroom.

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. Professional development is given to all teachers of ELLs at our school to train them to use ESL methodologies, strategies, and techniques. They are also trained on how to incorporate them into their classroom.

Classroom teachers and ESL teachers collaborate to identify specific linguistic and academic difficulties of individual students. The ESL teachers will turn-key training from regional meetings/conferences for teachers. The ESL teachers will meet informally to discuss student needs and progress.

Section III. Title III Budget

School: P.S. 221 BEDS Code: 342600010221

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$8,000	Per session cost of certified ESL teacher
Purchased services - High quality staff and curriculum development contracts.	\$500	Non-DOE sponsored ESL workshops
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$5,500	Trade books to increase vocabulary development in students.
Educational Software (Object Code 199)		
Travel		

Other: Parent Involvement	\$1,000	An ESL teacher and a literary specialist will co-present 4 workshops per year. The topics will be literacy-based focusing on how children learn, the components of a balanced literacy program, ways for parents to help at home and the role of our ESL program in supporting ELLs.
TOTAL	\$15,000	

Addendum:

Minor Revision – Purchased Services

Professional development to include attendance at ESL workshops on elementary education topics. Scheduled workshops include an NYSABE Annual Conference (3day) on Cognition/Bilingual Education in March 2011 and a BER (Bureau of Education and Research) sponsored seminar on RIT Techniques in April 2011.

Attendee: Mrs. Diane Bilello

March 2011

NYSABE Annual Conference: Fostering Cognition Through Bilingual Education in the 21st Century

April 2011

BER: Practical Strategies for Adapting Response to Intervention Techniques to Enhance the Performance of Your English Language Learners

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.

We keep attendance records at P/T meetings, workshops, and when we use the translation unit at parent/school meetings. We believe as we examine the use of translators, we will see an increase in the academic achievement of students due to greater communication and participation with parents/home.

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.

We find that we need greater assistance in providing translations of meeting notices, and for more translators to be at workshops and conferences. Prior to meetings (PTA, workshops, etc.), we ask for volunteers to assist in translation. We assess the needs of our parents and act accordingly.

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.

We have student handbooks written in the languages of our ESL community, and interpreters at P/T conferences, PTA meetings, and workshops. Notices go home in home languages. The translation unit is often used for this translating of notices into the languages of students' homes. The main languages of our parent/student population are Korean and Chinese. The DOE translators are used as well as the Language Interpretation Service (LIS). In house, we use some bilingual staff or parent volunteers, especially at PTA Meetings.

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.

Our school uses Interpretation Services by phone for simultaneous translation, and it is used for parent/teacher, administration and SBST meetings as needed.

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

Our school has posted signs in the school lobby written in the languages of our community, informing parents of the availability of translations by phone for conferences and meetings (such as the School Based Support Team meeting). Staff have preprinted sheets which list many of the languages which New York City has available. The list is compiled by continent and region, so that the parent can point to their home language and the proper interpreter can be called. The staff can then set up a conference with the correct language speaker.

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

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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 (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). 0 students
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. Not applicable
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 221 The North Hills School					
District:	26	DBN:	26Q221	School		342600010221

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	58	36	34		96.7	96.7	96.9
Kindergarten	101	102	101				
Grade 1	91	98	104	Student Stability - % of Enrollment:			
Grade 2	100	89	96	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	105	98	88		93.5	97.0	97.1
Grade 4	92	113	99				
Grade 5	108	93	111	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		17.5	33.7	34.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	0	0
Grade 12	0	0	0				
Ungraded	0	0	2	Recent Immigrants - Total Number:			
Total	655	629	635	(As of October 31)	2007-08	2008-09	2009-10
					8	8	11

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	8	8	18	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	43	52	59				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	40	40	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	10	6
# receiving ESL services only	76	80	TBD				
# ELLs with IEPs	0	3	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	4	5	9

