



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 213, THE CARL ULLMAN ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q213

PRINCIPAL: KATHLEEN DRISCOLL **EMAIL:** KDRISCOLL2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MRS. ANITA SAUNDERS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Kathleen Driscoll	*Principal or Designee	
Jennifer Ialenti	*UFT Chapter Leader or Designee/SLT Secretary	
Cathy Grodsky	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Eun Kim	Member/Parent	
Robert Klein	Member/Parent	
Julie Kim	Member/Parent	
Shannon Phillips	Member/Parent/SLT Timekeeper	
Maura Francis	Member/Teacher/SLT Treasurer	
Elaina Athanasopoulos	Member/Teacher/SLT Co-Chairperson	
Tara Spellman	Member/Teacher/SLT Co-Chairperson	
Jasmine Norris	Member/Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By May, 2012, all students will have mastered 75% of Grade-Specific Reading Strategies as measured by the revised Rigby PM Ultra Benchmark Reading Comprehension Assessment Checklists.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Comparison of 2010 and 2011 NYS ELA Scores

Grades	2010 Level 4	2011 Level 4	2010 Level 3	2011 Level 3	2010 Level 2	2011 Level 2	2010 Level 1	2011 Level 1
3	26%	9%	42%	72%	24%	14%	8%	5%
4	12%	3%	58%	67%	29%	25%	2%	5%
5	36%	19%	42%	64%	23%	13%	0%	4%
Total	24%	10%	47%	68%	25%	17%	4%	5%

The School Leadership Team, Vertical Data Inquiry Team, Data Specialist and Supervisors reviewed the progress of our Grade 3 – 5 students as measured by the results of the NYS ELA Assessment for the years 2010 and 2011. We noted that the percentage of students scoring on a Level 2 decreased by 8 percentage points from 25% in 2010 as compared to 17% in 2011. We also noted that the number of students scoring on a Level 3 increased by 21 percentage points from 47% in 2010 to 68% in 2011. Additionally, the number of students scoring on a Level 4 decreased 14 percentage points from 24% in 2010 as compared to 10% in 2011.

K-5 Columbia University Teachers' College Reading Levels – November 2011

Grade	Level 1	Level 2	Students reading at Level 1 or 2 receiving special education services	Total Number of Students Reading Below Grade Level
K*	NA	NA	NA	NA
1	14	10	0	24
2	2	8	5	10
3	2	9	1	11
4	10	16	7	26

* Kindergarten Reading Assessments

5	12	14	16	26
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Based on the analysis of this data, teachers and supervisors identified the need to raise the level of reading comprehension skills for students in all grades, with a special focus on developing the critical thinking skills of our Grades 3-5 Level 3 students to help elevate their performance to Level 4.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Provide each K-5 classroom teachers with a revised grade-specific Rigby Reading Comprehension Strategies checklist each of which is aligned with the Common Core Learning Standards. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**
- **Lead Teachers (2) will attend monthly Lead Teacher meetings with the Literacy Instructional Network Specialist focusing on the ELA Common Core Learning Standards. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**
- **Lead Teachers will turnkey information at grade conferences and faculty conferences. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time, Grade and Faculty Conferences.**
- **Classroom Teachers will confer with students on a regular basis keeping accurate conference notes. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**
- **Teacher’s conference notes will be used to differentiate instruction. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**
- **Classroom Teachers will assess on an on-going basis the reading levels of all students in Grades K-5 utilizing the Teachers College Reading Assessments. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**
- **Teachers will implement non-fiction Read Alouds as a core component of their reading program to strengthen critical reading instruction. Target Population: Prek-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Grade Conferences, Faculty Conferences, Professional Development Days.**

- Full day professional development on Nov. 8, 2011 and June 7, 2012 will be utilized to further study the Common Core Learning Standards and to revise Reading Curriculum Maps to align with these new standards, along with sharing DOE mandates with staff. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.
- Per Diem days will be budgeted for sub coverage so teachers can participate in professional development in, but not limited to, the following areas: Curriculum Mapping, Common Core Learning Standards, ELL strategies, and Thinking Maps.
- Teachers will participate in a year-long study of Charlotte Danielson's Framework for Teaching with a focus on using open-ended questions, actively engaging students in the lessons, and creating genuine discussion among students. Target Population: Prek-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.
- Teachers will participate in grade-level collaborative Inquiry-based Teacher Teams and focus their work on:
 - Reading Comprehension Skills of Targeted Students
 - Study of the ELA Common Core Learning Standards
 - Implementation of the grade-specific DOE Literacy Task
 Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Inquiry Time
- Cross Grade Inquiry Team meetings (K-1, 2-3, 4-5) will be held approximately every six weeks for the purpose of sharing student work, instructional strategies, and resources. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Inquiry Time
- Individual Grade-level Inquiry Teams will share their work at Faculty and Grade Conferences. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Inquiry Teams, Common Planning Time, Grade and Faculty Conferences.
- Reading Levels of all students K-5 will be collected three times a year to monitor Reading Progress. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.
- Teachers will record pupil progress on individual student Reading Pacing Charts. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.
- Teachers will assist students in identifying clear learning goals for increasing their reading skills. Identified learning goals will be communicated to parents on a regular basis. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time and Inquiry Team meetings.
- Extended Day, 37.5 minutes, on Mondays, Tuesdays, and Wednesdays will be utilized for Reading Comprehension AIS. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.

- Literacy Cluster Teacher provides Literacy instruction to all classes K – 5 complementing curriculum being taught in the classrooms and aligning instruction to the CCLS. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.
- Mastery of Reading Comprehension Strategies as measured on the Revised Rigby Reading Comprehension Strategies Grade-Specific Checklists will be collected in May. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.
- Grade Level Inquiry Teams will maintain an “At A Glance Record Sheet” on which individual student progress and next steps will be recorded. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Inquiry Time
- Literacy Network Specialist will provide Professional Development to all Collaborative Inquiry-Based Teacher Teams, as well as to the entire faculty, on developing critical thinking skills through effective questioning. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Inquiry Time and Faculty Conferences.
- Vertical Data Inquiry Team composed of teachers representing all grades K-5 will meet approximately 2 times a month focusing their work in the following areas:
 - Participation in a book study of, Questioning the Author, by Isabel Beck, for the purpose of raising the level of questioning in our teaching. Information will then be shared with the entire school through Faculty Conferences and Grade Conferences.
 - Develop a protocol for the study of student work.
 - Study Student Assessment Data to identify trends and patterns across grades
 - Study Reading Curriculum Maps across the grades.
 Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Inquiry Time
- “Thinking Maps” Professional development provided to select teachers by our Network was shared with the entire faculty at the October Faculty Conference. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.
- Select teachers will attend follow-up Professional Development on the use of “Thinking Maps” and information will be shared with teachers at Grade and/or Faculty Conferences. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.
- Assistant Principal will receive Professional Development on “Thinking Maps” and serve as a “Thinking Maps” Trainer in the school supporting all teachers in the implementation of “Thinking Maps” in the area of Literacy. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time, Grade and Faculty Conferences.
- Principal participation in a Principal Book Study Group, Talk About Teaching!: Leading Professional Conversations, by Charlotte Danielson. Target Population: Prek-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-

Making Process/Assessment: Common Planning Time, Grade and Faculty Conferences.

