



P.S. 216

2008-09

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 21K216

ADDRESS: 350 AVENUE X, BROOKLYN, NEW YORK 11223

TELEPHONE: 718-645-2862

FAX: 718-645-2610

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 216 **SCHOOL NAME:** Arturo Toscanini

DISTRICT: 21 **SSO NAME/NETWORK #:** ISC

SCHOOL ADDRESS: 350 Avenue X, Brooklyn, New York 11223

SCHOOL TELEPHONE: 718-645-2862 **FAX:** 718-645-2610

SCHOOL CONTACT PERSON: Celia Kaplinsky **EMAIL ADDRESS:** ckaplin@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

AMELIA MILLER

PRINCIPAL:

CELIA KAPLINSKY

UFT CHAPTER LEADER:

KATHLEEN KLEIN

**PARENTS' ASSOCIATION
PRESIDENT:**

CECILE IACONO

STUDENT REPRESENTATIVE
(Required for high schools)

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT :**

RICHARD D'AURIA

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Celia Kaplinsky	*Principal or Designee	
Kathleen Klein	*UFT Chapter Chairperson or Designee	
Cecile Iacono	*PA/PTA President or Designated Co-President	
Peggy Alves	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Amelia Miller	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Reggy Sonsino	Teacher	
Yvette Abreu	Teacher	
Ann Pollack	Teacher	
Karina Ruggiero	Parent	
Olga Lerman	Parent	
Yolanda Caputo	Parent	
Marie Renna	Parent	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S.216 is a school where teachers and children have a shared vision, working together in harmony to pursue excellence. High student expectations, coupled with ongoing, rigorous standard setting work enables children to achieve their potential.

Our collaboration and partnership with Teachers' College provides our entire school community with in-house staff developers, focused learning lab sites, planning sessions for daily reading and writing lessons and Professional Development at Teachers' College. The workshop model is utilized in all areas of the curriculum. P.S.216 uses the Everyday Math Curriculum across the grades, supplemented with Math Steps.

In collaboration with the Inquiry Team, current available data is used to plan Individualized and small group differentiated instruction. The extended day, 37.5 minutes and our afterschool programs provide additional in depth instruction to our ELL students as well as our struggling 3rd, 4th and 5th graders.

We support and offer an excellent arts education curriculum to our students. This includes visual arts, chorus, instrumental music (violin, keyboard, band) and dance. Our children perform in music and dance productions several times during the school year. The implementation of the Schoolwide Enrichment Model, based on Joseph Renzulli's Gifted and Talented Program, provides opportunities for students to pursue a course of study in an area of personal interest and expertise. We believe that gifted and talented students must be cultivated, nurtured and developed. The arts help foster both increased knowledge and student self-esteem.

All students have access to a personal laptop and classroom Smart Boards. They receive regular instruction in the information, fluency skills that enable them to use technology successfully for learning.

Our physical education program focuses on sportsmanship, teamwork and maintaining a healthy lifestyle. The children have many opportunities to hone their physical and athletic skills in our gym, schoolyard and in our newly constructed playground. We are one of eight schools in NYC who have opted to participate in the USDA's Fresh Fruit and Vegetable Program. We have increased the number of children who eat breakfast in school and offer our students a choice of vegetables and fruits from our salad bar each day during lunch. In conjunction with our science curriculum, we have instituted a schoolwide recycling program and are working with our children and parents to help make our environment "green".

Our student incentive store provides students with immediate tangible rewards for attendance, good citizenship, effort and scholarship.

At P.S.216 we have a very active and dedicated Parents Association. They support the school by providing afterschool educational meetings for parents and their children, special workshops and fundraising events.

One 4th and 5th grade class visits the Shorefront Nursing Home each week and participates in the Adopt-A-Grandparent Program. Each year we plan an Extravaganza for our Veterans from our neighboring Marlboro Post as well as the Veterans throughout the borough of Brooklyn. We pay tribute and acknowledge their service to our country with special performances, song and dance. We believe in teaching our children the importance of giving back to our community and respecting those who helped make our country great.

Two television screens continuously showcase our proudest moments, events and student accomplishments.

This year we look forward to welcoming our school community to the grand opening of our magnificent Robin Hood Library. Our state of the art library and media center houses a vast collection of multifarious book titles and reference materials that reflect the academic goals and interests of P.S. 216.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS216				
District:	21	DBN #:	21k216	School BEDS Code #:	332100010216

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	30	33	45		93.5	93.5	93.5		
Kindergarten	37	63	61						
Grade 1	60	42	60						
Grade 2	87	65	42	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	67	92	63		94.4	93.4	90.8		
Grade 4	84	63	98						
Grade 5	62	85	57	Eligible for Free Lunch:					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	0	0	0		63.7	63.7	63.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing:					
Grade 10	0	0	0	(Total Number as of June 30)	2006	2007	2008		
Grade 11	0	0	0		1	0	0		
Grade 12	0	0	0						
Ungraded Elementary	2	0	1	Recent Immigrants:					
Ungraded Secondary	0	0	0	(Total Number as of October 31)	2006	2007	2008		
Total	429	443	427		11	7	8		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	20	24	23						
No. in Collaborative Team Teaching (CTT) Classes	23	21	20	Principal Suspensions	0	0	0		
Number all others	28	29	30	Superintendent Suspensions	1	0	0		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	75	64	68	Number of Staff:			
# ELLs with IEPs	11	9	3	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	36	36	35
				Number of Administrators and Other Professionals	10	5	10
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	2	TBD	3
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.2	0.0	0.0	Percent more than two years teaching in this school	75.0	80.6	88.6
Black or African American	7.2	9.0	6.8	Percent more than five years teaching anywhere	66.7	66.7	74.3
Hispanic or Latino	14.7	15.4	17.1				
Asian or Native Hawaiian/Other Pacific Isl.	21.9	21.0	19.7	Percent Masters Degree or higher	100.0	92.0	94.0
White	55.9	54.6	56.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.6	100.0	100.0
Multi-racial	0.0	0.0	0.0				
Male	50.1	49.7	52.7				
Female	49.9	50.3	47.3				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	X	X	x			
Ethnicity						
American Indian or Alaska Native						
Black or African American	-	-	-			
Hispanic or Latino	X	X	-			
Asian or Native Hawaiian/Other Pacific Islander	X	X	-			
White	X	X	x			
Multiracial						
Other Groups						
Students with Disabilities	X	X	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	X	X	x			
Student groups making AYP in each subject	6	6	3			

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	W
Overall Score	52.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	5.3	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	13.8	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	31.9	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	1.9	Quality Statement 5: Monitor and Revise	W

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

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

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

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

What student performance trends can you identify?