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	77.5	77.5	95.1
				% more than 5 years teaching anywhere	55.0	65.0	80.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	93.0	97.6
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	1.8	1.6	2.4				
Hispanic or Latino	8.5	8.6	8.7				
Asian or Native Hawaiian/Other Pacific	67.8	66.1	67.2				
White	21.1	21.5	21.1				
Male	47.3	48.2	49.0				
Female	52.7	51.8	51.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	66.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	17.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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 2.05	District 26	School Number 221	School Name P.S. 221
Principal Sheelia Twomey		Assistant Principal Patricia Bullard	
Coach type here		Coach type here	
Teacher/Subject Area Diane Bilello/ESL		Guidance Counselor Melissa Barnes	
Teacher/Subject Area Ellen Stockstad/ESL		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Maria Aprilakis	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	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	643	Total Number of ELLs	86	ELLs as Share of Total Student Population (%)	13.37%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

Upon registration and informal oral interview, parents are given the translated Home Language Survey, when appropriate. If there is a need for ESL services, Diane Bilello or Ellen Stockstad, certified ESL teachers, administer the LAB-R and formal initial assessment. Parents are notified through letters and parent orientation meetings. These are group meetings or individual as needed throughout the year, with translations available. At the meetings, an explanatory Bilingual DVD is viewed with discussion by the ESL teachers. Repeated attempts are made by the ESL teachers and Parent Coordinator to set up an appointment, convenient to parents, so that they could view the DVD and fill out the Parental Selection Survey. As a last alternative, telephone conferences are held to inform parents of their program options, with translators available by telephone or in person. Staff and parents make use of the DOE simultaneous translation services for these conferences.

After reviewing choices, the pattern and trend of the parents has been choosing to place students in an ESL Program. If in the future, fifteen choose TBE, then we would open a TBE program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	13	22	21	10	13	7								86
Total	13	22	21	10	13	7	0	0	0	0	0	0	0	86

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	86	Newcomers (ELLs receiving service 0-3 years)	68
SIFE	0	ELLs receiving service 4-6 years	18
		Special Education	2
		Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	68	0	2	18	0	0	0	0	0	86
Total	68	0	2	18	0	0	0	0	0	86

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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	0	0	0	0	1	0								1
Chinese	7	12	10	7	7	3								46
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	6	9	10	3	4	3								35
Punjabi														0
Polish														0
Albanian														0
Other	0	1	1	0	1	1	0							4
TOTAL	13	22	21	10	13	7	0	0	0	0	0	0	0	86

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4

Our program is a pull-out/push-in program which services targeted children in English language acquisition. We have 1 certified ESL teacher on staff and 1 ESL certified ATR placed here who serve 86 children in grades K thru 5. The school population is 643. Our ESL program is taught in English only.

The ESL Program is heterogeneously grouped; however, advanced second/third graders are homogeneously grouped to maximize acquisition of English. The number of instructional minutes a student receives adheres to the regulations mandated by NYS, and determined by student English Proficiency levels as per LAB-R or NYSESLAT. The Beginner and Intermediate are allotted 360 minutes per week of ESL, and the Advanced – 180 minutes of ESL and 180 minutes of ELA per week. In the ESL program, Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided, such as bilingual dictionaries/glossaries and bilingual books. At this time there are no SIFE students, and no long term ELLs. If the situation arises whereby SIFE and long term ELLs are present, the student assessment will determine the strategies necessary to achieve ELL proficiency. The ELL newcomer's level of literacy is taken into account when planning all lessons. Student IEPs for special needs ELLs determine strategies used for instruction.

Former ELLs are provided testing accommodations as permitted for two years. The ESL teacher is always available to articulate with the classroom teachers and address any need or concern about the former ELLs. Former ELLs get extra support, if needed, from the ESL and AIS teachers, SETSS, Extended day, summer school, PT, OT, etc. In addressing the needs of special needs ELLs, the ESL teacher has copies of the IEP and instruction is driven by data and curriculum.

