



**THE MULTICULTURAL MAGNET SCHOOL
PUBLIC SCHOOL 212X**

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

SCHOOL: 12X212
ADDRESS: 1180 TINTON AVENUE, BRONX, NY 10456
TELEPHONE: (718)842-2331
FAX: (718)842-8677

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 212x **SCHOOL NAME:** Multicultural Magnet School

SCHOOL ADDRESS: 1180 Tinton Ave Bronx, NY 10456

SCHOOL TELEPHONE: (718) 842-2331 **FAX:** (718) 842-8677

SCHOOL CONTACT PERSON: Mr. Charles McWhales **EMAIL ADDRESS:** cmcwhal@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Ms. Maritza Machuca</u>
PRINCIPAL:	<u>Mr. Yohan Lim</u>
UFT CHAPTER LEADER:	<u>Ms. Hyacinth Hall</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Ms. Haydee Rodriguez</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>n/a</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** 608

NETWORK LEADER: RUDY RUPNARAIN

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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Charles P. McWhales	*Principal or Designee	
Hyacinth Hall	*UFT Chapter Chairperson or Designee	
Haydee Rodriguez	*PA/PTA President or Designated Co-President	
Haydee Rodriguez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mona Jeremiah	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Maritza Machuca	Member/Chairperson	
Neil Chambers	Member/Teacher	
Barbara Keis	Member/Teacher	
Sindi Ramos	Member/Parent	
Monica Harris	Member/Parent	
Jacqueline Padillas	Member/Parent	
Valery Nieves-Felix	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Mission

Our mission is to help students become lifelong learners and analytical thinkers. We are dedicated to developing the whole child, both emotionally and intellectually. Respect for the individuality of each child is central to our teaching philosophy. Our Pre-kindergarten to 8th grade program focuses on the integration of literacy and mathematics with the visual and performing arts and technology. Through intensive academic instruction, we wish to support their academic and social development by creating a safe and nurturing environment. This will be accomplished through high expectations and a supportive risk-free environment. **Through an appreciation for multi-cultures, students will develop feelings of pride, self-esteem and an appreciation for the similarities and differences among the people of the world.** The Multicultural Magnet School will continue to embrace and encourage a partnership between our students, parents, staff and community at large.

P.S. 212x, **The Multicultural Magnet School** maintains a very unique multicultural identify. We have students and faculty that represent countries around the world, including, the Caribbean, Latin America, the Middle East, Africa, China, and Southeast Asia.

In keeping with the **No Child Left Behind** legislation, our English Language Learners (**ELL**) students are assimilated into all school wide activities and programs. Classroom teachers utilize English as a Second Language (**ESL**) approach in teaching content area studies as well as literacy and math. Academic Intervention Services funds (**AIS**) are used throughout the school year to provide tutoring for students who have been identified as ELLs and need the additional support in all content areas. These services are provided by certified teachers using both push-in and pull-out approaches using Foundations and Wilson Program. Among our ELL's are students with interrupted or sometimes without formal education (**SIFE**) from their home countries. For these students, we have begun the Bridging the Gap Initiative where we hired teachers who speak the students' respective native languages to provide them with one-to-one instruction for the whole day on Wednesdays. This is done in collaboration with the students' classroom or homeroom teachers.

In all our curricula, we follow a workshop format for the delivery of instruction as prescribed in the Comprehensive Approaches to Balanced Literacy and Mathematics from Grades K-8: Interactive Mini Lesson, Partner and Small Group Work, Independent Work, Whole Class Sharing, Summary Applications and After Class Activities. Furthermore, our literacy curricula for grades K to 5 is Rigby Literacy by Design and 6 to 8 follow the Balanced Literacy format for Reading and Writing Workshop models respectively. Seamlessly, in both elementary and middle schools, literacy is taught through genres (fiction, non-fiction, poetry, feature articles, mysteries, plays, folktales, etc.) in all grades.

In the Math department, we follow the Everyday Mathematics Program in grades Pre-K-5 and Impact Math II in grade 6-8. Our mathematics teachers are supported by experts from CFN 608 who assist us in providing necessary professional development services to all our classrooms teachers.

Our classrooms have been equipped with smart boards and several up-to-date Dell computers to be used by students, parents and staff alike. Library services are offered to students in grades Pre-K-8 to reinforce

reading and research skills using classroom libraries. Our school technology lab consisted of 22 Dell computers which are all internet configured. Students in grades Pre-K-8 had access to the lab on a rotating schedule.

We provide After-school Supplemental Educational Services or tutorials in mathematics and English Language Arts for all our students who obtained levels 1 and 2 on both NYS Math and ELA tests administered during the spring of 2010. These services ranging from grades K through 8 take place on Tuesday, Thursday and Saturday and services are provided by School Professional, Inc. and Sports and Arts. Additionally, we have received special CHAMPS funding to provide enrichment services for our levels 3 and 4 students through sports. Our Physical Education teachers, Mr. Vargas and Mr. Flores teach the students how to play soccer, baseball and softball.

In keeping with our school mission, to expose our students to the visual and performing arts, we have retained the services of a professional performing art and music teachers. Both teachers collaborate with other staff members to align their curriculum with core subject areas. This joint collaboration allows ample opportunity for students to engage in learning that is linked and meaningful. We use our Project Arts funds to purchase musical instruments, art supplies, art programs and consultants

This year unlike previous years, we have two science laboratories: Elementary (3-5) Lab covered by Ms. Melanie Rodriguez and Middle School Lab (6-8) covered by Mr. Neil Chambers. These teachers have received adequate training in the methodologies of teaching science through inquiry and hands-on discovery investigations. The New York Science Kits for Grades K to 5, and FOSS and Lab-Aids Kits for Grades 6 to 8 to guide our students as they enhance their knowledge and understanding of concepts in Life science, Physical science and Earth science.

Our Social Studies program is driven by the NYS CORE Curriculum, with additional resources such as textbooks, classroom libraries, and Internet research. Last year, we purchased social studies text books from Scott Foresman for grades K-5. Our instructional programs are aligned with the NYS Standards and follow the Point of Entry Model (P.O.E.M.) model of instruction. Professional development for the staff continued this past year to prepare our Pre-K-5 teachers for the new curriculum. In addition, leveled trade books and other supplemental materials were purchased. During our professional development sessions the faculty meets to plan units of study that directly address the standards and curriculum.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided may vary, based on the individual needs of students, all Grade 3 to 8 students performing in Levels 1 and 2, and deemed to be at risk, including students in special education and English language learners, will receive appropriately targeted services. For our general education students, the school has developed the following Academic Intervention Service programs/and enrichment: Latin Language Lab to buttress English Language understanding and usage in small tutoring groups via Rosetta Stone and for our ELL students, we have established Language Clubs incorporated with the cultures of our new immigrant students to enhance their learning, understanding and usage of the English Language. Further support is ensured through our Extended Day after school programs and Saturday Academy via supplemental educational services (SES)

The Saturday Academy instructional program will enable students to enhance, enrich, and extend literacy and mathematics strategies acquired during the daily and after-school programs. During the Saturday Academy, students will develop in-depth content knowledge that is inquiry-based around themes/topics being taught throughout their entire instructional program. Students will be involved in projects that require them to discuss ideas (language/listening development). Students will work in various learning settings; i.e., paired, small groups, or individually. They will do extensive reading to develop schema around specific topics.

Independent reading materials, i.e., trade books and novels, leveled to meet student need, will be used. These books will be aligned to the themes being developed during the daily instructional program to ensure an in-depth understanding of text. Students throughout the grades will have access to books at both their instructional and independent levels. As students acquire more literacy strategies, the text materials will become increasingly more challenging and rigorous.

