



COMMUNITY SCHOOL 211- THE BILINGUAL SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (D12, BRONX, 211, 12X211)
ADDRESS: 1919 PROSPECT AVENUE, BRONX, NY 10457
TELEPHONE: 718- 901- 0436
FAX: 718- 901- 4681

TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12

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

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

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

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

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: CS 211 **SCHOOL NAME:** The Bilingual School

SCHOOL ADDRESS: 1919 Prospect Avenue, Bronx, New York 10457

SCHOOL TELEPHONE: 718-901-0436 **FAX:** 718-901-4681

SCHOOL CONTACT PERSON: Betty Gonzalez-Soto **EMAIL ADDRESS:** BSoto5@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Neida Guzman

PRINCIPAL: Betty Gonzalez-Soto

UFT CHAPTER LEADER: Theresa Massaro

PARENTS' ASSOCIATION PRESIDENT: Daisy Jimenez

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** 606

NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Myrna Rodriguez

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
Betty Gonzalez-Soto	*Principal or Designee	
Theresa Massaro	*UFT Chapter Chairperson or Designee	
Daisy Jimenez	*PA/PTA President or Designated Co-President	
Gladys Martinez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Irsa Morales	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools)</i>	
	CBO Representative, if applicable	
Neida Guzman-Ettricks	SLT Chairperson, Sp. Ed. Teacher	
Lillian Santiago	UFT Member, Special Education Bilingual Teacher	
Andrew Villafañe	SLT Co-Chairperson, UFT Member, PE Teacher	
Olga Del Valle	Parent Member, 6 th grade student	
Brenda Ramos	PTA Secretary, Parent Member, Sp. Ed. 3 rd grade student	
Josie Ruiz	Parent Member, PK grade student	
Magdalena Adorno	Parent Member, ELL student	

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.

School Vision and Mission

Vision

Community School 211 will work together utilizing our resources to ensure that **every** student achieves at least one year of academic progress.

Mission

Community School 211 is a bilingual school committed to providing high quality education to all students by meeting their emotional, social, and educational needs. We maintain high academic standards, and fully utilize the resources of our parents, teachers, paraprofessionals and community. Thus, our environment enables future leaders to successfully manage the diverse challenges of this millennium.

Contextual Information About the School's Community and its Unique/Important Characteristics

Founded in 1969, Community School 211-the Bilingual Magnet School presently resides on 1919 Prospect Avenue between East Tremont and 176th Street. This pre-kindergarten to eighth grade school serves a population of approximately 681 students, as of 10/25/10, from culturally diverse backgrounds. The school is a central part of the community. The school building is a well-kept, modern four-story building where pride in the students' accomplishments is celebrated as evidenced by the prominently displayed student work. CS 211 is one of two schools residing in this building and all facilities are shared.

For the 2010-2011 academic year there is one bilingual (Spanish) class per grade from Kindergarten through 8th grade. There are three (3) bilingual (Spanish) inclusion classes. There are nine (9) self-contained special education bridge-classes. We have a push-in/pull-out ESL program for grades 1-8, which serves 48 students who are not in bilingual programs.

Overview of Instructional Programs and Special Initiatives

Our instructional program encompasses every curriculum area as mandated by the NYS Education Department and NYC Department of Education. Currently, our literacy program is based on the *Teachers College Readers and Writers Project* in a 90-minute literacy block for all students in grades K-8. Current strategies include the *New Continuum* for streaming students from self-contained Special Education classrooms for reading along with the general population. The bilingual classes at CS 211 follow a transitional model. The school's language allocation policy (LAP) narrative details the rationale behind and needs addressed by the school's approach. High quality instruction for LEP students is a priority at CS211 since our ELL population has increased substantially, many of them recent immigrants. Teachers work to differentiate instruction according to the levels of their ELL students as part of the 90-minute ESL block. Students are grouped by performance level to assure the most appropriate targeted instruction. As students make the transition from being Spanish-dominant to being bilingual, they transition to monolingual general education classes. The school also uses additional materials to support newcomers and Students with Interrupted Formal Education (SIFE)

who have additional academic needs as well. Further intervention for our LEP students is provided through an after school ELL Academy by spring 2011.

In mathematics, a diagnostic assessment is given at the beginning of the school year in order to collect data to inform instructional decisions related to math grouping in classes, and to determine students' strengths and challenge areas in math. Our students have consistently performed higher on the New York State Math Assessment than on the ELA assessment. For this reason our resources are focused more on reading and writing.

In science, students are given opportunities to model scientists' methods of investigation through a "hands-on" workshop model, inquiry-based approach that incorporates scientific thinking processes. The school has four science cluster teachers that serve grades K-8. Each class receives science laboratory activities as part of the core curriculum. During the month of April all teachers and students participate in a school wide science fair. The *Cookshop Classroom* is a multidisciplinary program integrating vocabulary, natural science, home economics and math. Several special education classes and general education classes participate in the program. Children take home newsletters, recipes and other educational and informational tools, encouraging students to cook at home with their families and reinforcing their new cooking skills, and increases healthier food behaviors. Many of our classes visit the Museum of Natural History to enrich science and other curricula.