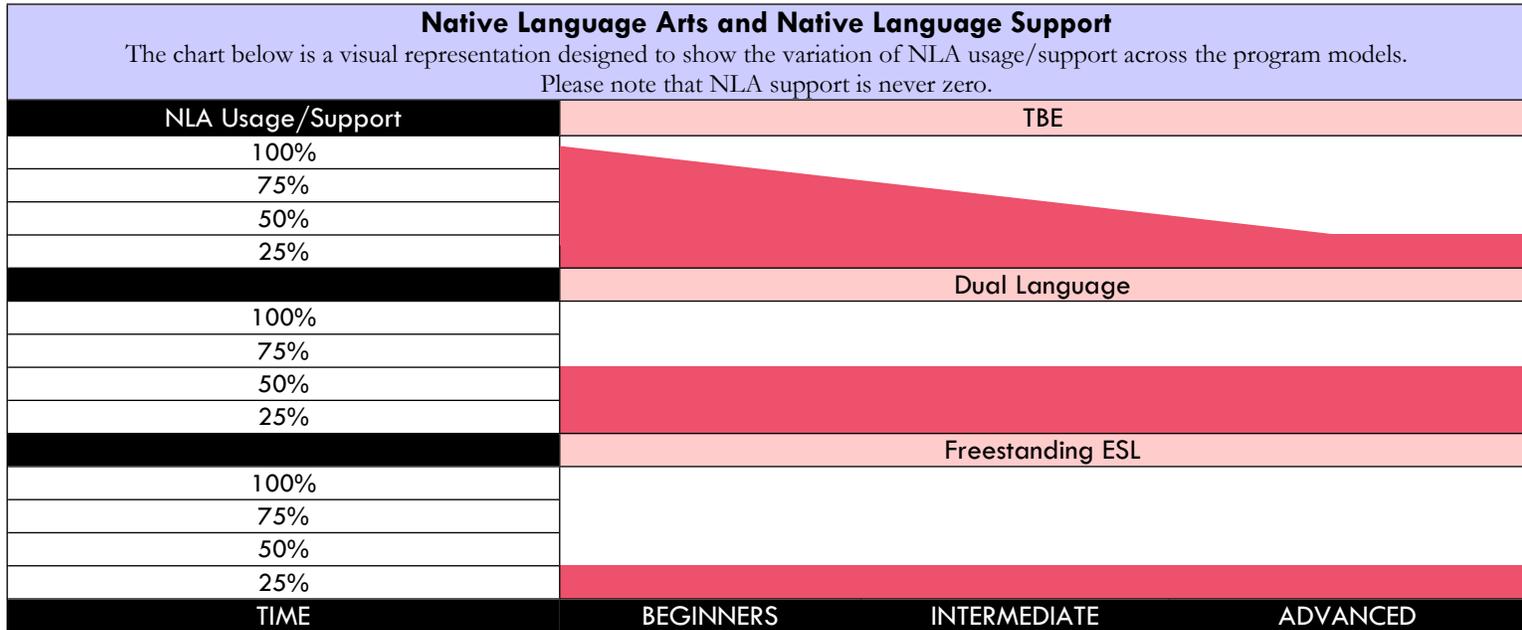
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14

In school year 2009/2010, our non-exempt third graders scored at levels 2, 3, and 4 on the NYS ELA and Mathematics assessments. Our fourth graders scored at levels 2 and 3 in ELA and 3 and 4 in Mathematics and Science. Translated versions of standardized tests are available for Math, Science (grade 4). Interim assessments are analyzed to determine the strengths and needs of students. Instruction by classroom and ESL teachers and support is guided accordingly. After analysis of ECLAS data, it was determined that kindergartners and first graders need support with reading, writing, listening and speaking skills, with special emphasis on speaking and writing development. Grade two and three ELLs need support in all four skills with emphasis on listening. The ESL program at PS 221 stresses acquisition of English language skills in all four modalities. Learning styles of each student are addressed in planning of curriculum. ELL students are afforded all of the services that non-ELL students are given. Some of the services include: AIS, guidance, Resource Room, Extended Day help, and one on one assistance from teachers and other staff during the extended day program.