Our four year partnership with Teachers' College has impacted positively on our entire school community as evidenced by our students' ELA test scores.

The school population ELA test results indicate progress as follows:

ELA Test Results

2007 grade 3 to 2008 grade 4

Grade 3 2007	Total No.	level 1 # %	level 2 # %	level3 # %	level4 # %	level 3/4
	94	16 17%	22 23.4%	50 53.2%	6 6.4%	56-59.6%

Grade 4 2008	Total No.	level 1 # %	level 2 # %	level 3 # %	level 4 # %	level 3/4
	96	12 13%	20 21%	51 53%	13 14%	67%

Students moving from grade 3 to grade 4 demonstrated an increase in levels 3/4 from 59.6% to 67%. There was a decrease in level 1 grade 3 to grade 4 by 4%.

2007 grade 4 moving to grade 5 – 2008

Grade 4 2007	Total No.	level 1 # %	level 2 # %	level 3 # %	level 4 # %	level 3/4
	60	5 8.3%	9 15%	41 68.3%	5 8.3%	46 76.7%

Grade 5 2008	Total No.	level 1 # %	level 2 # %	level 3 # %	level 4 # %	level 3/4
	56	1 2%	12 21%	38 68%	5 9%	43 76%

Although we had a decrease in the number of students taking the test, students moving from grade 4 to grade 5 made a slight increase from level 1 into level 2.

We contribute this progress to:

- Ongoing professional development sessions which provide sustained support to teachers in their learning, planning and teaching.
- A marked increase made by students in reading stamina (length of time they read), as well as volume (number of pages read), has helped our children increase their focus and attention in other curriculum areas as well.
- Using NYS Achievement data, NYC Progress Report, Quality Review, periodic assessments and ARIS helps the school teams to focus on all the children.
- Planned differentiated instruction is provided for students at risk, as well as for students who demonstrate giftedness. This includes ELL students, students with IEPs, at risk students and gifted students.

- Academic Intervention teams identify and evaluate individual strengths and needs and suggest resources to enable students to meet NYS Standards.
- 37.5 minutes and small group afterschool instruction provides positive academic growth for our ELL and AIS students.
- Students in our focus group, targeted by the data specialist and the data team, have made significant progress on both the ELA tests and their classroom work.

Inquiry Team 2007-2008

The Inquiry Team targeted 19 children:

- 3 at Level 1
- 12 at Level 2
- 4 at Level 3

In June 2008, the ELA performance results indicated children made progress as follows:

- 2 at Level 1
- 4 at Level 2
- 13 at Level 3

- P.S. 216's arts curriculum (visual arts, dance, chorus and instrumental music) provides increased student knowledge in each strand as it instills confidence and self esteem in the majority of students.
- The integration of technology via computers, laptops and Smart boards into all curriculum areas in every grade has been extremely beneficial to our entire school population. Particularly, ELL students, students with IEPs (special education, O.T., P.T) and at risk students demonstrate a high level of comfort and increased performance with the acquisition and integration of technology into the curriculum.

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

- Teachers benefit from a strong professional program, clearly aligned to improve teaching and learning. A major component to our success is working with Teachers' College. Weekly visits from staff developers who model lab site lessons provide grade planning and schedule teacher visits to Teachers' College for literacy workshops help our students increase their performance.
- An increase in reading stamina (time on task) and volume (number of pages read) in school and also at home has helped students become more responsible for their learning and achievement.
- Teachers in grades K-3 are trained to teach decoding skills, phonics and word work using The Orton-Gillingham Method. Intense training and weekly staff development through the Reading Reform Foundation, provides strong sound/symbol and syntax knowledge to all our younger students.
- Data is used to inform staff of student progress, as well as their areas of need. The data specialist, along with the data team, has been instrumental in supporting teachers, demonstrating the vast approaches to use data effectively. Additionally, student reading logs, reading levels, teacher reading/writing conference notes, student work folders, notebooks and portfolios are all used to plan and drive instruction.
- Classrooms are vibrant and conducive to learning. Teacher-made charts, bulletin boards showcasing student work, word walls, Flow-of-the Day charts and student published work make the classrooms a special place in which children work and learn.
- The use of technology has become integrated into the daily learning process. Each student has access to a laptop, and receives in house computer instruction. Smart boards with projectors have been installed in a large number of our classrooms.

UPDATED – OCTOBER 2008

- P.S. 216's arts and enrichment curriculum is considered first rate. Our licensed visual arts teacher showcases a new artist each month. Students learn about the artist's life and techniques used in the creation of the artist's work. Students incorporate these techniques creating their original works of art. Art work is mounted and displayed throughout our school building.
- Students receive dance instruction in our dance studio from our experienced teacher/choreographer. Movement, motion and balance are included in the instruction of ballet, tap and free movement. Several dance productions are performed throughout the year. Students, who demonstrate special creativity and talent, receive additional dance instruction throughout the year.
- All students in grades 2-5 are taught to read music notation and learn to play an instrument. Grade 2 is learning keyboarding, grade 3 is studying violin (2nd year) and students in grades 4 and 5 play a musical instrument (flute, trombone, trumpet, drums etc.) in the band. Our students play and march in several parades. Many of our students have received commendations for their outstanding musical talent.
- Schoolwide Enrichment Model – Two periods each week are set aside for students in grades 3-5 to participate in creative "Academies" of their choice during a 12 week cycle period. In each Academy students are engaged in research, exploration and critical thinking skills. They are required to complete a product or provide a special service. Several of our Academies include Chess, Fashion Design, Sign Language, Cooking, Architecture and others for a total of 22 Academies. Students have the opportunity to participate in three Academies during the school year. As a result of this initiative, many students embrace a new hobby and/or lifelong interest in a specialized area.

What are the most significant aids or barriers to the school's continuous improvement?

- ***Student Attendance***

Our attendance is 93.5%, which is below similar schools within the City Horizon. – 96.9%. Supervisors, together with the attendance teacher, guidance counselor, social worker and parent coordinator will work together to help improve our attendance.