In Social Studies, students participate in research projects throughout the year. Projects are developed in coordination with the classroom teacher, and the school library and technology/media specialist. Class field trips further enhance the students' learning. Additionally, to support professional development efforts in the social studies and to positively impact student achievement, several teachers participate in the Teaching American History grant for over four years, a partnership with Fordham University and Lehman College.

Three Regents courses are offered to advanced bilingual and monolingual 8th grade students during afterschool hours from 3:00 pm to 5:00 pm two days per week. The courses offered are: Earth Science, Integrated Algebra and Spanish Proficiency. Through these courses, one-third of our 8th grade students graduate from CS 211 with at least one high school credit.

Academic Intervention Services (AIS) are provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. There is one full-time AIS teacher who provides Tier II intervention in the areas of math and literacy (Read 180) with students in grades 6-8. There will also be an AIS teacher funded by a CEIS grant for students in grades 3-5. The school also conducts Academic Intervention Service programs such as: Extended Day, Saturday Academy, ELL Academy, and Summer School Program.

CS 211 enjoys several excellent partnerships. Since spring 2010, the Children's Aid Society has provided afterschool and Saturday classes and activities for students and parents. A Saturday Academy during Fall 2010 provides parents with classes in technology and ESL. The Theater of American Ballroom Dancing offers ballroom dancing instruction. City Center offers a modern dance program with the Alvin Ailey Dance Group and the Paul Taylor dancers, and a musical theater partnership facilitated by the Encore Program. There are educational partnerships with Plimoth Plantation in Massachusetts, as well as with Phillipsburg Manor in Tarrytown and Constitutional Hall in Philadelphia. Our students visit the Metropolitan Museum of Art, the Morgan Library Museum and the City Museum of New York. We are renewing our partnerships with the Bronx Botanical Garden and the New York Zoo. The Gethsemane Baptist Church and the Police Athletic League are long time friends and neighbors who support our students in all their activities. We also have a partnership with the Boy Scouts of America for boys in grades 1-5.

Inquiry Teams have been formed at each grade level. Data from ARIS and NYSMART, as well other periodical assessments, guides teachers in focusing instruction, developing strategies and best practices to help targeted students improve their ELA and Math academic performance.

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. 211				
District:	12	DBN #:	12X211	School BEDS Code:	321200010211

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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" 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	36	33	36		90.6	90.9	TBD		
Kindergarten	39	45	42						
Grade 1	49	48	51	Student Stability: % of Enrollment					
Grade 2	50	49	62	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	49	55	48		93.7	91.4	TBD		
Grade 4	49	55	52						
Grade 5	69	50	71	Poverty Rate: % of Enrollment					
Grade 6	101	129	78	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	98	105	129		90.2	95.6	96.5		
Grade 8	102	108	104						
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		15	7	TBD		
Grade 12	0	0	0						
Ungraded	29	23	26	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	671	699	699		27	31	44		
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	91	106		Principal Suspensions	14	2	TBD		
No. in Collaborative Team Teaching (CTT) Classes	12	9		Superintendent Suspensions	9	14	TBD		
Number all others	36	38							
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	154	136	161	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	64	73	55	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	34	10	65	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	50	62	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	6	19	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	TBD	2	TBD
	1	2		Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	68.0	61.3	TBD
Black or African American	12.1	11.8	13.9	Percent more than five years teaching anywhere	64.0	54.8	TBD
Hispanic or Latino	86.9	87.5	84.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.4	0.4	Percent Masters Degree or higher	80.0	68.0	TBD
White	0.4	0.3	0.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	63.9	90.4	TBD
Multi-racial							
Male	52.1	49.6	47.4				
Female	47.9	50.4	52.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	IGS	ELA:	N/A
	Math:	IGS	Math:	N/A
	Science:	IGS	Grad. Rate:	N/A

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	✓ ^{SH}	✓					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	82.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.0	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Summary of Data Analysis/Findings

An analysis of all students tested in ELA in our school, from Grades 3-8, from 2009-2010, indicates the following:

- 31% of students performed at Level 1.
- 48% of students performed at Level 2.
- 24% of students performed at Level 3.
- 1% of students performed at Level 4.
- The overall number of students performing at Level 3 or 4 reached 25%.

Analysis of all students tested in Math from Grades 3-8, from 2009-2010, indicates the following:

- 18% of students performed at Level 1.
- 44% of students performed at Level 2.
- 31% of students performed at Level 3.
- 7% of students performed at Level 4.
- The overall number of students performing at Level 3 or 4 reached 38%.

Trends:

Our school community celebrated the achievement of receiving an A on the 2009-2010 Progress Report, which we have maintained since the 2007-08 Progress Report. We shared the good news with students, teachers, parents and other stakeholders. We recognize that our challenge is to continue maintaining that A status, because we have more students testing, more English Language Learners and more students with IEPs.

Aids:

The 2007 Quality Review identified several well developed areas including: the collection and use of data, setting and revisiting measurable goals, support for students in greatest need of improvement, excellent relationships with parents, a rich and varied curriculum, a positive school environment, teacher collaboration,

support for new teachers, excellent partnerships with outside entities, and committed leadership. These areas continue to be focal points for our school's community.