- **Principal participation in Educational Leadership Institute Professional Development on the new Common Core Learning Standards. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time, Grade and Faculty Conferences.**
- **Principal and Assistant Principal will attend monthly Professional Development on the ELA Common Core Learning Standards. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Grade and Faculty Conferences.**

Strategies to increase parental involvement

- **A Common Core Learning Standards Parent Workshop informing parents of new standards – October 2011**
- **An ARIS Parent Link Station, available to parents during Parent-Teacher Conferences with assistance provided by the Assistant Principal – November 2011 and March 2012**
- **Classroom Monthly Newsletters**
- **Student Reading Goals developed for each student and communicated to the parents.**
- **Uptown Education, an educational website, is made available to every student K-5 in the content area of Literacy and can be used both in school and at home.**
- **Uptown Education Parent Workshop – Winter 2011/2012**
- **NYS ELA Parent Workshop – Winter/Spring 2012**
- **Literacy Strategies Workshop – Spring 2012**
- **School Leadership Training for parents conducted by District 26 Family Advocate – November 2011**
- **Monthly Parent-Teacher Association Meetings**
- **Monthly School Leadership Team Meetings**
- **Quarterly Meetings with PTA Co-Presidents**
- **Parent-Teacher Conferences to discuss ELA student progress – November 2011, March 2012**
- **Meet the Teacher Parent Meeting – September 2011**
- **Parent Coordinator Outreach with email and phone messages to parents**
- **School book fairs**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

P.S. 213 attracts highly qualified teachers by using a rigorous interview process:

- **Utilization of Open Market search for highly qualified candidates**
- **Principal and Assistant Principal formulate pertinent interview questions**

- **Candidates meet with Principal and Assistant Principal for an interview**

P.S. 213 retains and nurtures teachers by:

- **Administration invites and/or sends teachers to participate in professional development including but not limited to the following areas:**
 - **Curriculum Mapping**
 - **Thinking Maps**
 - **Citywide Performance Task Expectations**
 - **Lead Teacher Meetings**
 - **Smart Board Training**
- **Providing common planning periods with grade-level colleagues**
- **First year mentoring program**
- **New and Untenured Teacher Breakfast Meetings with Principal offered in order to provide guidance and professional development**
- **Formal Observations with feedback**
- **Administration encourages building professional capacity by encouraging teachers to assume leadership roles, i.e. Lead Teachers, participation in Vertical Data Inquiry Team, preparation and presentation of professional development (Thinking Maps, Math Talks, ELL Strategies)**
- **Professional Development opportunities including: Election Day, Chancellor’s Day, Grade Conferences, Faculty Conferences, Inquiry Team meetings with ELA Network Instructional Support Specialist**

P.S. 213Q differentiates professional development by:

- **New teachers receive one-year mentoring**
- **Formal observations by Supervisors with feedback**
- **Six informal visits by supervisors with written feedback using Charlotte Danielson’s, Framework for Teaching**
- **Alternative Observations for tenured teachers, planned with supervisors including mid-year reflections and end of year evaluations**
- **Continuation of Professional Development provided across the school year.**

Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**
- **P.S. 213Q school programs are enhanced through the Visual Arts instruction provided by Studio in a School to all students in Grades K-5. This initiative was made possible through the generosity of the P.S. 213 PTA and P.S. 213 School Funds.**
- **The Cultural After-School Adventures Program, partnered with the Queens Museum of Art’s Education Department will provide both Visual Art instruction, as well as Art Appreciation, to 25 students in Grades K-2 during the Winter and Spring of 2012. This program will complement the school’s “Respect for All” initiative by concentrating on diversity and respect as realized in Art. CASA has been made possible through the efforts of New York City Council Member Mark Weprin.**
- **Peer Mediation Program: The Peer Mediation Program at P.S. 213 was developed to create and sustain a school climate and culture that supports academic achievement, school engagement, and attendance. The program is designed to promote self-directed, reflective learning for all students. A diverse cohort of students is trained in communication and conflict negotiation skills to prepare them to be peer mediators. Mediators will rotate every school year increasing the number of students trained in these skills every year. The training offers students opportunities in collaborative problem-solving and practice in conflict negotiation and resolution. Training sessions include the following: understanding the nature of conflict;**

conflict resolution styles, learning to communicate effectively; methods of resolving conflict peacefully; managing anger; and respecting differences. The Peer Mediation Program encourages and helps to maintain an effective environment for student learning and promotes social development and group responsibility.

Budget and resources alignment

- Per session monies (TL Fair Student Funding) will be budgeted for professional development activities and purchase of resources and professional literature.
- Vertical Data Inquiry Team will meet regularly beginning in October 2011 to continue the investigation into student learning. Funds will be allocated for per session activities (ARRA RTTT Citywide Inst. Exp.)
- OTPS monies (FSF) budgeted for purchasing classroom resources and professional books for teachers.
- P.S. 213 School Funds allocated for partial payment for 2 six-week residencies provided by Studio in a School.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 75% of students in Grades K-5 will maintain proficiency or show improvement of at least one level on their ability to construct grade appropriate viable arguments in Mathematics as measured on the Exemplars Rubrics for reasoning and proof.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Comparison of 2010 and 2011 NYS MATH Scores

Grades	2010 Level 4	2011 Level 4	2010 Level 3	2011 Level 3	2010 Level 2	2011 Level 2	2010 Level 1	2011 Level 1
3	53%	40%	32%	49%	13%	11%	1%	0%
4	52%	52%	28%	32%	19%	13%	1%	3%
5	65%	57%	28%	35%	7%	8%	0%	0%
Total	56%	49%	29%	39%	14%	11%	1%	1%

The School Leadership Team, Vertical Data Inquiry Team, Data Specialist and Supervisors reviewed the progress of our Grade 3 – 5 students as measured by the results of the NYS Math Assessment for the years 2010 and 2011. We noted the total percentage of students scoring Level 1 remained the same for 2010 and 2011. The total percentage of students scoring Level 2 decreased by 3

percentage points from 14% in 2010 as compared to 11% in 2011. The total percentage of students scoring Level 3 increased by 10 percentage points from 29% in 2010 as compared to 39% in 2011. However, the total number of students scoring Level 4 decreased by 7 percentage points from 56% in 2010 to 49% in 2011.

Exemplars Math Scores with a focus on Reasoning and Proof – October 31, 2011

Grade	Level 1	Level 2	Students Performing on Level 1 or 2 receiving Special Education Services	Total Number of Students Performing Below Grade Level
K	14	25	8	47
1	37	16	2	53
2	6	17	4	23
3	10	19	1	29
4	13	33	12	46
5	31	18	15	49

Teachers, Inquiry Teams, the Data Specialist, and Supervisors reviewed students' Exemplar data as of October 31, 2011. Students were assessed using the Exemplars Program with a focus on Reasoning and Proof. This was assessed using a standardized Exemplars rubric across all grades. It was noted that a large number of children were below grade level in all Grades K – 5. Many students receiving IEP services in Grades 4 and 5 were performing below grade level.

Based on the analysis of this data, Teachers, Supervisors identified the need to raise the level of Mathematics achievement for K – 5 students through Problem Solving with a focus on Reasoning and Proof.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- **Provide each classroom teacher K-5 with Exemplars Word Problems and accompanying Reasoning and Proof rubrics. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**

- **Study of Exemplars Reasoning and Proof Rubric and student work at Grade conferences in order to:**
 - Inform instruction
 - Identify areas of strength
 - Identify next steps for groups of students
 - Discuss strategies for instruction
 - Align instruction with the Common Core Learning Standards**Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**

- **K-5 classroom teachers will administer monthly Exemplars Word Problems. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**

- **Math Lead Teacher will attend monthly Math Coach meetings focusing on the Common Core Learning Standards in Mathematics and deepening teachers' understanding of how students learn and think about mathematics. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**

- **Math Lead Teacher will turnkey information at Grade and Faculty Conferences. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time, Grade Conferences and Faculty Conferences.**

- **Extended Day, 37.5 minutes, on Mondays, Tuesdays, and Wednesdays will be utilized for Math AIS. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Inquiry Time.**

- **Full day professional development on Nov. 8, 2011 and June 7, 2012 will be utilized to further study the Common Core Learning Standards and to revise Curriculum Maps in Mathematics to align with these new standards, along with sharing DOE mandates with staff. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**

- **Schoolwide solving of non-routine problems of the day. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**

- **Vertical Data Inquiry Team will:**
 - Develop a protocol for the study of student work.
 - Study Student Assessment Data to identify trends and patterns across grades
 - Meet with classroom teachers and service providers to discuss trends and patterns across grades
 - Study Math Curriculum Maps across the grades.