The following will be implemented:

- Commendations and incentives to students
- Meeting with parents
- Calling home
- Attendance letters attached to the report card – "Attendance and lateness may be used as promotional criteria."
- Lower student grades (if necessary)

- ***Communication***

Establish committees to conduct rich professional conversations and open dialogue within small group meetings. Supervisors, working together with staff, will form steering committees and individual teacher discussions as a means to encourage open dialogue and incorporate staff suggestions wherever possible. We will work together to create a collaborative atmosphere with an open exchange of ideas.

- **Math**

Our math grades indicate a decrease in our performance.

All Tested Math

2007/2008 GRADE 3 TO GRADE 4 90.4% TO 84.4%

Grade 3	Total No.	level 1		level 2		level 3		level 4		level 3/4
		#	%	#	%	#	%	#	%	
2007	94	1	1.1	8	8.5	51	54.3	34	36.2	85/90.4

Grade 4	96	5	5.2	10	10.4	52	54.2	29	30.2	81/84.4
---------	----	---	-----	----	------	----	------	----	------	---------

Slight increase in level 1 students from 2007/2008

Grade 3 to grade 4 1.1% to 5.2%

All Tested Math

2007/2008 GRADE 4 TO GRADE 5

Grade 4	Total No.	level 1		level 2		level 3		level 4		level 3/4
		#	%	#	%	#	%	#	%	
2007	62	0	0	5	8.1	28	45.2	29	46.8	57/91.9

Grade 5	59	0	0	9	15.3	31	52.5	19	32.2	50/84.7
---------	----	---	---	---	------	----	------	----	------	---------

Consistent level 1 – none

Decrease level 3/4 from 91.9% TO 84.7%

- We plan to use predictives and periodic assessments to measure the effectiveness of plans and intervention for individual and groups of students.
- We will provide Professional Development during grade conferences and faculty conferences.
- Provide additional material and resources for students.
- Provide additional time on task for students in need.

- **Library Skills-Reading Proficiency**

The grand opening of the new P.S. 216 Robin Hood Library will take place during the fall of 2008. (We did not have a school library or school librarian for the past 3 years). We believe that our beautiful, ultra modern, huge library, vast book collections, technology center, book circulation and licensed librarian will impact greatly on our school community. The library will support a school wide culture for reading, renewed student interest and motivation to strengthen and enhance classroom learning and individual student gains and achievement.

- **Recycling Program Initiative**

The P.S. 216 community, science teacher, health teacher, custodial staff and parents are working together to implement a school wide recycling initiative. The science teacher, in conjunction with the new core science curriculum and the FOSS curriculum is focusing on a greater concern and respect for our environment. We are confident that this program will foster a positive home/school connection and facilitate increased communication and dialogue.

- **ELL**

We are a multi-ethnic school. Many of our students in grades K-5 come to us from Russia, Ukraine, Pakistan, Egypt and Asia. Each year we welcome a cluster of students with ELL mandates classified as Beginners requiring 360 minutes of English language instruction. In our quest to strive towards excellence and following the mandates, we continue to work with students in the Intermediate grouping (also requiring 360 minutes of English language instruction) and the advanced group (with 180 minutes of instruction) each week. Our goal is to help all of our students (and parents) gain English language fluency and become acclimated into our P.S. 216 community.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Subject Area: Library Skills

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2009, all students and staff will use the multifarious resources now made available through a new Robin Hood Library, as evidenced by an automated lending system and sign-in registry.
---	--

Subject Area: School-Wide Recycling Program

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2009, all students and staff will increase their knowledge of green environmental issues by achieving 50% success in the implementation of P.S. 216's school-wide recycling program.
---	---

Subject Area: Improve ELA Scores

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2009, all students in grades 3-5 will make a 1% gain in the January 2009 NYS ELA Assessment.
---	---

Subject Area: Math Problem Solving

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2009, all students in grades 3-5 will make a 1% gain in the March 2009 NYS Mathematics Assessment.
---	---

Subject Area: English Language Learners

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2009, 50% of all ELL students will increase their proficiency levels, i.e. beginners will move to intermediate and intermediate will move to advanced, as measured by the NYSESLAT.
---	--

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): LIBRARY SKILLS

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, all students and staff will use the multifarious resources now made available through a new Robin Hood Library, as evidenced by an automated lending system and sign-in registry.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - The librarian will help students facilitate class related research, individual investigation, independent reading and reading preferences with ongoing scheduled classroom visits and instruction. - The librarian will provide ongoing professional development to demonstrate how the library supports the development of independent learning with the integration of technology media activities for teacher, students and parents. - The librarian will integrate information fluency skills throughout the instructional plan of the school. - The librarian will use the vast number of book collections and technology resources to facilitate literacy activities to increase student motivation and interest. - A book circulation program will be implemented so that students will have the opportunity to choose books based on interest to read in school and at home. - The library will allow for flexible, open, extended and equitable access.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>1 teacher – Contract for Excellence TLNYSTL (books)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Assessment of library program using the <u>Library Learning Walk</u> and the <u>LMC21 Rubric</u> to gather data. - 1% improvement on ELA from previous year - Parent/teacher surveys - Parent involvement to foster home/school connection - Increase in teacher/parent use of library collections to meet individual student needs.

Subject/Area (where relevant): SCHOOL-WIDE RECYCLING PROGRAM

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, all students and staff will increase their knowledge of green environmental issues by achieving 50% success in the implementation of P.S. 216’s school-wide recycling program.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - Educational assembly programs to motivate and educate students and school community - Implementation of lunchroom recycling plan - Label all containers on every floor of the building - Letters and information will be sent home to parents to ask their support to recycle at home - Students will be taught how to separate recycling materials - Work with school custodial staff to provide adequate number of recycling bins and appropriate bags - Science teacher will teach students the benefits of the recycling program to help our environment
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Teacher (Science) - TL Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Students self evaluation survey concerning the program’s success - Custodians evaluation concerning the program’s success - Each class will submit a completed rubric indicating month-by-month success and the year long summary data will be disseminated throughout the school building