Other important elements that aid the continuous improvement of our students' academic achievement are the high quality teachers in the school. Our faculty is consistent, resulting in a low turnover rate each year. They are also highly qualified. All are fully licensed in the areas they are assigned and permanently assigned to the school. A majority of teachers hold Masters Degrees and are experienced teachers.

Barriers:

The 2009-2010 School Survey identified of several challenges that we are addressing:

- A significant number of students come into the school lacking basic skills in both reading and mathematics. We work to implement effective strategies to support these students' progress and will improve instruction for special education students by increasing participation in the general education programs.
- CS 211 will provide appropriate professional development for teachers in strategies to meet the needs of targeted populations, including training in effective strategies for meeting the needs of Special Education students and ELLs.
- Students requested a more targeted health curriculum. For the 2010-2011 school year we have implemented the DOE health curriculum, with classes organized by gender. Also, physical education classes in grades 6-8 have been programmed by gender.
- In order to improve the overall school environment, the school discipline program has been strengthened, with the participation of staff, student volunteers and parental support. Enforcement of the school's uniform policy has been upgraded.

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.

1. English Language Arts

Increase the reading achievement levels of all students in CS 211. Currently 26.3% of the students measured at proficiency on the Progress Report. Our goal is to increase by up to 5% the number of students performing at proficiency level on the 2011 NYS ELA, thus raising that number to 31.3%. Also, the number of students performing at Level 1 will decrease by up to 5%. By May 2011, students in grades 1-8 will read independently a minimum of 25 books on their grade level, as measured by a reading response log.

2. Mathematics

Increase the mathematics achievement levels of all students in CS 211. Currently 41.6% of the students measured at proficiency on the Progress Report. Our goal is to increase by up to 5% the number of students performing at proficiency level on the 2011 NYS ELA, thus raising that number to 46.6%. Also, the number of students performing at Level 1 will decrease by up to 5%.

3. Social Studies

All students will increase their understanding of major ideas, eras, themes, developments, and turning points in history, and develop the various intellectual skills needed in social studies (i.e. document based questions/responses), as measured by periodic classroom assessments and assignments such as the 8th Social Studies Exit Project.

4. Science

Increase the science achievement levels of all tested students in CS 211 (grades 4 & 8) by decreasing the percentage of students performing at level 1 by up to 5%, and increasing the percentage of students performing at Level 3 or higher by up to 5% on the spring 2011 NYS Science Assessment.

5. English as a Second Language

Increase the performance of ELLs on the NYS ELA assessment in 2011. Up to 10% of ELL population will improve up to 30 points on the Scale Score. Increase the number of ELL students performing at Proficiency Level on the 2011 NYSESLAT by up to 5%.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts (Reading, writing, and accountable conversations)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the reading achievement levels of all students in CS 211. Currently 26.3% of the students measured at proficiency on the Progress Report. Our goal is to increase by up to 5% the number of students performing at proficiency level on the 2011 NYS ELA, thus raising that number to 31.3%. Also, the number of students performing at Level 1 will decrease by up to 5%. By May 2011, students in grades 1-8 will read independently a minimum of 25 books on their grade level, as measured by a reading response log.</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"> ➤ Comprehensive literacy instruction, aligned with State and City standards, will provide opportunities for students to improve their reading and writing abilities through shared reading, guided reading, independent reading, read aloud, author studies, genre studies, writer’s workshop, journal writing and the use of technology. Students will be placed in flexible groups according to their instructional level. ➤ Theme-based instruction will be aligned with State and City standards. As part of our comprehensive program for the provision of Academic Intervention Services, our after-school programs will be aligned with the regular school day program. Learning experiences will engage students in speaking, listening, questioning, reading, writing and accountable conversations. Home/school sharing of ideas, strategies and materials will allow for reinforcement of concepts learned in school. The AP and Grade Leaders will work out alignment issues. The ELA teachers will collaborate on theme-based instruction. The Parent Coordinator and the Parents’ Association President will provide alternatives for parents of all students to participate in academic programs that meet their educational needs. Attendance will continue to be monitored to assure participation of identified at-risk students. Students will utilize technology resources for research and projects. ➤ Inquiry Teams to look at ELA data to identify skills needed for bilingual and special needs students ➤ Adjusting and modifying the English Language Arts Action Plan as needed.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Resources: Principal, Assistant Principals, Classroom Teachers, Literacy Coach, other instructional providers, and instructional materials Approximately: \$ 1,445,000 Funding Sources: Tax Levy, Title I, Title III, PCEN, ELL Program Grant Summer 2010</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Pre-Test in September; Periodic Assessments Fall and Winter; ITA during Fall and Winter.
- Mid-Terms Exams (January); Simulation Test (March); State Test (Spring); Final Exams (June)
- In grades 3-8, number of students scoring at or above Level 3 on the NYC ACUITY Assessments will increase up to 5% in each grade.
- In grades K-3, students will be assessed once every 3 weeks to monitor their academic progress.
- Evidence of growth in reading – fluency, stamina, vocabulary, range of genre, quality of reader response - as measured by ongoing teacher assessment throughout school year.
- Evidence of growth in writing – length of piece, skilled use of language conventions, variety in genre, increasing independence as a writer, achievement of personal writing goals - as measured by a quarterly student portfolios review throughout school year.