Target Population: K-5 students; **Responsible Staff:** classroom teachers, principal, assistant principal; **timeline:** fall 2011 – spring 2012; **Decision-Making Process/Assessment:** Common Planning Time and Inquiry Time.
- **Principal and Assistant Principal will participate in monthly Professional Development on the Common Core Learning Standards in Mathematics.**
Target Population: K-5 students; **Responsible Staff:** classroom teachers, principal, assistant principal; **timeline:** fall 2011 – spring 2012; **Decision-Making Process/Assessment:** Grade and Faculty Conferences.
- **Principal participation in Educational Leadership Institute Professional Development on the new Common Core Learning Standards.** **Target Population:** K-5 students; **Responsible Staff:** classroom teachers, principal, assistant principal; **timeline:** fall 2011 – spring 2012; **Decision-Making Process/Assessment:** Common Planning Time, Grade and Faculty Conferences.
- **Mathematics Network Specialist will provide professional development to all teachers on strategies to help children construct viable arguments.**
Target Population: K-5 students; **Responsible Staff:** classroom teachers, principal, assistant principal; **timeline:** fall 2011 – spring 2012; **Decision-Making Process/Assessment:** Grade and Faculty Conferences, Inquiry Time.
- **“Math Talks” Professional Development provided to Special Education teachers by our Network was presented by select Special Education teachers to the entire faculty at the first Faculty Conference.** **Target Population:** Prek-5 students; **Responsible Staff:** classroom teachers, principal, assistant principal; **timeline:** fall 2011 – spring 2012; **Decision-Making Process/Assessment:** Common Planning Time.
- **Schedule of common prep time for teachers to plan for the implementation of at least one Mathematics Task that will be embedded in the Common Core Learning Standards.** **Target Population:** K-5 students; **Responsible Staff:** classroom teachers, principal, assistant principal; **timeline:** fall 2011 – spring 2012; **Decision-Making Process/Assessment:** Common Planning Time.
- **Teachers will engage all students in at least one Mathematics Task that will be embedded in the Common Core Learning Standards curricula and include multiple entry points for all learners including students with disabilities and English language Learners. These tasks will require students to construct grade appropriate viable arguments.** **Target Population:** Prek-5 students; **Responsible Staff:** classroom teachers, principal, assistant principal; **timeline:** fall 2011 – spring 2012; **Decision-Making Process/Assessment:** Common Planning Time.
- **“Thinking Maps” Professional development provided to select teachers by our Network was shared with the entire faculty at the October Faculty conference.** **Target Population:** Prek-5 students; **Responsible Staff:** classroom teachers, principal, assistant principal; **timeline:** fall 2011 – spring 2012; **Decision-Making Process/Assessment:** Common Planning Time.
- **Select teachers will attend follow-up Professional Development on the use of “Thinking Maps” and information will be shared with teachers at Grade and/or Faculty Conferences.** **Target Population:** Prek-5 students; **Responsible Staff:** classroom teachers, principal, assistant principal; **timeline:** fall 2011 – spring 2012; **Decision-Making Process/Assessment:** Common Planning Time.

- Assistant Principal will receive Professional Development on “Thinking Maps” and serve as a “Thinking Maps” Trainer in the school supporting all teachers. Target Population: Prek-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time, Grade and Faculty Conferences, Inquiry Time.

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Strategies to increase parental involvement

- A Common Core Learning Standards Parent Workshop informing parents of new standards – October 2011
- An ARIS Parent Link Station, available to parents during Parent-Teacher Conferences with assistance provided by the Assistant Principal – November 2011 and March 2012
- Classroom Monthly Newsletters
- Student Reading Goals developed for each student and communicated to the parents.
- Uptown Education, an educational website, is made available to every student K-5 in the content area of Mathematics and can be used both in school and at home.
- Uptown Education Parent Workshop – Winter 2011/2012
- NYS Math Parent Workshop – Winter/Spring 2012
- School Leadership Training for parents conducted by District 26 Family Advocate – November 2011
- Monthly Parent-Teacher Association Meetings
- Monthly School Leadership Team Meetings
- Quarterly Meetings with PTA Co-Presidents
- Parent-Teacher Conferences to discuss student progress in Mathematics – November 2011, March 2012
- Meet the Teacher Parent Meeting – September 2011
- Parent Coordinator Outreach with email and phone messages to parents
- School book fairs
- The Cultural After-School Adventures Program, partnered with the Queens Museum of Art’s Education Department will provide both Visual Art instruction, as well as Art Appreciation, to 25 students and their families in Grades K-2 during the Winter and Spring of 2012. This program will complement the school’s “Respect for All” initiative by concentrating on diversity and respect as realized in Art. CASA has been made possible through the efforts of New York City Council Member Mark Weprin.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

P.S. 213 attracts highly qualified teachers by using a rigorous interview process:

- Utilization of Open Market search for highly qualified candidates
- Principal and Assistant Principal formulate pertinent interview questions
- Candidates meet with Principal and Assistant Principal for an interview

P.S. 213 retains and nurtures teachers by:

- Administration invites and/or sends teachers to participate in professional development including but not limited to the following areas:

- Curriculum Mapping
- Thinking Maps
- Citywide Performance Task Expectations
- Lead Teacher Meetings
- Smart Board Training
- Providing common planning periods with grade-level colleagues
- First year mentoring program
- New and Untenured Teacher Breakfast Meetings with Principal offered in order to provide guidance and professional development
- Formal Observations with feedback
- Administration encourages building professional capacity by encouraging teachers to assume leadership roles, i.e. Lead Teachers, participation in Vertical Data Inquiry Team, preparation and presentation of professional development (Thinking Maps, Math Talks, ELL Strategies)
- Professional Development opportunities including: Election Day, Chancellor's Day, Grade Conferences, Faculty Conferences, Inquiry Team meetings with ELA Network Instructional Support Specialist

P.S. 213Q differentiates professional development by:

- New teachers receive one-year mentoring
- Formal observations by Supervisors with feedback
- Six informal visits by supervisors with written feedback using Charlotte Danielson's, Framework for Teaching
- Alternative Observations for tenured teachers, planned with supervisors including mid-year reflections and end of year evaluations
- Continuation of Professional Development provided across the school year.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **P.S. 213Q school programs are enhanced through the Visual Arts instruction provided by Studio in a School to all students in Grades K-5. This initiative was made possible through the generosity of the P.S. 213 PTA and P.S. 213 School Funds.**
- **The Cultural After-School Adventures Program, partnered with the Queens Museum of Art's Education Department will provide both Visual Art instruction, as well as Art Appreciation, to 25 students and their families in Grades K-2 during the Winter and Spring of 2012. This program will complement the school's "Respect for All" initiative by concentrating on diversity and respect as realized in Art. CASA has been made possible through the efforts of New York City Council Member Mark Weprin.**
- **Peer Mediation Program:** The Peer Mediation Program at P.S. 213 was developed to create and sustain a school climate and culture that supports academic achievement, school engagement, and attendance. The program is designed to promote self-directed, reflective learning for all students. A diverse cohort of students is trained in communication and conflict negotiation skills to prepare them to be peer mediators. Mediators will rotate every school year increasing the number of students trained in these skills every year. The training offers students opportunities in collaborative problem-solving and practice in conflict negotiation and resolution. Training sessions include the following: understanding the nature of conflict; conflict resolution styles, learning to communicate effectively; methods of resolving conflict peacefully; managing anger; and respecting differences. The Peer Mediation Program encourages and helps to maintain an effective environment for student learning and promotes social development and group responsibility.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Per session monies (TL Fair Student Funding) will be budget for professional development activities and purchase of resources and professional literature.**
- **Vertical Data Inquiry Team will meet regularly beginning in October 2011 to continue the investigation into student learning. Funds will be allocated for per session activities (ARRA RTTT Citywide Inst. Exp.)**
- **OTPS monies (FSF) budgeted for purchasing classroom resources and professional books for teachers.**
- **P.S. School Funds allocated for partial payment for 2 six-week residencies provided by Studio in a School.**

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 75% of students in Grades 3-5 will maintain proficiency or show improvement of at least one level on the written analysis of informational texts as measured by revised grade-specific DOE TASK Rubrics for Informational Writing.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As part of our commitment to support all students in Grades K – 5 to be College and Career Ready, Informational Writing has been targeted by the P.S. 213 school as an area that needs to be strengthened in our educational program as indicated in the new Common Core Learning Standards.

2011 NYS ELA Item Analysis Data
Reading, Writing, Listening and Speaking for Information and Understanding
and Critical Analysis and Evaluation

Grade	% of Students Reading, Writing, Listening and Speaking for Information and Understanding	% of Students Reading, Writing, Listening and Speaking for Critical Analysis and Evaluation
3	89%	76%
4	76%	70%
5	84%	83%
Total Average of Grades 3-5	83%	76%

The School Leadership Team, Vertical Data Inquiry Team, Data Specialist and Supervisors reviewed 2011 NYS ELA Item Analysis Data and noted that overall students demonstrated a weakness in the area of Reading, Writing, Listening and Speaking for Critical Analysis and Evaluation.