Professional development is coordinated by a Professional Development Team, which includes the Principal, Assistant Principals, UFT Chapter Leader, Staff Developers: Ms. Melanie Rodriguez, Sonia Rivera and Shirley Phillips and other potential grade leaders, who use fishbowl methodologies to work together to sharpen ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development. The team meets regularly through house meetings to reflect and refine school-based practices and up-date the professional development plans. This team will provide a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Most professional development will be delivered in the teacher's classroom.

PS/MS 212 will continue to take the pathway of continuous improvement, data-driven approach, students' assessment management system (SAMS) to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal.

The school's Family Support Team, with representation by administration, staff, parent, and support personnel, tailors pupil personnel services and policies to meet the needs of our educational community. The Family Support Team focuses on promoting parent involvement, creating individual student intervention plans, implementing attendance plans, and integrating school and community resources.

At PS/MS 212, we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. However, less than five percent of all parents are actively involved. Active parents are involved with School Leadership Team (SLT) and the Learning-Leaders Parent Volunteer Program, through which they support the school. We have an active Family Room. We are awaiting the services of our new parent coordinator to help restructure and raise our level of parent involvement.

PS/MS 212 enjoys collaborations with several community-based organizations, including Bronx Lebanon Hospital, Evening Adult Education, New York Botanical Gardens, Arts Connection, Crossroads/Good Shepherd Services, Bronx Psychiatric Services and the Primary Mental Health Project. These agencies provide on-going parent outreach, counseling and medical services, student tutoring, and referrals to other support agencies that are vital components of the Academic Intervention Services.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 212								
District:	12	DBN:	12X212	School BEDS Code:	321200010212				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
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	34	28	35		90.0	91.0	TBD		
Kindergarten	38	39	43	Student Stability - % of Enrollment:					
Grade 1	33	40	43	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	41	36	40		93.4	95.6	TBD		
Grade 3	35	35	35	Poverty Rate - % of Enrollment:					
Grade 4	30	29	38	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	36	25	33		86.5	87.0	95.9		
Grade 6	83	44	42	Students in Temporary Housing - Total Number:					
Grade 7	106	85	46	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	97	98	77		7	22	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		7	0	12		
Grade 12	0	0	0	Special Education Enrollment					
Ungraded	9	8	9	(As of October 31)	2007-08	2008-09	2009-10		
Total	542	467	441		7	0	12		
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		
# in Self-Contained Classes	57	34	30	Principal Suspensions	11	2	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	13	Superintendent Suspensions	30	9	TBD		
Number all others	30	41	23	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment (BE SIS Survey)				CTE Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	14	13	0	Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# receiving ESL services only	93	58	67	Number of Teachers	49	43	TBD		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	6	14	Number of Administrators and Other Professionals	14	13	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	10	8	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	1	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	36.7	62.8	TBD
				% more than 5 years teaching anywhere	44.9	48.8	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	78.0	77.0	TBD
American Indian or Alaska Native	0.7	0.6	0.7		97.8	76.8	TBD
Black or African American	36.7	36.4	35.4				
Hispanic or Latino	57.8	59.3	61.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.7	1.3	0.2				
White	3.1	2.1	2.0				
Male	49.6	50.5	49.4				
Female	50.4	49.5	50.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1			√			
	Improvement Year 2						
	Corrective Action (CA)– Year 1						
	Corrective Action (CA)– Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	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							
Students with Disabilities	√sh	√	-				
Limited English Proficient	√sh	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	√		
Overall Score:	85.3			Quality Statement Scores:			
Category Scores:					Quality Statement 1: Gather Data	√	
School Environment:	7.6			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>					Quality Statement 3: Align Instructional Strategy to Goals	√	
School Performance:	17.2			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 25% of the Overall Score)</i>					Quality Statement 5: Monitor and Revise	√	
Student Progress:	50						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	10.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{sh} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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							

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 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 the schools 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?
-

According to our school's Progress Report for 2009/10, we are rated a C school. This is a reversal of the upwards trend shown in last years' grade of A. Many factors contributed to this decline. The largest shortcoming was in our not meeting AYP in ELA and the inability of nearly 80% of our students to score at or above grade level in ELA. We did not score well in Additional Credit (receiving 2.3 out of a maximum of 15 points) as we did not show exemplary gains in our high-need students. The large influx of SIFE children and our large ELLs population are an ongoing challenge in bringing our scores up to and above grade level. Our 91.2% level of attendance is a small improvement over the 2009/10 school year. This city-wide problem is addressed specifically in our school by our Student Points system, our continued vigilance with contact to parents of absent children and our stressing of a positive school environment in the school.

Our school's Inquiry Team has begun to focus on the areas of greatest weakness and is developing school wide strategies to help remedy this weakness in ELA. We have developed curriculum maps for all grades and subject areas that expand on the work done by our staff in earlier years. Our collection, dissemination, and dissection of data from ELA and Math have been given high importance. Every class is monitored for Math, ELA, Fountas and Pinnell, Rigby, Base Line writing in all four major subject areas, Unit tests, Acuity and Mock ELA and Math tests that mimic the revised 2011 NY State tests in scope and sequence. Our school has implemented a program to better help SIFE students with the use of translators and resources set aside for specific utilization. Our school wide points system serves to keep students on track academically and socially to set a positive tone in the school. We are a part of CFN 608. This support team has, and will continue to provide assistance to our growth as a viable academic institution. Our PTA and Parent coordinator are in step with the growth of PS/MS 212 as an important part of the community. Our staff reacts and responds to the needs as seen by our parents. This is a very positive step in the future of The Multi-Cultural Magnet School. We actively seek the Quality Review process (at a date to be determined) both to validate our actions and better direct us to future improvement.

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 2010-2011 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 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 presumably be aligned to the school's annual goals described in this section.

Section V: Annual School Goals

Our Goals will be:

1. School Environment (2009/10 was 8.4 out of 15)

An increase to 10 out of a possible 15 points is attainable with an increase in the area of Communication and Engagement.

Score=8.4 Goal=10.0 Increase is 1.6 points out of 15 (16% increase)

2. Student Performance (2009/10 was 5.1 out of 25)

An increase to 10 out of a possible 25 points is attainable with an increase in the % of students at proficiency level in ELA and Math.

Score=5.1 Goal=10.0 Increase is 4.9 points out of 25 (96% increase)

3. Student Progress (2009/10 was 21.1 out of 60)

An increase to 30 out of a possible 60 points is attainable with an increase in the Median Growth Percentile and Median Growth Percentile for the School's Lowest Third in ELA coupled with a continued increase in the growth of our students in Math.

Score=21.1 Goal=30 Increase is 8.9 points out of 60 (42% increase)

4. Attendance (2009/10 was 91.2%)

An increase to 92.5% is possible with increased vigilance on attendance parameters. The utilization of ATS procedures, usage of teacher contact with parents, usage of the PTA and parental involvement all with particular interest in lowering the number of students showing large lapses in attendance will result in a growth of the number of days students are in the classroom learning the academics required to master grade level skills.

Score=91.2% Goal=92.5% Increase of 1.3% is an average increase of 2.4 days spent in the classroom for this school year, per student, compared to last school year.

5. Student response to the NYC School Survey (2009/10 Report)

Our students showed AVERAGE levels of satisfaction across all 4 areas (Academic Expectations, Communication, Engagement, and Safety & Respect) and our goal is to see these areas grow to

ABOVE AVERAGE in our next survey. At 212, we had a response rate of 98% by our student body to the survey. This is 16 points higher than the city average.

Where can we improve?

Academic Expectations: “Students who get good grades in my school are respected by other students” is the area where greatest improvement can be made by our school. We address this issue by stressing the importance of academics. We stress, as a whole school, that being “smart” and earning high grades is expected and to be admired.

Communication: “On a scale of 1 to 4, how comfortable are you talking to teachers about a problem you are having in class and about something that is bothering you?” While the majority of our children scored this showing that they are comfortable there is room for improvement to 75% to 80% of students feeling that they have an adult with whom they are comfortable in talking about a problem. Our Dean of Students, Guidance Staff, parent coordinator, and teachers have placed great importance on letting each child know that there is a person at our school who cares about them.