Subject/Area (where relevant): IMPROVE ELA SCORES

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, all students in grades 3-5 will make a 1% gain in the January 2009 NYS ELA Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">- Balanced Literacy/Workshop Model follows Teachers’ College Units of Study in Reading/Writing Workshop- In-house staff developers will provide planning and demonstration lessons (lab sites), teacher collaboration to foster increased scholarship and knowledge in Reading and Writing craft.- Emphasis on differentiated instruction throughout the school day.- Use of student reading logs, teacher observation and teacher/student conferencing to monitor increased student stamina and reading volume.- Individual teacher conferences and small group strategy and guided reading lessons to focus on student needs and progress.- Use of Predictives and Acuity results to plan lessons.- Teacher-made reading charts to reinforce mini lessons, skills and strategy instruction.- Monitor the results of running records and movement of student independent reading levels as indicators towards increased progress.- Increase the number, levels and genre of classroom libraries to support student reading interests.- Alignment of school library collections to enhance and further support student needs.- Use of individual student laptops to support student research and individual investigation.- Library circulation system to further support reading and student achievement.- Individual and group support of in-house reading teacher.- Individual and group support of literacy coach.- Individual and group support of SETTTS teacher (as per IEP)- Individual and group support of ELL teacher (following appropriate mandate).- Student support during the Extended Day 37.5 minutes.- Afterschool reading support program – 2 afternoons, total of 4 hours.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TL Fair Student Funding – Classroom teachers EGCSR Federal - Reading teacher Title 1 SWP, 83%/Contract for Excellence 17% - Literacy coach Subject area cluster teachers (i.e. Science, Library) TL Fair Student Funding/Contract for Excellence Extended Day - State Miscellaneous/Violence Prevention</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Ongoing observation and informal testing of students to monitor progress and movement in reading levels, comprehension and assessment. - Progress as noted on student published writing. - Progress as noted in teacher conferences with students. - Indication of comprehension in all content area subjects.

Subject/Area (where relevant): **MATH PROBLEM SOLVING**

<p>Annual Goal Goals should be <i>SMART</i> – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, all students in grades 3-5 will make a 1% gain in the March 2009 NYS Mathematics Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - Continued implementation of the Everyday Math Program. - Use of hands-on manipulatives, Math Steps, and enrichment materials. - Provide student support during the Extended Day 37.5 minutes. - Provide afterschool instruction 2 afternoons, total of 4 hours. - Differentiated instruction in the classroom. - Use of Smart Boards to provide student interactive participation with instant teacher/student feedback. - Use of data (Predictives, Acuity, teacher-made tests/quizzes, homework, feedback) to monitor open-ended student responses.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>TL Fair Student Funding - classroom teachers Extended Day-State Miscellaneous/Violence Prevention</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Everyday Math Assessments, student open-ended responses, students' ability to choose the correct applications. - Students' ability to solve problems using prior knowledge. - Improvement on math assessments

Subject/Area (where relevant): ENGLISH LANGUAGE LEARNERS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 50% of all ELL students will increase their proficiency levels, i.e. beginners will move to intermediate and intermediate will move to advanced, as measured by the NYSESLAT.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - ELL instruction given by ELL teachers as per mandate aligned with State and City ELL standards. - Ongoing articulation opportunities between ELL teachers and classroom teachers to plan collaborative lessons in order to implement strategies which best support ELL students. - Provide differentiated instruction in the classroom to support individual ELL student needs. - Ongoing support for teachers from Teachers’ College to support ELL learners. - Provide additional student support during Extended Day 37.5 minutes. - Provide additional afterschool support 2 days, 4 hours – funded through Title III. - The librarian will offer enrichment and provide attention to students of languages other than English. - The library will house collections of books in students’ native languages. - The librarian will work to engage parents by providing motivational programs with diverse cultural themes. - Information will be shared with parents and students in their native language. - Provide opportunities for parents to study English in P.S. 216 to help facilitate communication of the English language in the home.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>2 ELL Teachers – TL Fair Student Funding Afterschool Title III LEP – 2 Teachers and Supervisor</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Evidence of growth in reading, fluency, vocabulary, writing and students’ responses as measured by both classroom teacher and ELL teachers’ assessments. - Running records and classroom participation. - Predictives/Acuity and student/teacher conferencing - Demonstrated achievement of classroom teacher and ELL teachers’ predictive goals. - Evidence of increased proficiency on the NYSESLAT - Increase proficiency on ECLAS 2 - Increase on ELA state tests

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0		N/A	N/A				3
1	16		N/A	N/A	3			2
2	20		N/A	N/A	2	1		4
3	40		N/A	N/A	1			1
4	46				2			3
5	46	8		14	14	2		4
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	All students K-3 – Orton Gillingham – during school day Small group – Wilson – school day Afterschool – at risk – grades 3-5
Mathematics:	Afterschool – at risk – grades 3-5
Science:	Afterschool – at risk – grade 4
Social Studies:	Afterschool - Small group and individual sessions – grade 5
At-risk Services Provided by the Guidance Counselor:	Small group and individual counseling
At-risk Services Provided by the School Psychologist:	Small group and individual sessions
At-risk Services Provided by the Social Worker:	Small group and individual sessions
At-risk Health-related Services:	Small group and individual sessions

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___x___ ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: _____ 75 _____
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
- A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

P.S. 216 provides instruction to newly admitted and continuing ELLs through its English as a Second Language program which is in place for Grades K-5 for children speaking one of seven different languages. There are currently 74 students enrolled in the ELL program representing 15% of the total school population. Following the Department of Education mandates we service beginner/intermediate level students with 360 minutes of ESL instruction per week, while the advanced level students receive 180 minutes of ESL instruction every week.

The ELL population is serviced by two experienced teachers, one certified in ESL and the other a common branch teacher with ESL Ancillary Certification, following the pull-out and push-in model of instruction. All lessons are taught in the English language. ESL strategies which include: cooperative learning, scaffolding, think-pair-share, novel ideas and graphic organizers are used to facilitate language and learning. Reading instruction, using the workshop model, focuses on differentiated instruction, accountable talk and small group instruction to foster greater learning and to achieve higher standards. The Interim Assessment for ELLs helps us identify evaluates the item skills analysis and the progress of students in the area of reading and math.

For long-term ELLs and those who need extension of services, the following intervention services are provided: AIS, afterschool program and one period of literacy.