Our ELLs are able to participate in all of the extracurricular activities in the school. Children in PS 221 take part in choral music, recorder concerts, school/PTA sponsored dances/parties, ballroom dancing (grade 5), and two multicultural events that are held every school year. There are numerous special events, like Journeys into the American Indians Territory, Skydome, Hands on Science, an enrichment program called "Renaissance" in which students choose activities to explore, and many other programs.

At PS 221, ELL students making the transition to middle school are given the following supports: guidance counselors articulate with the middle school and students attend an assembly to familiarize themselves with the neighborhood school. P.S. 221 grade five teachers meet with middle school guidance personnel to discuss placement options, and Principals meet to talk about programming and staff options, along with discussions about student needs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 Our staff attends workshops and turn key information learned at faculty conferences and on Staff Development days. There are many opportunities for ESL teachers to turnkey and offer suggestions on scaffolding and differentiated instruction to help ELLs become proficient in English. The ESL teacher speaks informally and formally about ELLs growth and needs on an as

needed basis. They give teachers advice on how to assist ELLs in achieving state standards while acquiring better English skills. Professional development workshops in ESL strategies will be given to all teachers of ELLs by ESL staff to support the instructional environment. The ESL teachers assist in providing the regular classroom teachers with resources and ideas to further the acquisition of English by meeting with teachers during their common preps, by training during professional development days, faculty conferences, and peer mentoring. This ensures teachers 7.5 hours of ESL training and 10 hours of ESL training for special education teachers.

E. Parental Involvement

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

Paste response to questions 1-4

We provide volunteer translators so that parents may be fully involved in the workshops. All meetings have translators for parents, and we have them at Parent/Teacher meetings in November and March. Parents are invited to be presenters at our two annual multicultural festivals, one around the Lunar New Year, and the other an International food fair.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	2	2	1	2								10
Intermediate(I)	0	16	3	1	0	0								20
Advanced (A)	11	5	16	7	12	5								56
Total	13	22	21	10	13	7	0	0	0	0	0	0	0	86

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	0							
	I	0	6	1	1	0	0							
	A	0	14	14	8	9	2							
	P	0	2	5	0	3	2							
READING/ WRITING	B	0	1	1	1	0	0							
	I	0	17	3	2	0	0							
	A	0	3	11	4	8	3							
	P	0	1	5	3	3	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		4	5	1	10
4		1	5		6
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1		6		4		11
4					4		3		7
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1		6		7
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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?

classrooms in order to address the ongoing needs of the students. It was determined that the majority of our ELLs need support in reading and writing. To assist students in achieving the state designated grade level of English Proficiency for their grade level in Reading/Writing, the program is primarily Literacy based and is aligned with the comprehensive core curriculum in Literacy. ESL strategies and methods are incorporated into the Teachers College Balanced Literacy Program. Scaffolding is always used to help create meaning and to make content and language instruction comprehensible. During the Read Aloud the following strategies are used: reading slowly, visual aids, modeling, and giving visual directions using gestures. ESL techniques in the shared reading component include providing literature that has patterns and is predictable, while checking often for comprehension. During the interactive read aloud, and writing, ESL approaches include: increasing students' time to think and process the presented material while making literature more accessible and comprehensible by scaffolding, and using maps and diagrams to convey meaning. Math instruction integrates ESL instruction by eliciting prior knowledge, preteaching math terminology, using manipulatives and multisensory approaches to achieve grade level math objectives. Native language support such as bilingual dictionaries, bilingual books and a buddy system assist ELLs to access prior knowledge and bolster self-esteem. Newcomers are encouraged to write in their native language, if desired. ESL strategies include TPR, whole language, small group and individual instruction. Scaffolding techniques are always used to facilitate and enhance learning.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

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