Also, “Participation in hands-on activities such as Science experiments” this is being addressed by our use of a separate Science cluster in grades 3 to 5 this year and continued use of Science labs in the middle school. This reflects a strong push to small group, hands on work that will foster learning and the retention of skills learned.

Engagement: “My school offers a wide enough variety of classes and activities to keep me interested in school.” 35% of our students Disagreed or Strongly Disagreed with this statement and to this end we have developed a new curriculum in Latin, community work at school, SES providers for afterschool and a Saturday Academy stressing academics. We offer Champs programs for athletics, after school social activities, etc.

Safety & Respect: “Most students in my school just look out for themselves.” 71% of our students agree or strongly agreed with this statement. As a school we seek to reduce this by actively engaging our students in the educational process. Fostering an environment where the “family” is as important as the “self” is part of our daily routine. By modeling correct behavior, by having students feel safe and protected, by rewarding the positive achievements in the daily lives of our students it is our desire to have our children see more than just “what’s in it for me?” at 212.

Indicators of Interim Progress and/or Accomplishment

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

To ascertain the learning outcomes of each student, at certain intervals or periods during the year, at the beginning, in the middle and at the end, we will conduct series of assessments in both ELA using the following assessments to gauge our progress towards our goal:

- Acuity twice per year
- Fountas and Pinnell once a month
- Wilson and Foundations
- Middle School Baseline writing diagnostics

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 I: 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	10	11	N/A	N/A				
1	12	12	N/A	N/A				
2	10	10	N/A	N/A				
3	11	11	N/A	N/A				
4	10	8	15	4				
5	7	7	13	5				
6	12	13	18	8				
7	14	12	8	6				
8	10	12	9	10	1			
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Foundations, 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:	<ul style="list-style-type: none"> • Small groups differentiated instruction • one-to-one guided reading help • teacher –student conferencing • Pull out and Push in • Focused Skill/Strategy Intervention (Scholar Skill Intervention) • Small Group After-School Instruction; Tuesdays and Thursdays from 3:30pm to 5:30pm • Saturday Academy tutorials for levels 1, 2 and ELLs
Mathematics:	<ul style="list-style-type: none"> • Small groups differentiated instruction • one-to-one guided reading help • teacher –student conferencing • Pull out and Push in • Focused Skill/Strategy Intervention (Scholar Skill Intervention) • Small Group After-School Instruction; Tuesdays and Thursdays from 3:30pm to 5:30pm • Saturday Academy tutorials for levels 1, 2 and ELLs
Science:	<ul style="list-style-type: none"> • Hands-on Inquiry Based Explorations and Discoveries • Research projects and conceptual investigations in life, Earth, and Physical Science • Understanding and using scientific vocabulary • Sharpen students’ science inquiry skills: developing hypotheses, communicating strategies, interpreting data, controlling variables, observing, calculating, classifying, predicting, posing questions,
Social Studies:	<ul style="list-style-type: none"> • Small groups differentiated instruction • one-to-one guided help during social studies • teacher –student conferencing • Pull out and Push in • Focused Skill/Strategy Intervention (Scholar Skill Intervention) • Small Group After-School Instruction; Tuesdays and Thursdays from 3:30pm to 5:30pm • Saturday Academy tutorials for levels 1, 2 and ELLs

At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	

After-School Academic Intervention Service (AIS) 2010-2011

Program

The After-School tutorial program ran by PS/MS 212 is an academic intervention service designed to assist students including English Language Learners from grades K to 8 who have not met the New York State’s performance standards in ELA and Math. The program will help build academic skills and enhance each child’s confidence and ability to meet or exceed the NYS standards.

The Schedule

- October 19, 2010 through June, 2011
- Average of 1.5 hour instruction in ELA/Math per day
- 3 days per week, Tuesday, Thursday and Saturday
- No After-School classes on Fridays, holidays.

Grade K-Second Grade SES: School Professionals

Days: Tuesdays

Activity	Time	Responsible	Location
Snack:	3:00pm to 3:30pm	TBA	Cafeteria
Instruction	3:30pm to 5:30pm		

TEMPLATE – MAY 2010

Prompt Dismissal 5:30pm

Grades Three (3) through – Five (5)
SES: School Professionals
Days: Thursdays

Activity	Time	Responsible	Location
Snack:	3:00pm to 3:30pm	School Professional	Cafeteria
Instruction	3:30pm to 5:30pm		
Prompt Dismissal	5:30pm		

Enrichment Activities

Grades 6 through 8
Provider: CHAMPS - SPORTS
Days: Tuesdays and Thursdays

Activity	Time	Responsible	Location
Snack:	3:05 – 3:30	Mr. Manuel Vargas	Cafeteria
Instruction	3:30 – 5:00		
Prompt Dismissal	5:00		

Saturdays Academy

Grades 3 through 5
SES: 212x
Days: Saturdays

Activity	Time	Responsible	Location
Snack:	8:30 – 9:00	Kavita Pereira, AP	Cafeteria
Instruction	9:00 – 12:00		
Prompt Dismissal	12:30		

Grades 6 through 8
SES: Sports and Arts
Days: Saturdays
Start: October 23, 2010
End: June 11, 2011

Activity	Time	Responsible	Location
Snack:	8:30 – 9:00	Marty Bland	Cafeteria
Instruction	9:00 – 12:00		
Prompt Dismissal	12:30		

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 (See the attached LAP)

Grade Level(s) K-8 **Number of Students to be Served: LEP** 70 **Non-LEP** 0

Number of Teachers: 2 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

Our instructional delivery model consists of ELL students embedded in regular classrooms assisted by certified push-in ESL/Bilingual teachers. We use this approach from Kindergarten to grade eight. We ensure that students receive at least 360 minutes of ESL instruction per week.

The teachers are trained in and use ESL strategies and approaches. Some of the strategies include:

1. Total Physical Response (TPR).
2. The natural Approach
3. Sentence Expansion Techniques
4. Multisensory Approaches.

Every effort is made to ensure that quality programming is in place, In our effort to customize our instructional program, the variation in the required instructional units per level of functioning is addressed during our programming sessions. Our beginners and intermediate level students get 8 periods (360 min) of ESL instruction. Our Advanced group, however, get 4 periods per week (180 min). In addition to our intensive ESL instruction, all content areas are taught using ESL strategies.

Instruction is also differentiated within our student population in an effort to address special needs.

Our SIFE students receive additional small group tutoring and 1:1 assistance. They are also involved in Saturday, Holiday and After School programs organized in conjunction with an Supplemental Educational Servicing Agency, (Sports and Arts in Schools Foundation). SASF also provides about 75 hours of ESL instruction to each ELL student so identified from our multiple sources.

The instructional materials used in the ESL program parallel those used in monolingual program in an effort to facilitate transition. The materials used are:

- Wilson Intervention kit
- Rigby Literacy (Balanced Literacy reading and Writing Workshop Models)
- Kaplan Math/ELA
- Rosetta Stone

As mentioned above, 70 students are considered as English Language Learners at PS 212X. They are classified as such through the following multiple sources: Students Eligible for Revised LAB(LBR), Students Eligible for NYSESLAT (LAT) and the NYSESLAT Combined Modality Report (RNMR). Our English Language Learners acquire proficiency in the English language through rigorous and vigorous instructional programs. The data collected from the multiple sources revealed that although some students have achieved a particular level (ex., Advanced) due to combined scores, actual achievement differed. In some instances a student who scored at the advanced level may actually be at beginning level in speaking and intermediate level in writing. Similarly, in some cases students may vary in ability within a particular modality. Based on this information, lessons have been tailored to meet the student's individual needs.

The teachers, supervisors and parent coordinator keep the parents informed through meetings, workshops and literature.