The ELL population participates in Peer Mediation, Chorus, Band and the Schoolwide Enrichment Model.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

The initial contact with parents of newly enrolled, targeted ELL students, takes place during parent orientation meetings held in the fall and periodically as there needed. Program information and requirements (in native languages), are provided on an as-need basis. Translations, along with interpreters, are available to assist parents.

Helene Selter, P.S. 216's Parent Coordinator, attends all meeting and makes herself available to all ELL parents with specific materials and resources. A community based organization, the Shorefront Y, funds an adult program to help parents learn English as a Second Language. Parents are provided with English instruction; beginners class - 2 days and an intermediate class - 2 days. ELL parents are encouraged to join the PA and get involved in the school. Throughout the school year, important letters and correspondence are sent to the home in their native language along with English.

Parent workshops are scheduled throughout the year offering a myriad of topics including: Effective Homework Help, Study Techniques, Reading with Your Child, Using the Environment to Teach Your Children. To reach out to all parents, the PA conducts monthly Parent General Meetings at night and Executive Board Meetings in the morning. Notices of all meetings, fundraising events, school and Title 1 meetings are translated in various languages. Currently, we have translators for the following languages: Spanish, Ukrainian, and Russian. If needed, there are translators available in Italian and Mandarin in school population. Parents who are fluent in English as well as their native language are encouraged to join the Translation Committee to reach out to those parents who do not speak or understand English.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
Not Available

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Staff Development (2008-2009 activities):

Description of topics and tentative dates:

October – ESL instruction for newcomers

November – How to use data from the NYSESLAT to provide appropriate instruction

December – Cultural awareness

January – Differentiated instruction for ELLs

February – ESL instruction in the content area

March – How to use the Workshop Model for the ESL student

April – Vocabulary development using literature

May – Graphic organizers to help ELLs organize their ideas

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- 37.5 minutes Extended Day Instruction
 - After school tutorial and enrichment sessions (2 days, 4 hours)
 - ELL students with IEPs receive support services i.e. SETTTS, Counseling, Speech, OT, PT
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

None

ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Adangme (ADA)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Afrikaans (AFR)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamento (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuan (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	
Ewe (EWE)	Malay (MLY)	Sindhi (SND)	

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: P.S. 216 District 21

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	2					

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____ 21 _____

School Building: P.S. 216 _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:37 To:	Subject (Specify) Gym (prep)	Subject (Specify) <u>ESL</u> Reading Workshop	Subject (Specify) ESL Writing Workshop	Subject (Specify) ESL Writing Workshop	Subject (Specify) Science (prep)
2	From: 9:25 To:	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) <u>ESL</u> Reading Workshop
3	From: 10:10 To:	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop
4	From: 10:55 To:	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop
5	From: 11:40 To:	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
6	From: 12:35 To:	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
7	From: 1:25 To:	Subject (Specify) At Risk Small Group Instruction	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
8	From: 2:10 To:	Subject (Specify) Math	Subject (Specify) Science/Social Studies	Subject (Specify) Science/Social Studies	Subject (Specify) Science/Social Studies	Subject (Specify) Science/Social Studies
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____ 21 _____

School Building: P.S. 216 _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:37 To:	Subject (Specify) Morning Routine/ Reading Workshop	Subject (Specify) Morning Routine/ Reading Workshop	Subject (Specify) Morning Routine/ Reading Workshop	Subject (Specify) Gym (Prep)	Subject (Specify) Morning Routine/ Reading Workshop
2	From: 9:25 To:	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) ESL Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop
3	From: 10:10 To:	Subject (Specify) ESL Reading Workshop	Subject (Specify) ESL Reading Workshop	Subject (Specify) ESL Writing Workshop	Subject (Specify) ESL Reading Workshop	Subject (Specify) ESL Writing Workshop
4	From: 10:55 To:	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop
5	From: 11:40 To:	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop
6	From: 12:35 To:	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From: 1:25 To:	Subject (Specify) ESL Writing Workshop Push-in	Subject (Specify) Computer (Prep)	Subject (Specify) Writing Workshop	Subject (Specify) ESL Writing Workshop Push-in	Subject (Specify) Writing Workshop
8	From: 2:10 To:	Subject (Specify) Science	Subject (Specify) Writing Workshop	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Science/ Social Studies
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____ 21 _____

School Building: P.S. 216 _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:37 To:	Subject (Specify) Gym (prep)	Subject (Specify) <u>ESL</u> Reading Workshop	Subject (Specify) ESL Writing Workshop	Subject (Specify) ESL Writing Workshop	Subject (Specify) Science (prep)
2	From: 9:25 To:	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) <u>ESL</u> Reading Workshop
3	From: 10:10 To:	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop
4	From: 10:55 To:	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop
5	From: 11:40 To:	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
6	From: 12:35 To:	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
7	From: 1:25 To:	Subject (Specify) At Risk Small Group Instruction	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
8	From: 2:10 To:	Subject (Specify) Math	Subject (Specify) Science/Social Studies	Subject (Specify) Science/Social Studies	Subject (Specify) Science/Social Studies	Subject (Specify) Science/Social Studies
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

N/A

Bilingual Program Type: TBE Dual Language

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 21

School Building: P.S. 216

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) 1-5 Number of Students to be Served: 35 LEP _____ Non-LEP _____

Number of Teachers 2 Other Staff (Specify) Supervisor/Secretary

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

I. *Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):*

P.S. 216 offers an afterschool Title III program with supplemental services to our ELL students for approximately 20 weeks, twice each week for 40 sessions (2 hours each session).

The goals of this ESL Extended Day Program is to provide small group and individual support to foster conversation, word work and to provide standard setting lessons that will enhance the students' acquisition of English language skills. The program incorporates the Reading Workshop Model, skill lessons and test taking strategies taught in the classrooms are reinforced to help ELL students who are required to take the ELL test. The program is open to all ELL students from grades 1-5. Groups are arranged by grade and students' level of proficiency (beginner, intermediate and advanced) as evidenced on the NYSESLAT. The rationale for the program is to provide supplemental services necessary to reach NYS Standards in English language.

Socialization skills, combined academics and language enhancement will be incorporated as a basis for good learning strategies. Teachers are provided with leveled books in all genres, fiction and non-fiction as well as other necessary materials.

Assessments used to determine the success of the program includes: checklists, informal observation, running records and student work folders.