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- Pre-Test in September; Periodic Assessments Fall and Winter; ITA during Fall and Winter.
- Mid-Terms Exams (January); Simulation Test (March); State Test (Spring); Final Exams (June)
- In grades 3-8, number of students scoring at or above Level 3 on the NYC ACUITY Assessments will increase up to 5% in each grade.
- In all grades, students will be assessed using Mathematics Achievement Predictor, unit tests and teacher-created tests to monitor their academic progress.
- Evidence of growth in math comprehension as measured by ongoing teacher assessment throughout school year.
- Evidence of growth in problem-solving ability as measured by ongoing teacher assessment and student math journals throughout school year.
- Increase in the percentage of 8th grade students achieving a passing grade on the June 2011 Integrated Algebra Regents test.

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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English as a Second Language

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the performance of ELLs on the NYS ELA assessment in 2011. Up to 10% of ELL population will improve up to 30 points on the Scale Score. Increase the number of ELL students performing at Proficiency Level on the 2011 NYSESLAT by up to 5%.</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"> ➤ Grouping for ESL/ELA instruction by proficiency level. ➤ NLA reading instruction aligned to ELA reading skills to help students achieve transfer of skills to target language. ➤ ESL methodologies implemented in other content areas. ➤ Extended day programs provide targeted instruction to ELLs. ➤ Individualized instruction for ELLs in monolingual classes based on NYS Assessments, ACUITY scores, NYSESLAT results and other classroom assessments. ➤ Inquiry Teams to look at ELA data to identify skills needed for bilingual and special needs students ➤ Training, workshops and support for parents of ELL students. ➤ Adjusting and modifying the English as Second Language Action Plan as needed.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: Principal, Assistant Principals, Bilingual Coordinator, Teachers, ESL Teachers, AIS Teachers, other instructional providers, Testing Coordinator, Literacy Coach Funding: Tax Levy, Title III, ELL Program Grant Summer 2010</p>
<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"> ➤ Pre-Test/ DRA (September); ITA Fall and Winter; Mid- Term Exam/DRA (January); Periodic Assessment Fall and Winter; NYSESLAT Simulation (May); Final Test (June) ➤ NYSESLAT Spring ➤ Citywide Periodic Assessments ➤ Teacher-designed assessments ➤ ACUITY & SCANTRON customized assessments

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	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	1
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	2	0	0	0
5	0	0	0	0	2	0	2	0
6	11	14	0	0	3	0	0	0
7	10	6	0	0	2	0	0	0
8	11	12	0	2	3	0	2	0
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:	Students identified to receive AIS in ELA receive instruction using programs like the Harcourt Intervention Program, and strategies that access academic data. They receive explicit teaching of phonemic awareness, phonics, comprehension and fluency (based on Fontas & Pinnell for reading and Lucy Calkins for writing). The Comprehensive Balanced Approach to Literacy provides the framework in which instruction is being delivered. Students in the early childhood grades who are ELLs not identified to receive AIS in English due to their newcomer status receive AIS in Native language arts. Spanish AIS programs include: Harcourt Trophies Decodable Books, Lexia Learning System and Voyager Passport. At the middle school level, they use Read 180 from Scholastic. Students are taught in small groups during the school day, including during the 37.5-minutes sessions Monday through Thursday.
Mathematics:	Students identified to receive AIS in mathematics receive instruction using a variety of programs and strategies. Programs used are: Everyday Math Games and a supplemental intervention program by Breakaway Math. Students receive support through mathematics games, activities and journals. Students also practice mathematics communication skills, paraphrasing explanations, playing “prove it,” where students “teach” or think out/explain their responses. English as Second Language strategies are employed for English language learners taught in English. Students are taught in small groups during the school day, including during the 37.5-minutes sessions Monday through Thursday.
Science:	Science texts and information are incorporated into ELA and mathematics in the AIS program. For example, in grade 4, GLOBE elementary science books and curriculum are used. Students receive small group instruction for ELA and Mathematics AIS during which science is taught through these content areas.
Social Studies:	Social Studies AIS is given to students using primary source documents and inquiry-based learning. Texts and information are also incorporated into ELA and mathematics in the AIS program. Students receive small group instruction for ELA and Mathematics AIS during which Social Studies is taught through these content areas.
At-risk Services Provided by the Guidance Counselor:	Individual and small-group counseling sessions for at-risk students in grades K through 8. Parents of ELL students in the 8 th grade receive orientation and information about the High School application process, and support according to their individual needs.
At-risk Services Provided by the School Psychologist:	

At-risk Services Provided by the Social Worker:	Individual and small-group counseling for at-risk students referred by teachers in grades K through 8.
At-risk Health-related Services:	Asthmatic and diabetic students receive one-to-one and small group instruction on prevention and treatment. The school nurse gives medication (i.e. nebulizer, pills) and maintains a record of students' health conditions as identified by their families and by screening within the school. Families are referred to low-cost and free health services for children.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) Pre K - 8 Number of Students to be Served: 222 LEP 457 Non-LEP

Number of Teachers 62 Other Staff (Specify) 28 Paraprofessionals, School Aides and Parent Coordinator

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.