As a result of effectively disseminating information to parents, they have been able to make informed decisions in selecting or accepting the program for their children offered at our school. Although parent requests are aligned with our program in place, we remain open to parental feedback and suggestions. However, before any changes are made student data is thoroughly reviewed and analyzed.

During each school week, from Monday to Friday, each student receives about:

- 10 periods of instruction in the Reader's and Writer's Workshops methods to learn and practice the art of writing
- Certified bilingual and ESL teachers provide additional 10 periods of Academic Intervention Services in reading and writing.
- Differentiated/small group instruction
- 10 periods of lessons using Rosetta Stone via CD-ROM
- Wilson Program for Intervention
- 6 hours of After-school ELLs supplemental tutorial through the Sports and Arts in Schools Foundation (SASF)

By design, our English Language Learners (ELLs) are immersed each day in a special comprehensive literacy program called Literacy by Design. In this literacy program, teachers and students have everything they need and streamlined for success. The program consists of complete reading and writing program, connected comprehension instruction across whole class, small group and independent reading. The literacy skills link to standard-based science and social studies contents with built-in acceleration system that introduces a dual pathway for acceleration: on-level phonics and comprehension instruction in whole class and differentiated phonics and comprehension instruction in small group. In order to make our literacy program efficient and effective, the school has contracted two consultants from LitLife one for Grades K-5 and the other for grades 6 to 8 who work with classroom common branches teachers and our certified middle school literacy teachers.

LitLife works to create avid thoughtful readers and writers. Teachers are given strategies on how to deepen students understanding of the various genres while enabling them to understand how structure and features help the reader and writer. Additionally, our LitLife consultant works on incorporating previewing and activating schema to create a predisposition for reading and writing by genre, topic, author, structure, series, looking at covers, thinking about topics, taking book walks, reading tables of contents and reading introductory pages. Great practices such as, students partnerships, anchor baskets and students writing within and learning about the specific genre are also reinforced and introduced to staff. Demo lessons, fishbowl lessons as well and informational professional development cover various topics such as mini word walls, physical classroom environment, rich library, clear schedule/expectation, anchor charts, preparation for small group instruction, use of technology, establishing partnerships and celebrations.

Moreover, our reduced class size environment is very conducive to our English Language Learners. The average class size for Pre-k to 5 is about 20 students per class. In addition, our middle school has the average of about 22 students per class. The rationale behind this is to allow teachers to use differentiated instruction and small group teaching and learning methods to assist students to acquire the necessary skills in **speaking**, **listening** for comprehension, **reading** with comprehension and **writing**. Since our students are embedded in our regular classrooms, we use a combination of push-in and pull-out to carry out instruction. During our 90- minute Reading and Writing Workshop period, ESL teachers, Ms. Malave and Bautista push in to assist students in small groups. In addition, about 10 periods during the week, the students go to the computer lab to work with Rosetta Stone program via CD-ROM. This program is also structured in skill levels to meet the needs of ELL students who are beginners, intermediate and advanced.

Title III Native Language Support Day Program

To assist our ELLs achieve higher scores on the NYS Content Area Assessments, we have found research that supports that native language support is the key component. Student that arrive from other countries and have a language that translated assessments are not available have a hard time learning the language needed to demonstrate their knowledge in the content. For this reason we have been able to find per diem subs that are fluent in these languages to work with these students. These per diem subs (French, Bengali and Arabic) follow the students during the school day and support them in their native language during their content area instructional classes. They also provide them with the translation of the NYS assessment in the content area (Math, Science and Social Studies). For this reason, this year we have allocated Title III and Title I funds for this day native language support to our ELL students. We will hire 7 per diem subs for 11 days that speak these languages to support these students.

Title III Extended Day Program

ELL After-School and Saturday Academies

Our ELLs participate in all After-School programs and the extended day program for ESL/ELA and Math on Monday-Friday from 3:30pm to 5:30pm. These sessions are taught by two veteran and licensed ESL teachers, Ms. Narelys Pagan and Ms. Emily Ramsey. Additionally, on Saturdays, our ELLs students from grades 3 to 8 are invited to participate in our Saturday Academy tutorials from 8:30am to 12:00pm where, once again, they are instructed using ESL methodologies. Field trips to museums, the zoo, American Museum of Natural History, New York Botanical Gardens, The Intrepid, etc., are integral part of our Saturday After-School program. These trips give the students authentic sources to converse in English, listen, read and write about their practical experiences. In summary, our After-School and Saturday programs, give the students an ongoing opportunity to embellish their academic and language development strategies.

In addition, the ELL students receive additional English Language instruction addressing the four modalities concentrated in the NYSESLAT:

- Listening
- Reading
- Speaking
- Writing

The students are grouped based on RNMR data and other diagnostic assessment and NYSESLAT scores. We build students vocabulary through various hands-on, interactive lessons, and instructional conversations. For example, listed below are a portion of targeted areas that students will need improvement:

- Building vocabulary
- Calendar skills
- Blends
- Asking questions
- Cause and Effect
- Compound words
- Home connections
- Journal writing

- Building grammatically correct sentences
- Story sequences
- Tongue twisters
- The five senses
- ... and many more

With a wide range of instructional resources such as read aloud books, manipulatives, flash cards, hands on projects, dual language materials and games the students will be fully engaged in the interactive instruction. As we use the abovementioned strategies and lessons to strengthen the students vocabulary, their confidence in the English Language will be enhanced in addition to supplementing their daily classroom instruction. Materials will be purchased with Title I funds and supplies for these programs will be purchased with Title III funds. Per session is also funded with Title I and Title III funds.

SATURDAY ACADEMY Sponsored by Sports And Arts in Schools Foundation, Inc. (SASF)

Calendar of Saturday Academy Sessions

Month	Days of Attendance			
October 2010	10/23	10/30		
November 2010	11/6	11/13	11/20	
December 2010	12/4	12/11	12/18	
January 2011	1/8	1/22	1/29	
February 2011	2/5	2/26		
March 2011	3/5	3/12	3/19	3/26
April 2011	4/2	4/9	4/30	
May 2011	5/7	5/14	5/21	
June 2011	6/4	6/11		

SATURDAY SCHOOL INFO

October	*2,9,16,*23
November	6,13,*20
December	4,11,*18
January	*8,15,22,*29

TEMPLATE – MAY 2010

February	5,*12
March	*5,12,19,*26
April	2,9,*30
May	*7

24 sessions *Ice Cream Days (11)

MATERIALS

ELA (3-8)	MATH(3-8)
Skillbridge	Skillbridge
STARS Strategies To Achieve Reading Success	STAMS Strategies To Achieve Mathematics Success

INVITED

Grade 3	27
Grade 4	19
Grade 5	22
Grade 6	28
Grade 7	25
Grade 8	24

GRADE	CLASS	ROOM	TEACHER	SUBJECT(S)
3	301	413	Hyacinth Hall	Math and ELA
4	401	201B	Brandy Green	Math and ELA
5	501	201C	Sonia Rivera	Math and ELA
6	601 and 602	301A	Barbara Keis	Math and ELA
7	701 and 702	301B	Harris Sockel	ELA
7	701 and 702	301C	Jane Kim	Math
8	801 and 802	416	Tamara Smalls	ELA
8	801 and 802	301D	Gregory Kentera	Math
8	801 and 802	415	Joshua Weiner	Regents Math

8	801 and 802	311	Neil Chambers	Regents Science
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****SUBS: Rodriguez, Bautista, Schiano, Greenfield**

Professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The effectiveness of our program is strongly dependent on professional development. Common preps have been scheduled in the master program so that teachers can meet for workshops, planning sessions and collaborative projects. Some of our topics will include:

1. Diversity and instruction
2. Bilingual/ESL Compliance
3. Using data to drive instruction (NYSESLAT)
4. ELLs Periodic Assessment, Performance Series and Acuity
5. ESL strategies and approaches
6. The Home/School partnership
7. Infusing technology (Using Smart Boards)

These samples of topics have been selected based on teacher-student needs and interests by the stake holders.