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

Following the program, which was implemented in 2007-08, we will continue to provide onsite adult ESL instruction for our adult population. PS216, in conjunction with the Shorefront Y, offers a beginner and intermediate Adult English Language Education Program. Each class takes place one day each week during the school year. Non-English speaking parents, grandparents, family members, as well as members of the community, are encouraged to participate in this free program.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	Teacher \$7,957 Supervisor \$4,107	Afterschool ELL program provides additional support and enrichment. The program runs for 20 weeks for a total of 40 sessions. (2 teachers at \$41.98 per hour, 1 supervisor at \$43.34 per hour)
Purchased services such as curriculum and staff development contracts	\$2,000 Educational Consultant	
Supplies and materials	\$936	To support our supplemental program we will purchase leveled books, paper, pencils, crayons and various hands-on materials.
Travel		
Other		
TOTAL	\$15,000	Title III LEP

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

A language breakdown analysis from ATS was made of the ethnicity and language needs based on the Home Language Survey forms from the total school population. The following student dominant language information was identified – Russian, Urdu, Spanish, Chinese/Cantonese, Arabic.

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.

-Our major translation and interpretation needs include but are not limited to the following languages: Russian, Urdu, Spanish, Chinese/Cantonese, and Arabic.

- The needs are based on home language surveys and parent requests

- Our parent coordinator continuously collaborates and interacts with parents. Her assessment and reports help the school provide proper translations and interpretations.

These include:

- **Distribution of notices in native languages**
- **Phone calls to parents**
- **Workshops with attending translators**

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 relating to standards and performance, conduct and discipline, safety and health, special education placement (including speech, OT, PT) are provided in languages, other than English, as indicated on the home language survey and/or requested.

UPDATED – OCTOBER 2008

Agendas, minutes, dialogue of meetings and conferences are translated. Translators are present at meetings to communicate written documents and information that will be distributed during this time. Parent volunteers are available to provide assistance and parents are encouraged to bring a friend/family member to translate.

Available in-house translators (paraprofessionals on our staff) attend meetings and provide support as needed.

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.

The available translators (three paras from our staff) will be used to provide Russian, Spanish and Arabic oral and written language translation for meetings and notices. When needed, other translators addressing the major languages spoken will be provided. Budgeting has been provided.

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>.

As a means of fulfilling Chancellor's Regulation A-633, the school will comply with translations of the main covered languages in the following:

1. The school will post in a conspicuous location upon entering the main door, notification of the location where translated documents can be found.
2. The school will provide written notification of parental rights and how to obtain translation and interpretation services.
3. The school will provide translation of the following documents:

- a. registration, application and selection
- b. standards and performance (text of report cards)
- c. discipline code
- d. special education and related services
- e. transfer and discharges
- f. health forms
- g. safety forms (accident reports)
- h. disciplinary matters
- i. permission/consent forms
- j. special placement letters (ELL and Special Education)
- k. safety plan
- l. written documentation providing the procedures on how to obtain translation services

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$309,663
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$3,097
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$15,483
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 100%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in

the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

TITLE 1 – SCHOOL PARENTAL INVOLVEMENT POLICY 2008-2009

1. **P.S. 216** will take the following actions to involve parents in the joint development of its school parental involvement plan.
 - To convene monthly meetings of all parents and Title 1 subcommittee members to inform them of schoolwide initiatives.
 - Supervisors will host a monthly meeting (PPL) with officers and members to provide congruence and discuss upcoming events that will impact upon the school population.
 - To work with parents to eliminate barriers to their attendance.
 - To actively involve parents in planning, reviewing and improving the parent involvement programs.

2. **P.S. 216** will take the following actions to involve parents in the process of school review and improvement:
 - To provide performance profiles and individual student assessment results for each child and support schoolwide initiatives and student achievement.
 - To provide performance profiles and individual student assessment results for each child and other district information which support schoolwide initiatives and student achievement.
 - To provide for effective parent/school communication by giving sufficient notice of parent/teacher conferences, frequent reports to parents, reasonable means to speak with staff and varied opportunities to volunteer and participate in their child's classroom activities.

3. **P.S. 216** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - The new Robin Hood Library will help support classroom instruction with the use of book collections and state of the art technology.
 - Computer instruction will be provided to parents (if requested) to enable them to better assist their children.
 - Parent workshops to familiarize parents concerning standardized tests, Acuity Assessments, ECLAS2 and test taking techniques will be provided.
 - Parents will be invited to attend School Teas (September) in every class to hear first hand about the curriculum and specific requirement for their child. Question/Answer period will follow.

4. **P.S. 216** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - Pre-K parents will participate in workshops to help prepare their children for kindergarten.
 - ESL Programs, Orton-Gillingham, New Standards (What parents need to know about reading and writing, literacy in kindergarten through 3rd grade) and Wilson Programs will be discussed and demonstrated.

5. **P.S. 216** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Surveys concerning committees, areas of interest and desired workshops will be distributed to parents at the first PA Meeting in September.
 - Evaluations of parent involvement and meetings will be conducted by secret ballot at PA Meetings. The Parent Coordinator, PA President and Parents will prepare and evaluate the responses. The information and results will be used to plan for the 2009-2010 school year.

6. **P.S. 216** will invite, encourage and support the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - **Supervisors, Coach, Reading Teacher, ESL Teachers and Classroom Teachers will provide workshops to parents with information regarding the State's Student Academic Achievement Standards; the achievement requirements that every child in a specific grade is expected to learn in core subjects to attain success and move on to the next grade. Parents will also receive information pertaining to specific, uniform promotional policies which are required from the Chancellor and the State.**
 - **Ongoing workshops, teacher conferences, class visits and student/parent activities will instruct and assist parents on how to monitor their child's progress and how to work with educators. Parents will be supplied with the website information to access their child's results from the Acuity Assessments and the related practice materials to support their performance. Parents will be supplied with publications and pamphlets that describe the assessments their child will be taking. Parents will receive all information regarding tests from the DOE.**

 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - **Parents will be provided with the Standards of Learning – what their child is expected to learn and be able to do. They will be informed about what is needed to meet the Standards and how a work product should look.**
 - **Parents will be advised of the marking (grading) procedures and the levels of achievement (levels 1-4).**
 - **Via parent workshops conducted by the Parent Coordinator, funded teachers, classroom teachers, parents will be trained on how to work with their child at home; e.g. what questions to ask when reading with their child.**
 - **Parents will receive suggestions on how best to monitor their child's sleep, diet, exercise and recreational routines; e.g. TV. viewing impacts on their learning.**
 - **Parents will be informed of community resources that are available to support their child's success in school; e.g. library hours and services, historical and cultural sites, health related agencies.**