Informational Writing Levels as of October 31, 2011

Grade	Level 1	Level 2	Students receiving Special Education Services and Performing on Level 1 and/or Level 2	Total Number of Students Performing Below Grade Level
3	1	9	2	10
4	7	30	8	37
5	7	34	17	41

The School Leadership Team, Vertical Data Inquiry Team, Data Specialist and Supervisors reviewed the progress of our Grades 3 -5 students in the area of Informational Writing. Students were assessed using the revised DOE TASK Rubric for Informational Writing. It was noted that a large number of students were performing on Level 2 in both Grades 4 and 5. Additionally, many students with IEPs in Grades 4 and 5 were performing below grade level.

Based on the analysis of this data, teachers and supervisors identified the need to target Informational Writing as an area that needs to be strengthened in our educational program as indicated in the new Common Core Learning Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- **Provide each classroom teacher in grades K-5 with Nonfiction Information grade-appropriate leveled texts. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**

- **All classroom teachers of Grades Prek-5 will conduct monthly Read Alouds of nonfiction books to model written analysis of informational texts. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**

- The grade-specific DOE TASK Rubrics for Informational Writing will be studied and revised collaboratively by supervisors and teachers on each grade level, K-5. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time and Grade Conferences.
- Informational Writing Levels of all students K-5 will be collected three times a year to monitor Writing Progress. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.
- Lead Teachers (2) will attend monthly Lead Teacher meetings with the Literacy Network Specialist focusing on the ELA Common Core Learning Standards. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.
- Information learned from the Network Lead Teacher Meetings will be shared at Grade Conferences and/or Faculty Conferences. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time and Grade Conferences.
- Principal and Assistant Principal will participate in monthly Professional Development on the ELA Common Core Learning Standards. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Grade and Faculty Conferences.
- Principal participation in Educational Leadership Institute Professional Development on the new Common Core Learning Standards. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time, Grade and Faculty Conferences.
- Literacy Cluster teacher will provide differentiated instruction for all grades, K-5, and support the work of written analysis of informational texts. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.
- Student work will be studied in Grade Conferences and during Collaborative Inquiry-based Teacher Team meetings with a focus on strategies to be taught, next steps, and the alignment of instruction with the Common Core Learning Standards. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time, Inquiry Time, and Grade Conferences.
- Provide each classroom teacher of grades K-5 with the K-8 Continuum for Assessing Informational/Explanatory Writing to be studied and used as a resource in determining students' differentiated writing strengths and next steps. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time, Inquiry Time, and Grade Conferences.
- Full day professional development on Nov. 8, 2011 and June 7, 2012 will be utilized to further study the Common Core Learning Standards and to revise Writing Curriculum Maps to align with these new standards, along with sharing DOE mandates with staff. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment:

Common Planning Time.

- **Extended Day, 37.5 minutes, on Mondays, Tuesdays, and Wednesdays will be utilized for Writing AIS. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**
- **Teachers will engage all students in at least one literacy task that will be embedded in the CCLS curricula and include multiple entry points for all learners including students with disabilities and English Language Learners. These tasks will require students to read and analyze informational texts and write opinions/arguments in response. Target Population: Prek-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time, Inquiry Time, and Grade Conferences.**
- **Schedule planning time (September 6 - Chancellor’s Conference Day, November 8 - Professional Development Day, 37.5 minutes Inquiry Time held weekly on Thursdays, and Common Prep Time) for teachers to plan for the implementation of the Literacy Task. Target Population: Prek-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time, Inquiry Time and Professional Development Days.**
- **Vertical Data Inquiry Team composed of teachers representing all grades K-5 will meet approximately 2 times a month focusing their work on the following areas:**
 - **Participation in a book study of the book, Questioning the Author, by Isabel Beck, for the purpose of raising the level of questioning in our teaching. Information will then be shared with the entire school through Faculty Conferences and Grade Conferences.**
 - **Develop a protocol for the study of student work.**
 - **Study Student Assessment Data to identify trends and patterns across grades**
 - **Study Writing Curriculum Maps across the grades.****Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Inquiry Team**
- **“Thinking Maps” Professional development provided to select teachers by our Network was shared with the entire faculty at the October Faculty Conference. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**
- **Select teachers will attend follow-up Professional Development on the use of “Thinking Maps” and information will be shared with teachers at Grade and/or Faculty Conferences. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time.**
- **Assistant Principal will receive Professional Development on “Thinking Maps” and serve as a “Thinking Maps” Trainer in the school supporting all teachers in the implementation of “Thinking Maps” in the area of Literacy. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; timeline: fall 2011 – spring 2012; Decision-Making Process/Assessment: Common Planning Time, Grade and Faculty Conferences.**

Strategies to increase parental involvement

- **A Common Core Learning Standards Parent Workshop informing parents of new standards – October 2011**
- **An ARIS Parent Link Station, available to parents during Parent-Teacher Conferences with assistance provided by the Assistant Principal – November 2011 and March 2012**
- **Classroom Monthly Newsletters**
- **Student Reading Goals developed for each student and communicated to the parents.**
- **Uptown Education, an educational website, is made available to every student K-5 in the content area of Literacy and can be used both in school and at home.**
- **Uptown Education Parent Workshop – Winter 2011/2012**
- **NYS ELA Parent Workshop – Winter/Spring 2012**
- **School Leadership Training for parents conducted by District 26 Family Advocate – November 2011**
- **Monthly Parent-Teacher Association Meetings**
- **Monthly School Leadership Team Meetings**
- **Quarterly Meetings with PTA Co-Presidents**
- **Parent-Teacher Conferences to discuss ELA student progress – November 2011, March 2012**
- **Meet the Teacher Parent Meeting – September 2011**
- **Parent Coordinator Outreach with email and phone messages to parents**
- **School book fairs**
- **The Cultural After-School Adventures Program, partnered with the Queens Museum of Art's Education Department will provide both Visual Art instruction, as well as Art Appreciation, to 25 students and their families in Grades K-2 during the Winter and Spring of 2012. This program will complement the school's "Respect for All" initiative by concentrating on diversity and respect as realized in Art. CASA has been made possible through the efforts of New York City Council Member Mark Weprin.**

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- **Utilization of Open Market search for highly qualified candidates**
- **Principal and Assistant Principal formulate pertinent interview questions**
- **Candidates meet with Principal and Assistant Principal for an interview**

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- **Administration invites and/or sends teachers to participate in professional development including but not limited to the following areas:**
 - **Curriculum Mapping**
 - **Thinking Maps**
 - **Citywide Performance Task Expectations**
 - **Lead Teacher Meetings**
 - **Smart Board Training**

- Providing common planning periods with grade-level colleagues
- First year mentoring program
- New and Untenured Teacher Breakfast Meetings with Principal offered in order to provide guidance and professional development
- Formal Observations with feedback
- Administration encourages building professional capacity by encouraging teachers to assume leadership roles, i.e. Lead Teachers, participation in Vertical Data Inquiry Team, preparation and presentation of professional development (Thinking Maps, Math Talks, ELL Strategies)
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- Formal observations by Supervisors with feedback
- Six informal visits by supervisors with written feedback using Charlotte Danielson’s Framework for Teaching
- Alternative Observations for tenured teachers, planned with supervisors including mid-year reflections and end of year evaluations
- Continuation of Professional Development provided across the school year.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
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Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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- **Vertical Data Inquiry Team will meet regularly beginning in October 2011 to continue the investigation into student learning. Funds will be allocated for per session activities (ARRA RTTT Citywide Inst. Exp.)**
- **OTPS monies (FSF) budgeted for purchasing classroom resources and professional books for teachers.**
- **P.S. 213 School Funds allocated for partial payment for 2 six-week residencies provided by Studio in a School.**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	25	9	N/A	N/A	1	0	0	0
1	16	0	N/A	N/A	1	0	0	0
2	16	8	N/A	N/A	0	0	0	0
3	4	3	N/A	N/A	0	0	0	0
4	30	30	NA	NA	1	0	0	0
5	33	22	NA	NA	4	0	0	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p><u>Extended Day-At-Risk</u> students in ELA are provided with differentiated instruction to meet their specific deficits. The sessions are in small groups that target comprehension skills and informational writing using Teacher’s College Reading and Writing Workshop Program, as well as short shared texts and Thinking Maps. Month-by-Month Phonics and Words Their Way are used to improve word attack skills. The small groups meet during extended day three times a week for 37 1/2 minutes.</p> <p><u>SETSS</u>-Students with IEP’s receive SETSS services 1-3 times a week during the regular school day.</p> <p><u>Self-Sustaining After School Program</u>-We also offer a 90 minute Self-Sustaining after School Program once a week in the spring to help students prepare for the NYS ELA Assessment.</p> <p><u>Title III After School Program</u>-Also offered is a Title III funded After-School Program for ESL students. This program runs from November through April, once a week.</p>
Mathematics	<p><u>Extended Day</u>-Students will be provided with differentiated instruction to meet their specific deficits. The sessions are in small groups that target problem solving, reasoning and proof and computation skills. Exemplars Program and McMillan McGraw Hill Math Series are utilized in this area. The small groups meet during extended day three times a week for 37 1/2 minutes.</p> <p><u>SETSS</u>-Students with IEP’s receive SETSS services 1-3 times a week during the regular school day.</p> <p><u>Self-Sustaining After School Program</u>-We also offer a 90 minute Self-Sustaining After School Program once a week in the spring to help students prepare for the NYS Mathematics Assessment.</p> <p><u>Title III After School Program</u>-Also offered is a Title III funded After-School Program for ESL students. This program runs from November through April and meet once a week for 90 minutes.</p>

Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	<p>At-Risk Services Provided by the Guidance Counselor The At-Risk guidance program provides counseling for students one or more periods a week during the school day. Strategies include talk and play therapy and various activities to help improve study skills, organizational skills and academic performance as well as social skills.</p>
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Mary Jo Pisacano	District 26	Borough Queens	School Number 213
School Name Carl Ullman			

B. Language Allocation Policy Team Composition [?](#)

Principal Kathleen Driscoll	Assistant Principal Natalie Culpeper-Brown
Coach	Coach
ESL Teacher Cheryl Daniels/ESL	Guidance Counselor Margaret Toy
Teacher/Subject Area Joanne Spargimino/Reading	Parent
Teacher/Subject Area	Parent Coordinator Beth Revello
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	488	Total Number of ELLs	58	ELLs as share of total student population (%)	11.89%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

When a parent or guardian registers a new student into the school system, they are immediately required to complete a Home Language Identification Survey (HLIS) given by the school secretary in the language of their choice at the time of registration. This survey informs the school what language the student uses at home. If the HLIS indicates that the student uses a language other than English once for questions 1-3, and twice for questions 5-8, then that student will be referred to our Certified English as a Second Language Teacher, Cheryl Daniels. Mrs. Daniels conducts an informal oral interview with the parents/guardians to assist in completing the HLIS and speaks with the student in order to determine the students' eligibility for ESL services. If the HLIS and the informal student interview indicates that the student uses a language other than English, then the student is administered the Language Assessment Battery- Revised (LAB-R) by our certified ESL teacher. This is an English proficiency test. The results on this test determine the student's entitlement into the program. If a student speaks Spanish in the home, and the results show that he/she is entitled to ESL services, then that child must take the Spanish LAB to determine language dominance. In order to exit the program, each child must take the New York State English as a Second Language Achievement Test (NYSESLAT). This test is given annually in the Spring. It measures the English proficiency of ELLs (English Language Learners) and determines their progress as well as their continued entitlement or "exit" from entitlement. Every effort is made by school staff to obtain NYSESLAT/LAB-R data from transfer students from another school outside New York City but within New York State to determine eligibility or placement according to his/her proficiency level (beginning, intermediate, or advanced). Scores on the NYSESLAT subtests are also used in order to guide and drive instruction.

After it is determined that a child is entitled to ESL services, parents are notified that their child may be eligible for Transitional Bilingual, Dual Language or Freestanding ESL services. They will receive first time entitlement letters from the Certified ESL teacher. Letters including information on all three programs are sent home in English as well as in their native language within ten days of the administration of the LAB-R. Parents of newly admitted students are invited to attend an Orientation session by the certified ESL teacher to ensure that they understand all three program choices. They will view a DVD, "Orientation Video for Parents of Newly Enrolled English Language Learners," in English and in their native language. This video explains the differences in all three program choices- Transitional Bilingual, Dual Language and Freestanding ESL services. The ESL teacher hands out additional information in the language of the parent. There is a question and answer period afterward about our program. The Program Selection Form and Parent Survey is filled out at this time. Once the program begins, the ESL teacher hands out Placement letters to parents of children in the program. This letter explains that his/her child will be placed in the ESL Program for the entire school year. The entire process (screening, administering the LAB-R, and Parent Orientation) must be completed within 10 days of enrollment. Parents of children who continue to be entitled to ESL services are also notified of their continued entitlement into the program for that school year. Letters are sent home by our certified ESL teacher. If the forms are not returned in a timely fashion, second and if necessary third reminder letters are sent home. Phone calls are also made if needed. The ESL teacher is responsible for handing out, collecting, making copies and having on file all letters (first time entitled, continued entitled, placement letters), Parent Surveys, and Parent Program Selection Forms. They should also have a copy of each student's Home Language Identification Survey.

According to the surveys, during the 2010-2011 school year, 54 of the 58 parents requested the Freestanding ESL Program. Four

parents requested the Bilingual/Dual Language Program: however, they rejected the school transfer and remained at P.S.213 in the Freestanding ESL Program. Since the majority of parents chose the Freestanding ESL Program, this program is offered at our school and aligned with their requests. The Traditional Bilingual(TBE) and Dual Language Programs are not offered at P.S.213. If the school receives requests for 15 or more students who have the same language and are in the same contiguous grades for a transitional Bilingual or Dual Language Program, the parents would be notified by the certified ESL teacher that the school would take the necessary steps to institute that requested program. Each child feels that their culture is valued and that the importance of emphasizing the native language at home is stressed in our ESL Program. We have bilingual dictionaries, some library books in their native language, brochures, music etc. as well as bilingual teachers and translators. We have workshops to provide our parents with strategies so that they can foster the development of their child's native language as well as in English.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K ✳ 1 ✳ 2 ✳ 3 ✳ 4 ✳ 5 ✳ 6 ● 7 ● 8 ● 9 ● 10 ● 11 ● 12 ●
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This school offers (check all that apply):

Transitional bilingual education program	Yes ●	No ✳	If yes, indicate language(s):
Dual language program	Yes ●	No ✳	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%;40% → 50%;50% → 75%;25%)</small>														0
Dual Language <small>(50%;50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	16	11	4	10	8	9								58
Total	16	11	4	10	8	9	0	0	0	0	0	0	0	58

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	48	Special Education	7
SIFE	9	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	3

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	48	9	3	7	0	4	3	0	2	58
Total	48	9	3	7	0	4	3	0	2	58

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	4	0	1	2	0								8
Chinese	9	4	2	4	2	4								25
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	6	1	1	5	4	4								21
Punjabi	0	0	0	0	0	0								0
Polish	0	0	1	0	0	0								1
Albanian	0	0	0	0	0	0								0
Other	0	2	0	0	0	1								3
TOTAL	16	11	4	10	8	9	0	58						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The program model at P.S.213 is a Freestanding English as a Second Language pull-out program. All students are pulled out for small group instruction by grade. Each group is heterogeneous. There are three levels in each group- beginning, intermediate, and advanced. All instruction is given in English.

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

All instruction in our Freestanding ESL program is delivered in English with native language support. Students are immersed in English through content area instruction. Our ESL program focuses on developing and teaching students to use academic language skills. Both the ESL teacher and classroom teacher collaborate to help ESL students to communicate, analyze, and demonstrate understanding in content area. Some instructional materials used to support students' progress are: leveled books, reading materials in native language, manipulatives, ESL software, bilingual dictionaries, picture dictionaries, and other visual aides. Beginning ESL students are instructed using a Newcomer's Kit called 'Let's Talk About It' which includes vocabulary development and conversational activities that cover basic grammar. Students receive native language support through the use of translated bilingual dictionaries, partnering with a classmate who speaks the same language and books in their native language. The ESL teacher provides content area support by reviewing lessons done in the classroom using activities that focuses on vocabulary development and comprehension. Grammar and vocabulary skills are taught according to the students' proficiency level. The students are taught using themes in English and Social Studies that take into account other subject areas such as Math and Science. The reading-writing workshop model that uses the balanced literacy approach with an emphasis on shared reading and writing is used in each group as well as in the classroom. This program builds background knowledge to enable students to process the information presented. Our vocabulary program, "Elements of Reading- Vocabulary" published by Steck-Vaughn uses listening, speaking, reading and writing activities. It has many strategies that teaches new words and uses a K-W-L chart, graphic organizers, and modeling using TPR(total physical response) designed to increase their competencies. Additional strategies and activities used are journal writing, jazz chants, puppetry, interactive read alouds, and story mapping. All lessons incorporate all of the following- listening, speaking, reading, and writing skills.