The teacher will provide support by:

1. Providing paraphrasing in NL
2. Clarifying in NL
3. Summarizing in NL
4. Providing Feedback/ next steps in NL

However, the lessons must be conducted in English. Teacher support must be just that, if students are to grow and embrace their new language.

Last but not least, I would like to clarify that although our main focus is to foster proficient English Language acquisition we will respect the critical role that the native language plays in student achievement. The transfer of knowledge, skills, and concepts from one language to another is quite evident.

Professional Development Calendar

Timeline: September 2010-June 2011

Date	Focus	Audience	Facilitator(s)
September 7, 2010	Introduction to Foundation and Wilson Reading Intervention; teaching language acquisition skills to low readers.	Ells, Special Education and General Ed teachers	Literacy and Math Coaches, Phillips and Rodriguez
September 14, 2010	Effective Classroom Environment	House 1, 2 and 3: Ells, Special	Literacy and Math Coaches,

	– Organizing the classroom for effective teaching	Education and general Ed teachers : K-5	Phillips and Rodriguez
October 7, 2010	How students acquire knowledge and skills , develop ideas and increase understanding	Ells, Special Education and General Ed teachers	Literacy and Math Coaches, Phillips and Rodriguez
October 14, 2010	Creating and using differentiated instructional strategies to meet the needs of all students	Ells, Special Education and General Ed teachers	Literacy and Math Coaches, Phillips and Rodriguez
November 3, 2010	Fountas and Pinnell: Using reading assessments/running records to determine reading levels of students	Ells, Special Education and General Ed teachers	Literacy Coach Phillips
November 18, 2010	Reviewing curriculum maps to determine what works and doesn't work.	Ells, Special Education and General Ed teachers	Literacy Coach, Phillips
November 23, 2010	Using conferencing to examine students' work	Ells, Special Education and General Ed teachers	Literacy Coach, Phillips
December 1, 2010	Reviewing the Writing: Process: organizing, drafting, revising, editing and publishing.	Ells, Special Education and General Ed teachers	Literacy Coach, Phillips
December 22, 2010	Using assessment to inform instruction .	Ells, Special Education and General Ed teachers	Literacy Coach, Phillips
January 6, 2011	Differentiated Instruction/Guided Practice	Ells, Special Education and General Ed teachers	Shirley Phillips
January 27, 2011	Looking for Ways to Improve Teaching: Reorganizing classrooms and Approaches	Ells, Special Education and General Ed teachers	Shirley Phillips
February 1, 2011	Using data to inform instruction	Ells, Special Education and General Ed teachers K-5	Pagan and Ramsey
March 1, 2011	Modifying Lessons for ELLs	ESL/Bilingual teachers	Phillips/Pagan
April 5, 2011	Adapting Lesson Tasks for Specific Groups	ESL /Bilingual Teachers	Pagan/Phillips
May 3, 2011	Using Graphic Organizers	ESL/Bilingual Teachers	Phillips/Pagan
June 7, 2011	Provide and Assist with Classroom Routines and Procedures	ESL /Bilingual Teachers	Phillips/Pagan

Description of Parent and Community Participation:

All Parents will be encouraged to attend PTA meetings which are held at night. Mailings and flyers will be sent to encourage attendance. A variety of activities will continue to be offered such as:

- Student Portfolios
- Math Night
- Promotional Policy
- ELL Parent Orientation
- Literacy Night
- State Testing Meeting (NYSESLAT, Math Social Studies, Science and ELA)

Workshops will continue to be held to help parents. Some of the topics include parenting classes, Literacy and Math activities, homework assistance as well as programs and services available to assist children at our school. The school translates all notices and calendars into Spanish. Translators are available to help parents at all meetings and school functions. The parent coordinator is actively involved with the selection and scheduling of events and workshops. In this way, we hope to increase parent and community participation. Title III funds will be used to buy refreshments and snacks to support these events.

Section III. Title III Budget

School: 12X212 BEDS Code: 321200010212

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: \$15,000.00		
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	\$14,200.00	(90 hours of per session for (1) ESL and (1) Bilingual General Ed teacher to support ELL Students: 180 x \$49.89 (current teacher per session rate with fringe) = \$8980) \$2313.00 will be funded with Title III funds and \$6,667 will be funded with Title I funds. Per Diem Subs – Native Language Support 7 Per Diem x 11 days x \$167.60 = \$12,905.20 (\$11,887.00 will be paid with Title III funds and 1018.20 will be paid with Tax Levy funds)
Purchased services - High quality staff and curriculum		(Consultant, , working with teachers and administrators 2 days a week on development of curriculum enhancements) At no cost to Title III

development contracts.		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$500.00	(New York GPS Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) At no cost to Title III Supplies for After School and Saturday program - \$500
Educational Software (Object Code 199)		(3 Rosetta Stone language development software packages for after school program) At no cost to Title III.
Travel		
Other Parent Involvement	\$300.00	Refreshments and snacks during meetings
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

About 70 students are considered as English Language Learners (ELLs) at PS 212X. They are classified as such through the following multiple sources: Students Eligible for Revised LAB(LBR), Students Eligible for NYSESLAT (LAT) and the NYSESLAT Combined Modality Report (RNMR). Our English Language Learners acquire proficiency in the English language through rigorous and vigorous instructional programs. The data collected from the multiple sources revealed that although some students have achieved a particular level (ex., Advanced) due to combined scores, actual achievement differed. In some instances a student who scored at the advanced level may actually be at beginning level in speaking and intermediate level in writing. Similarly, in some cases students may vary in ability within a particular modality. Based on this information, lessons have been tailored to meet the student's individual needs.

The teachers, supervisors and parent coordinator keep the parents informed through meetings, workshops and literature.

As a result of effectively disseminating information to parents, they have been able to make informed decisions in selecting or accepting the program for their children offered at our school. Although parent requests are aligned with our program in place, we remain open to parental feedback and suggestions. However, before any changes are made student data is thoroughly reviewed and analyzed.

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.

The Home Language Information Survey shows we have students whose parents speak French, Spanish, Mandingo, Bengali, Arabic and Haitian Creole. More than half of all the parents of our English Language Learners demonstrate the need for both written translation and oral interpretation of school related information. In order to meet their needs,

- for major written translations, we utilize the Department of Education's Translation and Interpretation Unit at transaltions@schools.nyc.gov. Minor simple translations are done by staff members at the school who have the ability to read and write the parents' native languages fluently.

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.

Written translation services are provided in two ways: (1) in-house by staff members who are very fluent in the various native languages of our ELLs students such as French, Mandingo, Spanish, Haitian-Creole, Arabic and Bengali, (2) for major written translations, we utilize the Department of Education's Translation and Interpretation Unit at translations@schools.nyc.gov.

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 interpretations services are provided in-house by staff members who are very fluent in the various native languages of our ELLs students such as French, Mandingo, Spanish, Haitian-Creole, Arabic and Bengali.

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>.

Pursuant to Section VII of Chancellor's Regulations A-663, the limited English Speaking parents of our ELL's population are provided adequate and timely notification of all school events and issues pertinent to their children's education at PS 212. Our Parent Coordinator, Mr. Orlando Cardoza in collaboration with and the cooperation of our ESL Coordinator, Ms. Narelys Pagan ensure that the rights of all our Limited English Speaking parents are respected. Furthermore, we have staff members on site who speak fluently French and Spanish. Additionally, once a week on Wednesdays, we have hired substitute certified teachers who speak and write Arabic, Haitian-Creole, Bengali, French and Spanish. These teachers who are involved in our special Bridging The Gap Program, an Academic Intervention Services for our SIFEs – Students with Interrupted Formal Education are also ready to assist with both written translation and oral interpretation needs of our parents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

PS/MS 212X

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:	\$545,166.00	\$19,029.00	\$564,195.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,451.00	\$190.00	\$5641.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,258.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$54,516.00	*	

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

I. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 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.