➤ Please refer to the attached 2010-2011 LAP.

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.

➤ Please refer to the attached 2010-2011 LAP.

Section III. Title III Budget

School: 12X211 BEDS Code: 321200010211

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	\$30,000	Per session- direct instruction for the ELL after-school program
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials ➤ Must be supplemental. ➤ Additional curricula, instructional materials. Must be clearly listed.	\$5,580	Purchase educational materials from DOE authorized vendors
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$35,580	

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.
 - Based on the data of our school population, one-third (222) of our students are English Language Learners (ELLs), so all communications are provided in English and Spanish, the language of the majority of our parents.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - We found that parents responded more quickly and more often when information was provided in their native language. The finding was reported to the community via mail and conversations with school leaders. They were reported to the school community via the School Leadership Team, PTA meetings and Faculty Conferences

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - All letters and home/school communication at CS 211 are sent in both English and Spanish, the main language of our ELLs. Documents are translated on-site by school staff.
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.
 - Oral interpretation is offered during Parent Teacher Conferences, Special Assemblies, Graduation Ceremonies and other meetings, providing parents with information in a language (Spanish) they can understand. This translation will be provided by school staff.

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>.
- All written communication is translated from English to Spanish

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:	\$908,014	\$9,515	\$917,529
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,080	\$95.15	\$9175.15
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$45,401	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$90,801	*	

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

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

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

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

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

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

C.S. 211 Parental Involvement Policy 2010 -2011

1. C.S. 211 will take the following actions to involve parents in the joint development of its School wide Parental Involvement Plan under section 1112 of the ESEA:

The policy will be developed through the collaboration with the Parent Teacher Association, Parent Coordinator, School Leadership Team and Administration.

- The Principal will conduct a series of meeting with all shareholders to develop guidelines and polices acceptable by all.
- Signatures will be gathered to show evidence of parent participation and acceptance of policy.
- The Parent Coordinator in conjunction with the PTA will distribute in a timely manner all dates and times of upcoming meetings and activities related to the policy.
- Letters will be sent home to parents periodically by students informing them of upcoming meetings.

2. C.S. 211 will take the following actions to involve parents in the process of school reviews and improvement under section 116 of the ESEA:

- 50% of the School Leadership Team will be comprised of parents. Parents will be informed of this opportunity on an ongoing basis.
- Quarterly principal meetings will be held with the PTA Executive Board throughout the year.
- The Parent Coordinator will conduct workshops throughout the year informing parents of the curriculum, promotional policies, standards, school related data, Public School.
- The Parent Coordinator in conjunction with the PTA will survey the parent population annually in order to generate Learning Leaders who become an integral support to classroom instruction.
- The Parent Coordinator and administration will distribute and articulate the school report card to all parents annually.

3. C.S. 211 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

A series of workshops will be provided for parents throughout the school year to address techniques and strategies beneficial to parents when analyzing school performance (computer training, ESL, Spanish as a Second Language, IEP, health, curriculum mapping, test sophistication, etc.)

- Parents are informed of and part of the planning through their participation in important committees of Academic Intervention Services available at our learning community.

- The Parent Coordinator will serve as a parent representative on the school's Professional Learning Team, Design Team and Pupil Personnel Committee to turnkey information to the parents.
- Parents will be members of the School Leadership Team where students' academic achievement in school performance are reflected up throughout the year.
- Parents will participate in a Saturday Academy to improve their skills in English and in Technology.

4. C.S. 211 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Pre-Kindergarten Universal Program, Teachers College, by encouraging parents to become instructional volunteers through the Learning Leaders Program offering support in curriculum initiatives.

5. C.S. 211 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its [Title I, Part A] school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The Parent Coordinator will conduct an end of the year survey which will measure the effectiveness of the school parent policy.
- Principal will conduct an end of the year meeting with the PTA Executive Board with the present year policy.
- The School Leadership Team will also conduct an end of the year evaluation on the effectiveness of the policy.

ADOPTION: This school wide Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A programs, as evidenced by these signatures:

Principal
 Parent Coordinator
 PTA President
 School Leadership Team Representative

This policy was adopted by C.S. 211 on 6/28/10 and will be in effect for the period of September 2010 until June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2010.

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Community School 211 Parent Compact 2010-2011

The school and parents working cooperatively for the successful education of the children agree:

The School Agrees

- To: convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To: Offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend at regular school meetings.
- To: actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- To: provide parents with timely information about all programs.
- To: provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To: provide high quality curriculum and instruction, with academic interventions that ensure all students succeed.
- To: deal with communication issues between teachers and parents through:
 - parent-teacher conferences at least annually
 - frequent reports to parents on their children's progress
 - reasonable access to staff
 - opportunities to volunteer and participate in their child's class.
- To: assure that parents may participate in professional school

The Parent/Guardian Agrees

- To: become involved in developing, implementing, evaluating and revising the school-parent involvement policy.
- To: participate in or request technical assistance training that the local education authority or school offers on child reading practices and teaching and learning strategies.
- To: work with his/her child/children on school work; read for 15 or 30 minutes per day to kindergarten through 1st grade students; and listen to grade 2 and 3 students read for 15-30 minutes per day .
- To: monitor his/her child's/children's:
 - attendance at school/extended day programs
 - homework
 - television watching
- To: share the responsibility for improved student achievement by encouraging their child to participate in academic intervention services and extended day programs provided by the school.

development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

To: ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

To: communicate with his/her child's/children's teachers about their educational needs.