In looking at our newcomers/SIFES(students with interrupted formal education) a major focus is to develop phonemic awareness and a basic sight vocabulary that is meaningful and useful to newcomers/SIFES. The plan for newcomers is to immerse them in day-to-day

A. Programming and Scheduling Information

activities in their class using ESL methodologies. These newcomers will use hands-on activities to develop a hierarchy of questions to include "yes-no" responses and to be able to respond with a phrase or short sentence. These students will work in cooperative learning groups exploring a given theme in depth. They will be involved in think-pair share activities in which they will pair-up with one-another to discuss their thoughts on topics provided by the ESL teacher.

In order to develop an instructional plan for our SIFE students, a team approach is being implemented in our school. The ESL teacher, classroom teacher, and the schools Academic Intervention Team/Pupil Personnel Committee discuss the needs of the students based on formal and informal assessments such as LAB-R, Rigby Guided Reading Levels, and ECLAS-2 and other informal assessments and observations of the classroom and ESL teacher. An individualized learning plan consisting of long-term goals and short-term goals are planned. Newcomers and SIFE students may be given additional services during the school day or in after school programs. Our AIS/PPC committee meets every month. There is ongoing communication between the classroom teacher, ESL teacher and other service providers to look at the students' progress, readjust goals and strategies in order to prepare these students for the New York State English Language Arts test.

Four Special Education students have been in the ESL program from 4 to 6 years. Our plan is to build critical thinking skills in subject areas, such as reading, math, social studies, and science that help students with comprehension skills. Instruction will continue to include basic skills in the context of higher thinking and problem solving skills. Developing the students' writing skills will also be addressed. The ESL teacher will look at each students' IEP for strategies on how to meet these goals.

In order to provide access to academic content areas and accelerated English language development, the following instructional strategies and grade-level materials are being utilized by ESL and classroom teachers:- small group targeted instruction, scaffolding instruction, content area books on various reading levels, pairing students with a native language speaker(bilingual peer tutors) and making bilingual dictionaries available to students in testing grades.

ELL-SWD's are placed into heterogeneous groups according to their grade level where instruction is done in English. They are serviced in small groups. They use visuals, manipulatives, and other ESL techniques with an emphasis on vocabulary development. The ESL teacher uses the K-W-L charts to build on prior knowledge. Students are engaged in pre-reading vocabulary development activities to increase their understanding of new materials being taught. The following materials are being used- Just Right Reading Program, and Sundance Nonfiction Comprehension Strategies Kit. Scaffolding techniques are used extensively with ELLs identified as having special needs. I.E.P. mandates are taken into consideration when forming these groups. Students are also grouped according to their goals and targeted instructional needs. The ESL teacher and classroom teachers have regularly scheduled articulation periods throughout the school year to discuss student progress.

Courses Taught in Languages Other than English ⓘ

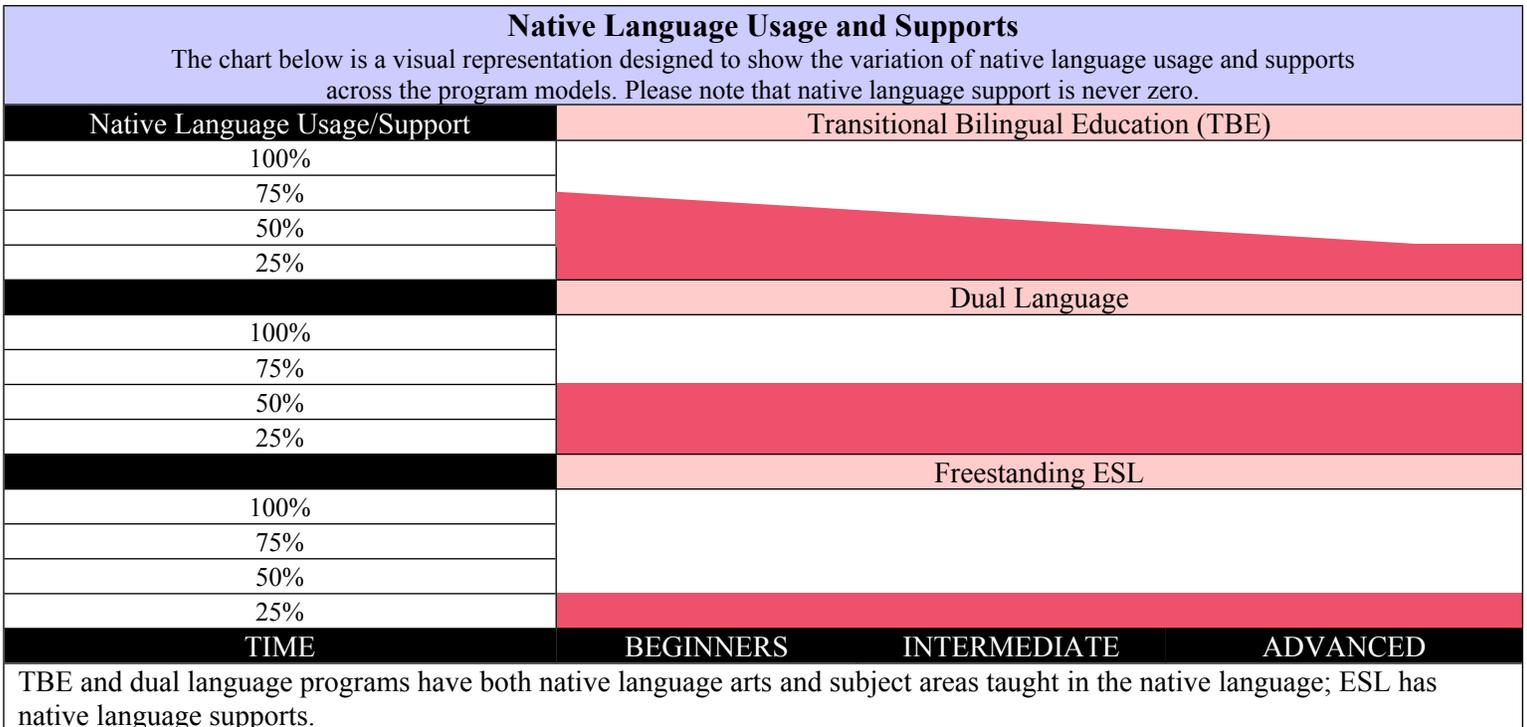
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

B. Programming and Scheduling Information--Continued

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

The targeted intervention program for ELLs in ELA, Math, Science, and Social Studies includes a group of teachers(ESL Inquiry Team including the ESL teacher), that meet regularly to discuss specific needs of students in grades 3-5. Students are identified according to their New York State ELA, Math, and grade 4 Science scores as well as teacher recommendations. Strategies are agreed upon to address specific areas of need. Test data is analyzed to inform and differentiate instruction. Student progress is assessed on a regular basis by the team and adjustments are made to continuously meet student needs.

We have several targeted intervention programs for our ELLs. They are grouped according to their grade level. Instruction is differentiated according to their interest and proficiency levels. Formal and informal assessments are administered in order to determine the needs for each student. There is communication between the ESL teacher, classroom teacher, service providers and the AIS/PPC to determine the placement of our ELLs in our targeted intervention programs.

P.S.213Q has an extended day program for our ELLs for additional help in ELA, Math and other content areas. All LEP Students are working in small groups. They meet Monday through Wednesday at the end of the school day for 37.5 minutes. Special Education ELL students receive this instruction an additional three to five forty-five minute periods a week during the school day from the reading teacher and the at risk SETSS teacher utilizing both a push-in and a pull-out model. Our ELLs also receive additional targeted instruction from our Title III After School Program. This program takes place after the extended day program on Tuesdays for two hours.