The school’s Family Support Team, with representation by administration, staff, parent, and support personnel, tailors pupil personnel services and policies to meet the needs of our educational community. The Family Support Team focuses on promoting parent involvement, creating individual student intervention plans, implementing attendance plans, and integrating school and community resources.

At P.S./M.S.212X, we recognize that families and other community members are a vital part of all students’ academic and social success, and consider family involvement an essential ingredient for a successful educational program. However, less than five percent of all parents are actively involved. Active parents are involved with the Learning-Leaders and the Parent Volunteer Program, through which they support the school. We have an active Family Room and strong Parent Teacher Association (PTA), which supports our School Leadership Team (SLT), with active membership.

The Parent Volunteer Program, which is monitored by the Parent Coordinator, asks that all parents or a representative from each family volunteer at least six (6) hours of service each year to the school. For example:

- *Attending a PTA Meeting*
- *Volunteering for class trips*
- *Volunteering for school wide events*
- *Assisting teachers in the classroom*
- *Reading to a class*

PS/MS 212X enjoys collaborations with several community-based organizations, including Bronx Lebanon Hospital, New York Botanical Gardens, Arts Connection, Crossroads/Good Shepherd Services, Bronx Psychiatric Services and the Primary Mental Health Project. These agencies provide on-going parent

outreach, counseling and medical services, student tutoring, and referrals to other support agencies that are vital components of the Academic Intervention Services.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact. See the attached.

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 2010-2011 Title I Parent Involvement Guidelines available on the NYCDOE website.

Description of Parent and Community Participation:

All Parents will be encouraged to attend PTA meetings which are held at night. Mailings and flyers will be sent to encourage attendance. A variety of activities will continue to be offered such as:

- Student Portfolios
- Math Night
- Promotional Policy
- ELL Parent Orientation
- Literacy Night
- State Testing Meeting (NYSESLAT, Math Social Studies, Science and ELA)

Workshops will continue to be held to help parents. Some of the topics include parenting classes, Literacy and Math activities, homework assistance as well as programs and services available to assist children at our school. The school translates all notices and calendars into Spanish. Translators are available to help parents at all meetings and school functions. The parent coordinator is actively involved with the selection and scheduling of events and workshops. In this way, we hope to increase parent and community participation. Title III funds will be used to buy refreshments and snacks to support these events.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - Please see Section IV – Needs Assessment, page 13.
 - See also Appendix I, Part B, pages 22-25 for the description of our Academic Intervention Services designed to assist our students in meeting or exceeding both State and City standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - 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.
3. Instruction by highly qualified staff.
 - See BEDS 2010
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.
 - See Pages 31 and 32 of this CEP.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Job fairs
 - Collegial referrals

6. Strategies to increase parental involvement through means such as family literacy services.
 - See page 33
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - See page 7 paragraph 2 about teacher participation in professional development program implementation.
 - See page 13 for teacher participation in our Inquiry Team.
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.
 - See page 6, paragraph 5 on description of academic intervention services.
 - See page 13 for teacher participation in our Inquiry Team
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.
 - See page 7 for participation of our School Leadership Team, PTA and teachers in collaboration with the principal in the development and implementation of all vital school programs.

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

Explanation/Background:

Title I School-wide 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, School-wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School-wide 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 School-wide 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 School-wide pool to support any activity of the School-wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School-wide 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 School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School-wide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School-wide 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 School-wide 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, School-wide 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 School-wide Program school must identify in its School-wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School-wide 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 School-wide 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 School-wide 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 school-wide 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 School-wide Program, the amount each program contributes to the consolidated School-wide 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 School-wide Program (✓)			Amount Contributed to School-wide 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	(✓)			\$545,166.00	(✓)	5,6 and 7
Title I, Part A (ARRA)	Federal	(✓)			\$19,029.00	(✓)	5
Title II, Part A	Federal	(✓)			\$102,344.00	(✓)	27
Title III, Part A	Federal	(✓)			\$15,000.00	(✓)	5,6,24-33
Title IV	Federal	(✓)			\$84,954.00	(✓)	7 (SAPIS)
IDEA	Federal	(✓)			\$276,702.00	(✓)	5,6 and 7
Tax Levy	Local	(✓)			\$1,674,204.00	(✓)	Galaxy

Reminder: To consolidate funding in a School-wide 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 School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds. Most School-wide 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 – School-wide 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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. See Part C responses on pages 39 and 40 compatible with Part D.

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

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

According to our school’s Progress Report for 2009/10, we are rated a C school. This is a reversal of the upwards trend shown in last years’ grade of A. Many factors contributed to this decline. The largest shortcoming was in our not meeting AYP in ELA and the inability of nearly 80% of our students to score at or above grade level in ELA. We did not score well in Additional Credit (receiving 2.3 out of a maximum of 15 points) as we did not show exemplary gains in our high-need students. The large influx of SIFE children and our large ELLs population are an ongoing challenge in bringing our scores up to and above grade level. Our 91.2% level of attendance is a small improvement over the 2008/09 school year. This city-wide problem is addressed specifically in our school by our Student Points system, our continued vigilance with contact to parents of absent children and our stressing of a positive school environment in the school.

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.

Our school’s Inquiry Team has begun to focus on the areas of greatest weakness and is developing school wide strategies to help remedy this weakness in ELA. We have developed curriculum maps for all grades and subject areas that expand on the work done by our staff in earlier years. Our collection, dissemination, and dissection of data from ELA and Math have been given high importance. Every class is monitored for Math, ELA, Fountas and Pinnell, Rigby, Base Line writing in all four major subject areas, Unit tests, Acuity and Mock ELA and Math tests that mimic the revised 2011 NY State tests in scope and sequence. Our school has implemented a program to better help SIFE students

School Under Registration Review (SURR)

with the use of translators and resources set aside for specific utilization. Our school wide points system serves to keep students on track academically and socially to set a positive tone in the school.

We are a part of CFN 608. This support team has, and will continue to provide assistance to our growth as a viable academic institution. Our PTA and Parent coordinator are in step with the growth of PS/MS 212 as an important part of the community. Our staff reacts and responds to the needs as seen by our parents. This is a very positive step in the future of The Multi-Cultural Magnet School. We actively seek the Quality Review process (at a date to be determined) both to validate our actions and better direct us to future improvement.

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.

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.)
 - There are 11 students identified as students in Temporary Housing
 - The spread: Kindergarten (2), Grade 2 (1), Grade 4 (2), Grade 5 (1), Grade 6 (2) and Grade 8 (3)
2. Please describe the services you are planning to provide to the STH population.

During each school week, from Monday to Friday, each student receives about:

- 10 periods of instruction in the Reader's and Writer's Workshops, using Lucy Calkins' methods to learn and practice the art of writing
- Certified bilingual and ESL teachers provide additional 10 periods of Academic Intervention Services in reading and writing for our STH .
- Differentiated/small group instruction
- Wilson Program for Intervention

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 the borough Integrated Service Center (ISC) or Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 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. 212					
District:	12	DBN:	12X212	School		321200010212

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	28	35	36		90.0	91.0	91.2
Kindergarten	39	43	25				
Grade 1	40	43	41	Student Stability - % of Enrollment:			
Grade 2	36	40	34	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	35	35	37		93.4	95.6	92.3
Grade 4	29	38	38				
Grade 5	25	33	33	Poverty Rate - % of Enrollment:			
Grade 6	44	42	44	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	85	46	34		86.5	95.9	98.0
Grade 8	98	77	52				
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	22	24
Grade 12	0	0	0				
Ungraded	8	9	9	Recent Immigrants - Total Number:			
Total	467	441	383	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	0	12