To: be active role models for their children by modeling good citizenship, conflict resolution skills and positive behavior that generates solid learning communities.

We agree to work together to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Signature of School Principal/Teacher

Signature of Parent/Guardian

Type/print name

Type/print name

Firma de la directora/maestro(a)

Firma del Padre o Guardián

Nombre en letra de molde

Nombre en letra de molde

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.
 - Community School 211 will implement the use of effective strategies to address the large number of students lacking basic skills in both reading and mathematics and will improve instruction for special education students by increasing opportunities for participation in general education programs.
 - Additionally, the school will provide appropriate professional development for teachers in specialized strategies to meet the needs of targeted populations as well as training in effective strategies for meeting the needs of the growing ELL population.
 - Thus, CS 211's Comprehensive Education Plan for 2010-2011 will reflect a concerted effort and specific plans to address the low academic achievement of **all** students, with an emphasis on focused interventions for the special education and ELL students.

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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Based on our analysis of the data, and all relevant findings, the following are implications for our instructional program for Grade 3 through 8 students:

- a. Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a 90-minute literacy block and daily writing activities across the content areas.
- b. The use of curriculum maps aligned to state standards in order to reinforce communication and avoid gaps or repetitions across the grades.
- c. Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- d. Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of targeted populations.
- e. Teachers, including cluster teachers and resource room teachers, will use data from the state, interim and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students according to their academic needs. They will receive professional development training in accessing this information from the Internet in order to improve lesson planning.
- f. Teacher, student and family use of Aris Parent Link in order to keep track of student performance, address areas of weakness and strengthen the home-school connection regarding understanding of student progress, content and assessment approaches.
- g. Teachers will reinforce literacy strategies during content area instruction.
- h. Investigation of best practices for sustaining and accelerating the achievement of English language learners across content areas.

- i. Intensive professional development will be provided in the following areas:
 - i. The components of a 90-minute literacy block
 - ii. The use of specialized strategies to meet the needs of special education students
 - iii. ESL strategies and the ELL standards
 - iv. Effective strategies for teaching reading, including: identifying sequence, main idea and theme; and understanding literary terms and types of writing

3. Instruction by highly qualified staff.

- CS 211 provides instruction by highly qualified teachers.
- One hundred percent (100%) of the teachers are fully licensed and permanently assigned to the school. Sixty-five percent (65%) of CS211 teachers have more than two years of teaching experience in the school. Fifty percent (50%) of the teachers have more than five years of teaching experience. Sixty-three percent (63%) of our teachers have achieved a Masters Degree or higher.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Professional development is coordinated by our administration, literacy coach, and other Tier III members. These staff members continually communicate with each other about developing curricula and instructional materials, different ways to assess learning, effective planning for teachers, and assessing teachers' needs for differentiated professional development. The team meets regularly to reflect and refine school-based practices and update professional development plans. They work with staff to strengthen their knowledge base in literacy, mathematics, and other content areas. Professional development sessions are followed-up with classroom application, informal and formal observations to determine if effective practices are being implemented, and sharing of teacher feedback during grade meetings. Most professional development is delivered in the teachers' classrooms and at the staff development workshops held during grade meetings, common planning periods, "lunch and learn" and after school.

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

- Our learning community at CS211 affords highly qualified teachers the opportunity to participate in various stimulating and challenging professional development activities. This is made possible by the flexibility of our funds and the coordinated efforts of our experienced administration, literacy and math coaches, AIS teachers, and other talented educators. This is complemented by our positive school climate, unified staff, strong parental involvement efforts, and our school wide discipline code.

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

- Offer workshops in specific academic topics (i.e. ELA/literacy, Math, Health, etc.) aligned with curriculum maps and related assessments.

- Offer workshops in other areas of interest and concern for parents: use of standards and rubrics, the Special Education Continuum, nutrition (through Cornell University), HIV/AIDS awareness, transition to Middle School, safety, managing finances and using a budget, communication with adolescents, accessing community and online resources, graffiti and gang awareness, domestic violence, cancer awareness and screening, and others.
- Classes for parents in ESL, computers, and arts and crafts.
- Participation in conferences (ELL, UFT, others), a book club, trips, luncheons, and celebrations.

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.

- After students are registered in the Universal Pre-K Program and before September, we provide a student – teacher interview to establish a positive student-teacher relationship.
- Parent Orientation meeting is conducted to articulate all rules and school procedures for a smooth transition.
- Staggered admission during the first week of school to accommodate the transition from early childhood to Pre-K.
- Support service is provided by a Family Worker who assists parents and students through the educational transition from early childhood to Pre-K.
- We conduct workshops, do home visits, and track student attendance to assure student success.

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.

- There is articulation among teachers, administrators, AIS providers, and coaches to provide information to make decisions on the use of academic assessments.

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.