- **Parents will be informed of the Department of Education’s websites concerning curriculum, assessments, school report cards, etc.**
 - c. The school will, with the assistance of the principal and assistant principal, educate its teachers, pupil services personnel and other staff, how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - **Teachers will be trained in methods of parent outreach – progress reports about their child’s performance, meeting and phone conferences in a timely manner to work with parents and address parents’ concerns.**
 - **Teachers will be trained in the preparation of report cards – commentary, positive reinforcements and constructive recommendations. Teachers will be trained on how to conduct parent/teacher conferences and the work samples and products to evidence achievement and progress.**
 - **The Parent Coordinator will attend workshops to inform her of community services and parenting strategies to be shared with parents.**
 - **Parents will play an active role on the Leadership Team and its sub committees.**
 - **Parents will provide input and assist with the preparation of the CEP.**
 - **Parents will be invited to participate in the school’s volunteer program.**
 - **The activities and support provided by the PA will be celebrated and shared with the school staff via the PA Bulletin Board and PA Announcements.**
 - **Fundraisers conducted by the PA will enhance school programs.**
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - **Parents of our preschool program housed in P.S. 216 will be included in all of our school programs and activities.**
 - **Preschool parents will be provided with workshops to promote their understanding of a child’s development and how to support that growth.**
 - **Our Parent Coordinator will maintain a Parent Resource Center with current bulletins, pamphlets and newsletters, to help parents become aware of important community events and services.**
 - **Our Robin Hood Library with its extended hours and services will provide convenient weekend and evening hours during which parents can participate in literacy and technology activities with their children.**
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:
 - **All notices, letters, etc. will be sent in both English and a translated format whenever possible. Translators will be identified and utilized during parent workshops, conferences and meetings to promote communication.**

- **Parents will receive guidelines for downloading and accessing the School Report Card information from the Department of Education’s website as well as their child’s Interim Assessment results.**
- **Parents will receive the results from ECLAS2 and the State Assessments in printout format from the State.**

2. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.

School Parental Involvement Policy Components

The School Parental Involvement Policy undertakes to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement as follows:

- To involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- To provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- To pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- To train parents to enhance the involvement of other parents;
- To maximize parental involvement and participation in their children’s education by arranging school meetings at a variety of times, and/or conducting in-home conferences between teachers or other educators who work directly with participating children and with parents who are unable to attend those conferences at school
- To adopt and implement model approaches to improve parental involvement;
- To develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- To provide other reasonable support for parental involvement activities under section 1118 as parents may request.

The School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by **minutes during a PA Meeting with principal and assistant principal in attendance**. This policy was adopted by **P.S. 216** on **10/21/08** and will be in effect for the period of **1 year**.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the

State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

P.S. 216, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2009.

School-Parent Compact Provisions

School Responsibilities

P.S. 216 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - The school will provide high quality curriculum and instruction using a Balanced Literacy/Workshop Model approach following the Teachers' College model in both reading and writing.
 - Teachers will receive direct support with scheduled visits from Teachers' College staff developers, view model lessons during lab sites and work together to plan weekly lessons.
 - Teachers will receive additional support with regularly scheduled calendar days at Teachers' College
 - Well stocked classroom libraries arranged by genre and leveled books
 - Every Day Math Program/All Components
 - Comprehensive Social Studies/Science Program (Science Lab)
 - Computer Lab and laptops for all students as needed with Smart Boards in most classrooms
 - Expansive arts program which includes dance (dance studio, music/orchestra/strings, Art – visual arts).
 - SEM – Renzulli Enrichment
 - Daily homework to reinforce content area learning
2. Hold parent-teacher conferences (at least twice annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Parent/Teacher Conferences are held in November and March of each school year. Additional conferences are arranged on an as-need-be basis
 - Open school for parent visits to classrooms

UPDATED – OCTOBER 2008

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Notices are sent home with children re: meetings, conferences, events in both English and family's native language
 - Certified and regular mail services are utilized whenever necessary
 - Parent Coordinator, Aides, Family Assistants, Teachers, School Nurse, Social Worker, etc. calls parent when necessary (absence, classwork – behavior, health issues)
 - Parents are invited to Class Teas – in September to receive a comprehensive overview of their child's curriculum mandates and to meet teachers. Refreshments are served.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Staff is available to meet with parents during their preparation periods, and/or before or after official sessions begin
 - Staff makes phone calls as necessary – before or after school
 - Principal/Assistant Principal maintain open door policy to speak with parents as necessary
 - Parent Coordinator has been provided with a cell phone and calls parents as is necessary

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents expressing a desire to volunteer in a classroom is provided with a planned orientation and a conference to acquaint them with the specifics; i.e. safety and welfare of students
 - Parents are invited to all classroom and schoolwide performances
 - Two weeks (Open School) are set aside for parents to visit and/or observe classrooms

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - Principal meets with Parent Advisory Board once each month to address and discuss upcoming events, concerns, and share important information
 - Supervisors attend all PA Meetings and events throughout the year to listen, participate, support parents and share schoolwide events

7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - Schoolwide Program Plan is discussed at School Leadership Meetings, PPL Meetings and with PA President

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students).
 - The supervisors attend monthly Parent Association meetings and discuss Title 1 issues with the parent body and Title 1 subcommittee

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Information is provided through notices in English and the native language of the family. Phone calls are made as is necessary
 - Website availability
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 - Title 1 programs, school curriculum and forms of academic assessment are shared with parents during School Leadership Team Meetings, PPL Meetings, and PA Meetings
 - A website has been established to provide current information
 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 - The school addresses suggestions, provides numerous opportunities for parents (i.e. English language instruction, Health and Safety presentation by Dental Hygienist, etc.)
 12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 - Each parent receives notification of both informal and formal assessments
 13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Pages 15-20, 22-28, 33-36
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
Pages 5, 9 (made AYP in each subject), pages 11,12, 15,17, 19
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
Pages 5, 22, 23, 26, 34, 48
 - o Help provide an enriched and accelerated curriculum.
Pages 5, 9 (made AYP in each subject), pages 12, 15, 20, 38-42
 - o Meet the educational needs of historically underserved populations.
Pages 5, 10, 12, 18-20, 23-24, 28, 33-35, 42, 48
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
Page 9 (made AYP in each subject), pages 10, 12, 17-18, 20, 22-23, 35, 37, 43-44, 48
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
100% of the P.S. 216 staff is highly qualified
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - Teachers receive scheduled in-house Professional Development from Teachers' College staff developers, view model lessons during reading/writing workshop
 - Teachers attend Teachers' College to further enhance their learning and increase their skills with professional development presented by Lucy Caulkins and other noteworthy presenters