Students who reach the proficiency level on the NYSESLAT are included in our Academic Interventions Services programs during the school day. Students in grades 3 to 5 receive Reading and Math Intervention using both a push-in and pull-out model from three to five forty-five minute periods per week. All ELLs in grades 3 through 5, entitled or proficient are invited to attend our AIS(Academic Intervention Services) After School Program for Reading and Math. This program takes place on Wednesdays after the extended day for one hour. Test accommodations for former ELLs are also provided on all Standardized exams. Classroom teachers also make available translation dictionaries and extended time in classroom exams.

The materials we use in our program are aligned with each students' proficiency level. We use the following programs which covers all areas and interest levels- phonics, reading comprehension, vocabulary, writing, listening skills, and speaking skills: Listen and Learn Word Family and Phonics Activity Programs, Let's Talk About It - Oral Language , Reading and Writing Program, English to a Beat Program with cassettes, Early Explorers - Building Literacy for Life, Just Right Reading Series, Comprehension Connections, and Extensions in Reading.

The following computer software programs are used: Simple Sentence Structure - Listening Comprehension, Concentrate on Words and Concepts, Words and Concepts Vocabulary - Word Identification, Word Association, My School-Language Activities of Daily Living, My Town-Language Activities of Daily Living, My House - Language Activites of Daily Living and Swim, Swam, Swum - Mastering Irregular Verbs.

Native Language Support

We provide support for each ELL students' native language. Bilingual teachers, paraprofessionals, parents, and students help in the translation for our newcomers ELLs. Classroom items are labeled in English as well as in the native language of our ELL population. Language experience lessons are in English with key vocabulary words written in the students native language. Our ESL teachers, classroom teachers, and service providers are able to do this, using the website, ESL-Kids.com. Our ESL classroom has bilingual dictionaries in the students native language and other books about their country to promote acceptance of the ELLs' native language and culture.

Our parent coordinator, Beth Revello is also available with translators at the beginning and during the school year to assist newcomers.

B. Programming and Scheduling Information--Continued

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E. Parental Involvement

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

All parents, including parents of ELLs are involved in all school activities. Our Parent Coordinator, Ms. Beth Revello-Wick, gives parent workshops. She provides parents with information on Adult ESL Programs being offered locally. She Coordinates with the Parent Teacher Association and School Leadership Team to organize the International Festival. Our Parent Coordinator and members of our Parent Teachers Association reach out to all newcoming parents to our school. Many parents assist in communication with the newcomers and encourage them to become involved in school activities. We have an annual International Festival where all ethnicities are represented. Here they are able to share aspects of their culture with the entire school. Parents and students are involved in preparing food, art activities, and dance performances.

We have several Bilingual teachers on staff. These teachers are available during the school day and at meetings to help communicate with parents who do not speak English. We also utilize the New York City Department of Education Translation Services to translate letters and notices that are sent home.

Data is collected and analyzed from the school survey with regard to parent needs. This data is then used to inform and guide future workshops and home-school connection.

The ESL teacher also conducts meetings at the beginning of the school year to inform parents about the ESL program and answer questions about the school as a whole. Translators are also available at that meeting. At this time the ESL teacher is able to further evaluate which parents need assistance in connecting with school activities and services as well as available community services. Parents of the ESL students who participate in our Title III After School Program will be invited to two meetings during the school year. One meeting will inform parents on how to help their child succeed on the NYSESLAT and the other workshop will focus on helping their child prepare for the ELA and Math exam. Materials/handouts will be provided to help the parent with their child. This year we plan to give out a glossary/thesaurus to each child to help with vocabulary and writing skills on their level.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

There will be ongoing Professional Development for ESL teachers, administrators, classroom teachers and all staff members throughout the school year. ESL teachers will attend courses offered by OELL, CFN205, and BETAC. Information from these courses as well as other courses throughout the year will be turn-keyed to classroom teachers and other service providers by the ESL teachers to the staff at faculty and grade conferences for a minimum of 7.5 hours over the course of the year. Best Practices Professional Development is delivered to all staff members several times a year to support the ELL students in vocabulary development, problem solving, and comprehension in all content areas. Professional development is also provided by our Network Leaders during the course of the school year to all staff members. A record of Professional Development to Staff is maintained by the school secretary.

In addition to receiving Professional Development from outside sources, we have Professional Development through our Collaborative Inquiry Teaching Teams. Each team meets weekly to assess their teaching, new ideas, methods and materials. The learning targets of our ELLs are also addressed at this time. We have a Collaborative ESL Teacher Team. The teachers in our Title III ESL After School Program are part of this team. They have chosen 5 students to work with. Our goal for them is to achieve the proficiency level on the NYSESLAT. We will be thinking about ways to support them in the future. We have a goal to help them achieve the proficiency level on the NYSESLAT.

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To support our staff in assisting our ELLs transition from elementary to middle school, the ESL teacher had on-going communication with the ESL teacher at the middle school that our students are zoned for. Discussions include the students' academic strengths, weaknesses, and learning styles and any pertinent data that may inform instruction. Parents are also informed of suggested activities that they can do with their child to help them transition into the middle school.

E. Parental Involvement

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All parents, including parents of ELLs are involved in all school activities. Our Parent Coordinator, Ms. Beth Revello-Wick, gives parent workshops. She provides parents with information on Adult ESL Programs being offered locally. She Coordinates with the Parent Teacher Association and School Leadership Team to organize the International Festival. Our Parent Coordinator and members of our Parent Teachers Association reach out to all newcoming parents to our school. Many parents assist in communication with the newcomers and encourage them to become involved in school activities. We have an annual International Festival where all ethnicities are represented. Here they are able to share aspects of their culture with the entire school. Parents and students are involved in preparing food, art activities, and dance performances.

We have several Bilingual teachers on staff. These teachers are available during the school day and at meetings to help communicate with parents who do not speak English. We also utilize the New York City Department of Education Translation Services to translate letters and notices that are sent home.

Data is collected and analyzed from the school survey with regard to parent needs. This data is then used to inform and guide future workshops and home-school connection.

The ESL teacher also conducts meetings at the beginning of the school year to inform parents about the ESL program and answer questions about the school as a whole. Translators are also available at that meeting. At this time the ESL teacher is able to further evaluate which parents need assistance in connecting with school activities and services as well as available community services. Parents of the ESL students who participate in our Title III After School Program will be invited to two meetings during the school year. One meeting will inform parents on how to help their child succeed on the NYSESLAT and the other workshop will focus on helping their child prepare for the ELA and Math exam. Materials/handouts will be provided to help the parent with their child. This year we plan to give out a glossary/thesaurus to each child to help with vocabulary and writing skills on their level.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	0	0	2	1	0								5
Intermediate(I)	4	0	0	2	3	2								11
Advanced (A)	1	5	1	1	2	3								13
Total	7	5	1	5	6	5	0	0	0	0	0	0	0	29

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	4	3	0	8

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

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

The ECLAS-2 and Rigby Assessment are assessment tools that our school uses to assess the early literacy skills of our ELLs. These assessments help determine the ELL students' alphabet recognition, phonemic awareness and independent reading levels. They can also tell whether or not a student was exposed to any literacy at all.

After reviewing and analyzing the LAB-R scores for new admits who were tested, it was found that the majority of our Kindergarten were at the intermediate level and most of our first grade students were at the advanced level. The third, fourth and fifth graders were

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.

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

The ECLAS-2 and Rigby Assessment are assessment tools that our school uses to assess the early literacy skills of our ELLs. These assessments help determine the ELL students' alphabet recognition, phonemic awareness and independent reading levels. They can also tell whether or not a student was exposed to any literacy at all.

After reviewing and analyzing the LAB-R scores for new admits who were tested, it was found that the majority of our Kindergarten were at the intermediate level and most of our first grade students were at the advanced level. The third, fourth and fifth graders who were administered the Lab, scored on all levels- beginning, intermediate, and advanced.

Most of the students became proficient in English by the end of Kindergarten through grade 2. Overall, the majority of students become proficient in listening/speaking before they become proficient in reading/writing. Beginning in Kindergarten, our ELLs are immersed in literacy activities to improve their phonics and vocabulary skills. This will help with their writing skills. Bilingual peer-tutors help with the learning of vocabulary skills. The ECLAS-2 and the Rigby Assessment is used to monitor progress in all of the language arts to drive instruction.