- Use data from Winter/Spring standardized tests to identify students for AIS. Students identified will be matched up with appropriate intervention programs.
- Use Reading First assessments such as DIBELS to identify “intensive” students in grades K-2. Intensive students will receive AIS.

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.

- Several programs and initiatives, which address the above issues have been instituted within the school:
 - During Friendship Day, students participate in conflict resolution sessions.
 - The school has a nutrition committee on which several students serve.
 - Several classes in the school participate in the Cookshop Classroom (special education-various grades, early elementary classes).

- Students in the middle school receive career education.
- Parents are offered Learning Leaders training to assist in the classroom and also are offered workshops on topics pertaining to child development.
- Parents are a vital component of this year’s Children Aid Society program.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in

such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the 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	✓			\$762,732	✓	
Title I, Part A (ARRA)	Federal	✓			\$9,420	✓	
Title II, Part A	Federal	✓			\$32,451	✓	
Title III, Part A	Federal	✓			\$35,580	✓	
Title IV (Sapis)	Federal			✓			
IDEA	Federal	✓			\$329,824	✓	

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.

Tax Levy	Local	√			\$3,647,124	√	
----------	-------	---	--	--	-------------	---	--

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS: Not Applicable to CS211

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

Not Applicable to CS211

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: In Good Standing **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.

Not Applicable for CS211

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.)
 - According to ATS data 21 students are currently in temporary housing attending our school.
2. Please describe the services you are planning to provide to the STH population.
 - Students received assistance with school uniform expenses, metro card if needed for transportation, health/dental referrals, free lunch, visual and hearing screening, tutorial sessions when necessary, participation in after school programs and educational trips as well as assistance with graduation expenses for those students in Kindergarten or eighth grade.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 211					
District:	12	DBN:	12X211	School		321200010211

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	33	36	36		90.6	91.1	90.7
Kindergarten	45	42	45				
Grade 1	48	51	46	Student Stability - % of Enrollment:			
Grade 2	49	62	47	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	54	48	58		91.4	92.3	88.5
Grade 4	55	52	59				
Grade 5	50	71	52	Poverty Rate - % of Enrollment:			
Grade 6	129	78	93	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	105	129	88		90.2	96.5	97.1
Grade 8	108	104	133				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	25	39
Grade 12	0	0	0				
Ungraded	23	26	24	Recent Immigrants - Total Number:			
Total	699	699	681	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					31	62	44

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	106	91	81	Principal Suspensions	19	28	31
# in Collaborative Team Teaching (CTT) Classes	9	8	12	Superintendent Suspensions	14	17	27
Number all others	38	53	55				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	138	161	TBD	Number of Teachers	62	64	64
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	19	7
# receiving ESL services only	71	55	TBD				
# ELLs with IEPs	14	65	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	8	7	18

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
	2	3	25	% fully licensed & permanently assigned to this school	100.0	100.0	96.6
				% more than 2 years teaching in this school	61.3	65.6	78.1
				% more than 5 years teaching anywhere	54.8	50.0	56.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	68.0	63.0	68.8
American Indian or Alaska Native	0.1	0.0	0.0	% core classes taught by "highly qualified" teachers	90.4	91.8	82.0
Black or African American	14.2	13.9	13.4				
Hispanic or Latino	84.8	84.7	85.8				
Asian or Native Hawaiian/Other Pacific	0.4	0.4	0.4				
White	0.4	0.4	0.4				
Male	48.6	47.4	48.0				
Female	51.4	52.6	52.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-				
Multiracial						
Students with Disabilities	v	v				
Limited English Proficient	vsh	v				
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:			NR	
Overall Score:	72.9	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	6.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	51.1					
<i>(Comprises 60% of the</i>						
Additional Credit:	9					

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

Community School 211 – The Bilingual School Language Allocation Policy (LAP) Narrative 2010-2011

The Community School 211 – The Bilingual School learning community consists of a variety of Spanish speaking students from various Latin American countries. The community is surrounded by New York City housing projects, a domestic violence shelter, low-income tenement buildings, and private houses. There is a steady increase in the number of recent immigrants to the United States living in our learning community. Many of the families have low incomes and are headed by parents who never completed the eighth grade. This situation presents a great challenge to our learning community in serving this special population of parents and students.

Our school has implemented a Transitional Bilingual (TBE) Program based on the Home Inventory Language Surveys (HILS) and parental input. We have one bilingual class on each grade level from Kindergarten through 8th. The number of students registered in these classes fluctuates between 15-25 students.

The bilingual classes are self-contained to accommodate 90 minutes of Native Language Arts (NLA). Additionally, we provide the mandated minutes for ESL based on the students' levels of language acquisition: 360 minutes for Beginners/Intermediate, 180 minutes for Advanced and Proficient students. Proficient students receive ESL services for a period of one year after passing the NYSESLAT, including testing modifications. Classroom teachers are also responsible for providing ESL instruction through other content areas. Advanced students are mainstreamed to monolingual classes during the literacy block. Although many parents request our Transitional Bilingual Program, we educate and inform them about how to choose the proper program that will address their children's needs. Based on this additional information, some parents realize the benefits of placing their child in a monolingual setting with ESL pull-out services. The ESL teacher pulls the students out of their classes and instructs them in the ESL classroom for the predetermined amount of time mandated. Where applicable, the ESL teacher also pushes in during classroom instruction.