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	34	30	33	Principal Suspensions	11	2	50
# in Collaborative Team Teaching (CTT) Classes	0	13	7	Superintendent Suspensions	30	9	33
Number all others	41	23	16				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	13	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	58	67	TBD
# ELLs with IEPs	6	14	TBD
Number of Teachers	49	43	35
Number of Administrators and Other Professionals	14	13	7
Number of Educational Paraprofessionals	10	8	11

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
	1	1	8	% fully licensed & permanently assigned to this school	100.0	100.0	94.4
				% more than 2 years teaching in this school	36.7	62.8	82.9
				% more than 5 years teaching anywhere	44.9	48.8	57.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	77.0	80.0
American Indian or Alaska Native	0.6	0.7	0.5	% core classes taught by "highly qualified" teachers	97.8	76.8	66.0
Black or African American	36.4	35.4	36.0				
Hispanic or Latino	59.3	61.2	62.1				
Asian or Native Hawaiian/Other Pacific	1.3	0.2	0.0				
White	2.1	2.0	1.3				
Male	50.5	49.4	50.4				
Female	49.5	50.6	49.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1			v		
	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	vsh	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:	C	Overall Evaluation:					NR
Overall Score:	36.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	21.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 608	District 12	School Number 212	School Name Multicultural Magnet
Principal Yohan Lim		Assistant Principal Philip Scharper	
Coach Shirley Philllips		Coach type here	
Teacher/Subject Area Narelys Pagan		Guidance Counselor Mimi Mpowa	
Teacher/Subject Area Emlyl Ramsey		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Orlando Cardoza	
Related Service Provider Gregory Kentera		Other Charles P. McWhales, A.P.	
Network Leader Rudy Rupnarain		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	383	Total Number of ELLs	70	ELLs as Share of Total Student Population (%)	%
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Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school.

- At registration, parents complete a Home Language Survey (HLIS) for their child/ren. Based on their responses to the survey questions, the student is administered the Language Assessment Battery (LAB-R) to determine the child's level of English language proficiency and the type of service. The parents are provided with school wide information including special ESL services.
- After the initial interview a follow-up orientation workshop is held within ten days. During this orientation session, the parents of English Language Learners (ELL's) get the opportunity to watch a video from the DOE explaining the following programs – Transitional Bilingual Education which offers instruction both in the student's native language as well as ESL; Dual Language – half the instruction in English and half in the student's native language; and a Freestanding English as a Second Language program which provides all instruction in English through the use of specific instructional methodologies. At 212, we provide a Freestanding English as a Second Language service.
- The teachers' supervisors and parent coordinator keep the parents informed through meetings, workshops and literature. As a result of effectively disseminating information to parents, they have been able to make informed decisions in selecting a program for their children. We give the parents their entitlement letters and they sign the program selection form of which copies are kept at the school.
- We use multiple criteria to make decisions as to where to place ELL students who enroll at our school. Particularly, a certified pedagogue will conduct an initial interview; use LAB-R scores, ARIS and NYSELAT Combined Modality Report (RNMR) to inform our decision.
- After reviewing the Parent Survey and Program Selection forms for the past few years, we have discovered that our ELLs come from diverse multicultural backgrounds such as Africa, Asia, Caribbean, and South America. They speak different languages in addition to Spanish. We have not had enough ELLs to create a homogeneous class on a particular grade. Therefore, we have adapted a Freestanding English as a Second Language program which addresses the needs of our diverse student population.
- Our instructional delivery model is comprised of Freestanding ESL classes. During parents' orientation workshops, we make every effort to explain and to ensure they are aware and in agreement with the school.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #

Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	1	2	1	2	2	2	2	1	3					16
Total	1	2	1	2	2	2	2	1	3	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	50	Special Education	10
SIFE	13	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	50	10	8	14	2	0	6	1	2	70
Total	50	10	8	14	2	0	6	1	2	70

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	9	3	3	10	2	10	6	9	0	0	0	0	57
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Haitian	0	0	0	0	0	0	0	0	1	0	0	0	0	1
French	0	0	0	1	1	0	0	1	0	0	0	0	0	3
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	0	0	1	2	0	0	2	0	0	0	0	0	6
TOTAL	6	9	3	5	13	2	10	10	12	0	0	0	0	70

Part IV: ELL Programming

A. Programming and Scheduling Information

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

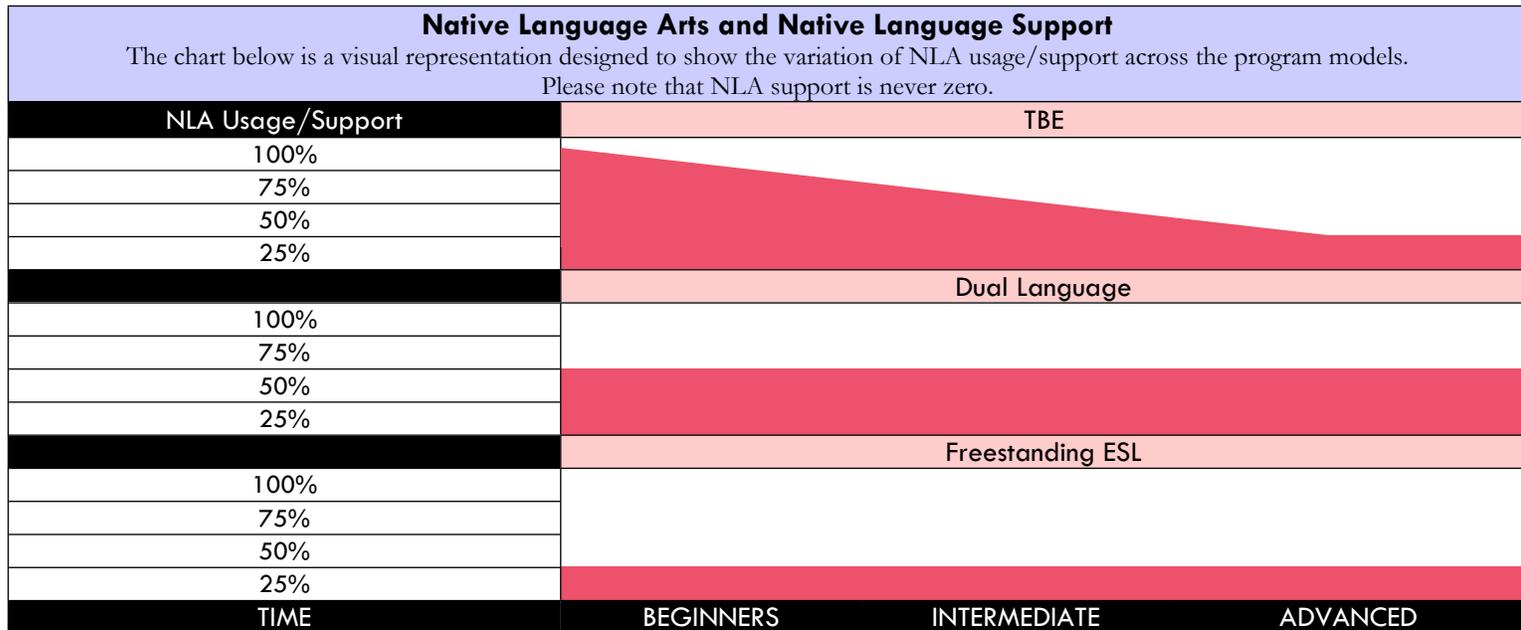
Programming and Scheduling Information

1. How is instruction delivered? In an effort to customize our instructional program, the variation in the required instructional units per level of functioning is addressed during our programming sessions. Our beginners and intermediate level students get 8 periods (360 min) of ESL instruction. Our Advanced group, however, get 4 periods per week (180 min).
2. In addition to our intensive ESL instruction, all content areas are taught using ESL strategies. Instruction is also differentiated within our student population in an effort to address special needs.
3. Content areas are delivered using sheltered instruction and constant scaffolding in order to allow ELLs to acquire content area vocabulary in English and content area skills in English.
- 4a. Our SIFE students receive additional small group tutoring and 1:1 assistance. They are also involved in our Bridge the Gap Initiatives. Our Bridge the Gap Initiative consists of educators, who are also translators, who instruct the children one day a week using English and their respective native languages. Their instruction is in all the content areas allowing the students to acquire skills in their native language and in English. Our SIFE students are also involved in Saturday, Holiday and After School programs. Because of their special condition they also receive counseling services and specialized instructional materials.
- 4b. The newcomers (less than 3 years) are provided with the same opportunities as the SIFE population but with some modifications. The newcomers are involved in our language clubs where they meet students with their same native language and receive group support while completing academic activities. Additionally, they receive counseling and more experiential type of educational activities, such as trips.
- 4c/d. For the students that have been in the program for more than 6 years we incorporate ESL and Test Prep tutorials to their program and monitor them. If there is no progress after all our effort we will refer him/her to the appropriate committee (PPC, I.E.P) for possible evaluation. However, if the students are already in a special education setting, we address instructional delivery practices and ensure that goals are relevant and obtainable.