After reviewing the NYSESLAT, the majority of the ELLs in kindergarten through grade 5 were proficient in listening/speaking. In grades K-2, the results also show a majority of ELLs being proficient in reading/writing. In grades 3-5, there was a large number of ELLs scoring at the intermediate level as well as the proficiency level in reading/writing.

Two of our ELLs have been in the ESL program for 4 or more years. They are both Special Education students (one at the intermediate

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.

Part VI: LAP Assurances

School Name: <u>Carl Ullman</u>		School DBN: <u>26Q213</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kathleen Driscoll	Principal		10/14/11
Natalie Culpeper-Brown	Assistant Principal		10/14/11
Beth Revello	Parent Coordinator		10/14/11
Cheryl Daniels	ESL Teacher		10/14/11
	Parent		10/14/11
Joanne Spargimino/ Reading	Teacher/Subject Area		10/14/11
	Teacher/Subject Area		10/14/11
	Coach		10/14/11
	Coach		10/14/11
Margaret Toy	Guidance Counselor		10/14/11
Mary Jo Pisacano	Network Leader		10/14/11
	Other		10/14/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q213 **School Name:** The Carl Ullman Elementary School

Cluster: 2 **Network:** CFN 205

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

Part A: Needs Assessment Findings

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Findings show written interpretation is needed in the following languages: Chinese (25), Korean (21), Spanish (8), Hebrew (1), Hindi (1), Japanese (1), and Polish (1). Oral interpretation has been requested by parents and provided by bilingual members of our staff in the following languages: Korean, Chinese, and Spanish. Written translations of school notices, PTA notices, correspondence to parents in the form of letters, flyers, and emails, has been provided. The school has communicated its willingness to reach out to non-English speaking parents through the School Leadership Team, the PTA, signs placed in the Main office and main entrance, verbal conversations between bilingual members of our staff and parents, and correspondence to parents, both written and by email. Findings were reported at SLT and PTA meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 213Q	DBN: 26Q213
Cluster Leader: Charles Amundsen	Network Leader: Mary Jo Pisacano
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The program model at P.S. 213Q is a Freestanding English as a Second Language Program. This is a pull-out program that takes place during the school day and the language of instruction is English. Our Title III After-School program will supplement our mandated program for English Language Learners (ELLs). Thirty-three ELLs and 9 former ELLs in grades 1 through 5 will be offered the opportunity to participate in this program. Small group instruction will be provided by three certified ESL teachers, 1 classroom teacher and 1 Reading/Literacy teacher, once a week after school for 2 hours under the direction and supervision of an instructional leader. Students will be grouped according to grade level and their NYSESLAT proficiency levels. Differentiated instruction will be provided by ESL instructors guided initially by an analysis of the NYSESLAT strands of Reading/Writing and Listening/Speaking. The results of the New York State ELA, Math, and Science exams will also be analyzed as part of the action research of the ESL teachers teaching the Title III program in addition to the input from classroom teachers and other service providers in the school.

Our Title III program will provide 18, two hour sessions of after school instruction for thirty-three ELL students plus 9 former ELL students. Activities provided will not only supplement but will enhance our program for newcomers. First and foremost: we will create an environment where all are revered and actively involved. In order to ensure that each child feels that their culture is valued, strategies implementing group learning that include each child's participation in his/her learning style and level of proficiency will be utilized. We will use a broad variety of materials, including leveled books as well as books rich in academic vocabulary that are appropriate for read-alouds. In addition a selection of books and music in students' native languages; books, brochures and illustrations of their countries and culture; manipulatives and games and a wide variety of art materials will be utilized. Students will work at listening centers while the teacher works with another group. When students have finished at the listening center the teacher will follow up with appropriate activities related to the listening selection while another group listens to a selection on their level. Our class library with CD's facilitates differentiation of instruction. Students will work in smaller groups than they do during the day. Each group will be facilitated by a certified ESL teacher under the direction of a supervisor as an instructional leader to solve problems and create products together. Students will work with their more proficient peers and thus build an initial vocabulary on what is familiar to them. In addition, these students will benefit from more one-to-one instruction from the ESL teacher while the other students are engaged in group activities.

Our Title III Instructional Program will also improve learning in core subject areas. This after school program is designed to improve performance in English Language Arts, Math, Social Studies and Science as well as improving students' native languages. We will use a series of books titled People in My Community Series to enhance our Social Studies instruction. We will use Thinking Maps in all content areas. In addition, we will utilize Thinking Graphically About Flipcharts to improve organizational skills

Part B: Direct Instruction Supplemental Program Information

for writing. Strategies will be implemented to foster community, confidence, and engagement. Students will participate in standards-based group activities in which they share and compare in order to increase their academic vocabulary and cultural experiences. Books, pictures, newspapers, and music in English and in students' native languages will be utilized. Students will also use computer programs for reports and presentations as well as programs to develop phonemic awareness and emergent literacy and enhance vocabulary, listening and speaking skills. Each student has a portfolio which is utilized for ongoing assessment. In addition, Options Just Right Reading Predictors pre and post tests and the W.R.A.P. (Writing and Reading Assessment Profile) will be utilized to monitor their progress.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Initially we will commence our Title III program with a 2 hour meeting on October 25th for joint curriculum development reviewing data of our ELL and former ELLs, and holding a discussion of research articles on Shared Reading for ELLs. We will meet again mid-program to review student assessments and develop more lesson units tailored to accommodate the needs of our students. There will be ongoing Professional Development for ESL teachers, administrators, and classroom teachers throughout the school year. ESL teacher(s) will attend a three part series offered by CFN 205 entitled "Bringing Common Core to Life for ELL's" presented by Mary Cucchiara, as well as courses offered by OELL, and others as they become available. Information from this course as well as other courses throughout the year will be turn-keyed to classroom teachers and other service providers by the ESL teachers at four faculty conferences-December, January, March and May. In addition to professional development from outside sources we have ongoing action research in our school among our Collaborative Inquiry Teaching Teams. Our school focus is English Language Arts in grades Pre-K through 5. Topics teams are studying phonemic awareness, phonics, decoding, fluency, vocabulary, writing development, and comprehension skills. Three certified ESL teachers are part of the ELL Collaborative Inquiry Teaching Team and will meet weekly for 37.5 minutes and at monthly grade conferences with the other Collaborative Inquiry Teaching Teams to present and discuss research-based ESL instruction and new approaches as well as refined and revised strategies.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

In addition to student instruction, Title III program parents of our 33 ELL and 9 former ELL student participants, older siblings and/or other family members will be invited to two 1 ½ hour meetings that will provide them with strategies on how they can improve their child’s acquisition of English. Invitation letters will be sent to parents in English as well as in the families’ native languages. In addition, translators will be available at the meetings. The first meeting will take place on the evening of January 24, 2011. It will inform parents on how to help their students succeed on the NYSESLAT. The second meeting will take place on the evening of March 27, 2011 and will focus on ELA, MATH, and other content area subjects. Funding will be used for the five ESL teachers guided by an instructional supervisor to plan and present, and to purchase practical materials for parents as well as refreshments for all. Two teacher translators will be available at both meetings. Activities will include modeling of strategies by teachers followed by active participation of parents with their children. In addition to practical ideas provided by teachers, materials such as flash cards, visuals, games, content area books and dictionaries will be distributed to the parents in order to support their child’s learning at home. They will be encouraged to share content area texts, newspapers, and music in their native language, not only to support their child’s language in school but to continue development in the child’s native language.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

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) <ul style="list-style-type: none"> • Per session • Per diem 	\$9,010.80	Extended Day Program (After-School Tuesdays, 3:18 - 5:18 pm Program begins on Nov. 22, 2011 and ends on April 3, 2012 5 Teachers/18 sessions @ \$50.06/hr. = \$1,802.16 (amt. per teacher for 18 sessions)
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$2,122.10	Curriculum Planning and Research: 10/26/11 5 teachers 2 hrs.@ \$50.06 = \$500.60 1/19/12 5 teachers 2 hrs. @ \$50.06 = \$500.60

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Parent Involvement: 1/24/12 5 teachers 1 1/2 hrs. @ \$50.06 = \$375.45 3/27/12 5 teachers 1 1/2 hrs. @ \$50.06 = \$375.45 Parent Materials: \$370.00 (Marathon Food - \$200, Materials - \$170)
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	0	
Educational Software (Object Code 199)	0	
Travel		
Other		
TOTAL	\$11,200.00	