The content area data shows that the gap has narrowed between ELL performance and the overall student population's performance. A science teacher will continue to work primarily with the school's bilingual population. Within the teaching of English and Native Language Arts, the content areas of math, science and social studies will continue to be addressed. At the same time, academic language development should be fostered through the content areas being taught. Curriculum mapping has helped to address issues of content performance. Mapping has helped to ensure that gaps and unnecessary repetitions are avoided across the grades. The school recognizes the importance of all families and their interests in their children's education, both in terms of language development and in content. One of the school's main initiatives from the previous school year was to inform families about curriculum maps across the grades. Additionally, within the school, themes addressed in the curriculum maps are being shared school-wide, allowing all staff that teach ELLs to address curriculum in a unified and consistent manner in both students' first and second languages according to state standards.

Data from the LAB Spanish scores, El Sol, and EDEL is used by the classroom teachers to determine placement in appropriately-leveled Native Language Arts instruction. This data is also used as a tool to identify targeted skills to be addressed during instruction.

To address the needs of Students with Interrupted Formal Education (SIFE), teachers offer additional instruction time during their preparation and/or professional periods, therefore, specific areas are targeted to help those academic gaps. Appropriately leveled materials for SIFE learning have been gathered by the classroom teachers, along with the bilingual coordinator, the reading coach, the math coach and the Academic Intervention Services (AIS) teachers. One example of materials being identified for use with SIFE is the Lexia Reading System "Inicio a la lectura." This program is used in the bilingual classrooms, by the AIS teachers, and the related service providers. Additionally, the AIS teachers work with long-term ELLs in different grades. SIFE instructional materials are also included in the after school program for ELL students. While these efforts have proved to be helpful, it is essential that our

school deliberately plan to consistently and systematically address the needs of the SIFE population.

The school has also considered the needs of newcomers to the school. For the past three school years the school provided an ESL Academy, which we will continue this year. In this ESL Academy the students are grouped according to their NYSESLAT and LAB-R levels. Two days in the after school program are devoted to ESL to provide ELL students with extra exposure to the English language. In addition, the instructional materials that the bilingual classrooms utilize have a component that addresses the newcomers' needs. In each lesson, using the point of entry model, the teacher provides a mini-lesson and individual group work to address the skills needed for the newcomers.

Our school continues to analyze and consider specific needs of long term ELL students, not only on an academic level, but in terms of social and emotional aspects as well. Staff engages in ongoing conversation regarding student's social and academic needs through articulation with one another and, when needed, with the school's bilingual guidance counselor and Pupil Personnel/Academic Intervention Committee.

To address students who have reached an advanced NYSESLAT level, there are several approaches that have been taken:

1. Streaming in English classes for more exposure to the English Language,
2. Purchasing materials at their instructional level,
3. Providing classroom libraries with more English books at appropriate levels,
4. ESL teacher does pull-out classes with students who need focused instruction to reach English proficiency level, and
5. Analyzing NYSESLAT data to address specific needs of the students.

As in past years, teachers and parents will attend NYSABE and TESOL conferences. On the school level, bilingual and ESL teachers will continue to meet as a cohort to discuss materials, student placement, preparing for the NYSESLAT and how parents will be informed. A few of the school's teachers have completed graduate coursework in TESOL instruction.

In order to strengthen professional learning of Best Practices for ELL students we have offered professional learning topics which included and addressed scaffolding

of language for academic learning, teaching to the ESL standards, and language functions. The Professional Learning sessions were offered to both bilingual teachers and teachers of monolingual classes so that our teachers better understand the needs of recently transitioned ELLs, both academically and emotionally. Writing is the area on the NYSESLAT that has kept many of our students from reaching the proficiency level. This school year we will continue to address the writing skills of our ELLs.

All ELL students are highly encouraged to attend the Extended Day program and the Saturday Academy to continue to strengthen their English skills. The Extended Day program will be provided four days a week for two hours each day (2 days for ELA instruction and 2 days for math instruction). The Saturday Academy will be provided for three hours each Saturday. This year we will continue the support for the ELLs through various interactive and on-line based software programs such as *Imagine Learning English*, *Ellis Essentials*, *Ticket to Read* and “Read 180.”

As stated earlier, each grade level will form an Inquiry Team and will include teachers of bilingual classes. These grade level Inquiry Teams will determine which students they want to target by analyzing their performance data. This will assist teachers in focusing instruction, developing strategies and best practices to help ELLs ultimately achieve ELA and Math academic proficiency.

The LAP is based on student’s language proficiency levels.

- Beginners and intermediate students receive 60% of their instruction in their native language and 40% of instruction in the target language. These students receive 360 minutes of ESL per week.
- Advanced level students in bilingual classes receive 25% native language instruction and 75% instruction in English. They receive 180 minutes of ESL weekly. These students receive English Language Arts (ELA) instruction, and one period of Native Language Arts (NLA) per day. The Advanced students in monolingual classes receive Math instruction in English with support through ESL methodologies and strategies. In addition, other subject teachers provide classes in English to expose the students to the target language.