4e. Similarly, we ensure that lessons are scaffolded and student's attention span, impulsivity and distractibility are considered when planning lessons. If there is no progress then a PPC meeting will be conducted and all possible interventions will be given to the student.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

If a reevaluation is needed it will be conducted.

- Collaboration between the ESL teacher, AIS providers and their current ELA teacher is frequent and ongoing through House meetings. These primary planning sessions will focus on customizing instruction in preparation for ELA , using Wilson and Foundations , and other content areas.
- 6/9. Plan for continuing transitional support (2 years) for students who have reached proficiency level on the NYSESLAT. Such students are placed in monolingual classes full time and participate fully and held to the high expectation in all content areas such as their monolingual counterparts. They also enjoy and participate in all extra-curricula activities without reservation. These include: Sports and Arts, Saturday Academy, Language Clubs, Band, Spelling Bees
- Language clubs are being implemented for the first time in our school this year, in order to create support and connections between students speaking the same native language.
- There are no programs that are being discontinued from last year.
- The instructional materials used in the ESL program parallel those used in monolingual program in an effort to facilitate transition. The materials used are: Reader's Theatre, Rigby Literacy (Balanced Literacy reading and Writing Workshop Models), Kaplan Math/ELA Rosetta Stone
- Our ESL teachers and Instructors/translators (from our SIFE program) are bilingual and provide native language support necessary for beginners in order to transfer skills from their native language to English.
- All services (ESL, AIS, SIFE initiative) and support are standard based corresponding to the students grade and age.
- Newly enrolled ELLs are given support through our welcome center where counseling, technology, native language libraries and information on the ESL program is available.
- A language elective being offered to ELLs currently is Latin. Students use the technology center to acquire listening , speaking, reading and writing skills in Latin.

□□□□

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

E. Parental Involvement

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

Professional Development and Support for School Staff

The effectiveness of our program is strongly dependent on professional development. Mutual preps have been scheduled in the master program so that teachers can meet for workshops, planning sessions and collaborative projects. Some of our topics will include:

- Diversity and instruction
- Bilingual/ESL Compliance
- Using data to drive instruction (NYSESLAT)
- ELLs Periodic Assessment, Performance Series and Acuity
- Sheltered Instruction
- Scaffolding
- Infusing technology (Using Smart Boards)

Parental Involvement

Our school maintains an open door policy with regards to all our parents including our English Language Learners' parents. To foster proper communication and to make our parents feel comfortable, we have staff members who are capable of communicating in Spanish and French, as such, we utilize their linguistic abilities to service our parents.

The teachers, supervisors and parent coordinator keep the parents informed through monthly meetings, workshops and literature. Letters, phone calls and electronic message means are used to invite them to all meetings and to send them information. ELLs students' orientation video is shown to all our parents of newly enrolled English Language Learners, allowing parents to become aware as to our approaches of assisting their children to proficiently acquire the English language. Additionally parents are given the ESL parent handbook describing our entire ESL program.

As a result of effectively disseminating information to parents, they have been able to make informed decisions in selecting or accepting the program for their children offered at our school. Although parent requests are aligned with our program in place, we remain open to parental feedback and suggestions.

Part V: Assessment Analysis

A. Assessment Breakdown

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	3	1	2	4	1	4	1	4	0	0	0	0	20
Intermediate(I)	0	4	2	3	6	1	3	4	3	0	0	0	0	26
Advanced (A)	6	2	0	0	3	0	3	5	5	0	0	0	0	24
Total	6	9	3	5	13	2	10	10	12	0	0	0	0	70

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	0	0	0	0	0	0	1
4	3	0	4	0	2	0	0	0	9
5	2	0	2	0	0	0	0	0	4
6	3	0	6	0	0	0	0	0	9
7	0	0	7	0	1	0	0	0	8
8	1	0	5	0	4	0	1	0	11
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	0	5	0	16	0	9	0	35
8	8	0	42	0	13	0	2	0	65
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3	0	5	0	15	0	5	0	28
8	11	0	59	0	12	0	1	0	83
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other <u>0</u>	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading)	0	0	0	0	0	0	0	0

Test)								
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

After Reviewing and analyzing the assessment data, the following instructional steps were taken:

Early literacy skills are assessed using Fountas and Pinnell. F&P allows us to assess reading levels, fluency, comprehension, and writing skills. The data has allowed us to pinpoint the need to focus instruction on reading strategies for comprehension and phonics for decoding. A review of current NYSESLAT data (2010) revealed that although some students achieved a particular level (ex.. Advanced) on the combined modality report, their actual achievement differed. In some instances a student who scored at the advanced level in speaking and listening, he may actually be at beginning level in speaking and intermediate level in writing. Similarly, in some cases students may vary in ability within a particular modality. In addition the data also revealed that scattering within modalities tend to occur (in this case) among the upper grades (7th and 8th). Based on this information, lessons can be customized to meet the student's individual needs.

Comparisons between ELA and performance ELE (Native Language-Spanish) tests results are not applicable at this time because we did not have Transitional Bilingual Programs in place, so NLA is not taught.

The teachers are trained in and use ESL strategies and approaches. Some of the strategies include:

1. Total Physical Response (TPR).
2. The Natural Approach
3. Sheltered Instruction
4. Multisensory Approaches.

Every effort is made to ensure that quality programming and instruction is in place. Constant teacher communication allows us to customize our instructional program and provide the variation in the required instructional units per level of functioning which are addressed during our programming sessions. Our beginners and intermediate level students receive 8 periods (360 min) of ESL instruction. Our Advanced group, however, receive 4 periods per week (180 min). Because of the staff development in ESL strategies, content areas are taught using scaffolding or sheltered instruction. Instruction is also differentiated within our student population in an effort to address special needs.

Our new SIFE initiative creates opportunities for students to receive additional small group tutoring and 1:1 assistance in their native language and English. It provides clarification for students on a weekly basis. ELLS are also involved in Saturday, Holiday and After School programs giving access to all our ELLS to school activities and instructional support. Counseling services and specialized instructional materials provide extra individual support needed for ELLS. The newcomers (less than 3 years) are provided with the same opportunities as the SIFE population with translators and bilingual teachers but with some modifications. The newcomers receive counseling and more experiential type of educational activities, such as trips. For the students that have been in the program for more than 6 years we incorporate ESL and Test Prep tutorials to their program and monitor them.

However, if the students are already in a special education setting, we address instructional delivery practices and ensure that goals are relevant and obtainable. Similarly, we will ensure that lessons are scaffolded and student's attention span, impulsivity and distractibility are considered when planning lessons. Using data to inform our instruction we can identify students with no progress, who may be in need for re-evaluation. On the other hand, if students are doing so well that they transition out after reaching proficiency, special support will be

language. Our main focus is to foster proficient English Language acquisition we will respect the critical role that the native language plays in student achievement. The transfer of knowledge, skills, and concepts from one language to another is quite evident.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		