- Teachers attend workshops presented by the members of the ICI Team, Judith Chin, Chief Executive Officer, DOE, to further enhance their knowledge and skills in all curriculum areas i.e. math, science, etc.
- Teachers with areas of specialization and pupil service providers receive support and training to further enhance their work with children i.e. special education, ELL, psychologists, speech, OT, etc.
- New teachers receive support from mentors as mandated
- Principal receives support during monthly scheduled meetings with network leaders and ICI team members, Judith Chin, Chief Executive Officer, DOE
- Principal attends scheduled monthly meeting at Teachers' College to further enhance knowledge and skills in all areas of literacy i.e. presentations, workshops etc.
- Parents receive ongoing support with regularly scheduled workshops presented by the Principal, staff, guest presenters in all areas pertaining to education, health, special opportunities etc.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **N/A**

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

Parent/child collaborative and interactive presentations will take place in our new Robin Hood Library to support parental literacy involvement

- Special reading by prominent authors
- Librarian presentations during the school day and after school
- Parents and children will check out books from the vast library collections
- Special holiday celebrations and readings
- Parents are invited to borrow books from the Parent Coordinator's resource room library

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

- Preschool parents are invited and encouraged to attend a series of planned parent meetings and presentations concerning the transition of early childhood children from PreK (State run school programs and/or others) into an elementary school program
- Workshops include presentations by the social worker, teachers, principal and other speakers
- All PreK children in our 3 full day PreK classes are included in age appropriate schoolwide performances, celebrations and activities

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Collaboration with staff regarding academic/assessment decisions are made as follows:

- SLT
- CEP
- Grade Conferences
- Faculty Conferences
- PPT Meetings
- Steering Committee Meetings

UPDATED – OCTOBER 2008

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Student difficulties are identified and based on the following:

- Predictive/Acuity
- NYS Exams
- Class performance
- Teacher-made tests
- Homework
- Teacher-student individual conferences
- Reading progress
- Advancement in independent reading levels
- Teacher observations
- Behavioral issues/Anecdotal/Referrals

Students are provided with assistance on an as-need basis:

- 37.5 minutes extended day
- After school - 2 days, 4 hours
- Differentiated instruction
- Guidance/Counseling
- Additional support provided by reading coach, reading teacher, AIS providers, speech, OT, PT

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal, State, local services programs which benefit and support our students include:

- Violence Prevention program

Students are provided with after school support services – 2 days 4 hours for reading mathematics and science

- Following Federal guidelines, students participate in a health education program and nutritional school program. Students are provided with fresh fruit/vegetable snacks daily, working together with the dietician; we have increased the number of students eating breakfast in our school and now offer a variety of salads and new foods from our salad bar each day.
- Students participate in a health education program and physical best curriculum. We administer the Fitness Gram Test. We provide vision training for all students and hearing tests for our early childhood students.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)
UPDATED – OCTOBER 2008

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Process used for Assessment:

- Quality Review
- Progress Report
- Report Card
- Predictives and Acuity Results
- NYS ELA Results
- Supervisors' Formal/Informal Observations
- Student Reading Levels Upward Movement
- Teacher/Students Conference Notes
- Running Records
- Classroom Libraries
- Teacher/Parent Feedback
- Literacy Coach Feedback

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

School's 5 year collaboration with Teachers' College provides ongoing professional development for teachers in Reading and Writing Workshop.

- Balanced Literacy/Workshop Model follows Teachers' College Units of Study in Reading/Writing Workshop
- TC In-House Staff Developer demonstrates lessons (lab sites), conducts follow-up collaborative meetings with teachers and provides increased knowledge and scholarship in reading and writing craft.
- DATA – Use of predictive and acuity results to plan lessons
- Teacher-made reading/writing charts to reinforce mini lessons, skills and strategy instruction

UPDATED – OCTOBER 2008

- Informal/formal testing
- Progress as noted from student published writing
- Differentiated instruction
- Increased number of levels in all genre in each classroom library to support vast student abilities and interests
- Alignment of school library collections to enhance and support student needs
- Individual student laptops to encourage student research and investigation

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

UPDATED – OCTOBER 2008

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- Predictives and Acuity
- Teacher-made tests and homework
- Use of hands-on-manipulatives, Math Steps and enrichment materials
- Use of Everyday Math Program
- Use of Smart Boards to provide student interactive participation with instant teacher/student feedback
- Monitor open-ended student responses

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- NYS Test Results
- Student open-ended responses
- Students' ability to choose correct applications
- Improvement on math assessment

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either

UPDATED – OCTOBER 2008

frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. P.S. 216 incorporates the Workshop Model in all curriculum areas. This includes:

- a. Mini lesson with a specific teaching point
- b. Small group reteach for students who did not grasp the teaching point and/or students who need additional clarification or support
- c. How the lesson builds on prior knowledge and what preceded the current teaching objective or teaching point
- d. Active engagement – students work with a partner and engage in accountable talk, discuss and practice the teaching point and/or the independent work which follows.
- e. Independent work – assignment to practice the strategy and/or extended work
- f. Share – refocus of lesson, new information may be added, students share their accomplishments
- g. Small group differentiated instruction takes place during the independent work segment of the lesson. This lesson format gives students ongoing opportunities to be the recipients of Best Practice lessons, spend quality time engaged in educationally relevant activities and receive ongoing differentiated, small group instruction.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Teacher formal/informal observation by Supervisor
- Monitoring student progress
- Monitoring student work using state standards/rubric
- Teachers' college staff developers' Lab sites, observing student engagement, students' success and educational growth

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- Daily challenging math problems presented
- Differentiated instruction – Teacher works with individual children and/or small group as needed (Looking at predictives, teacher-made test results, quizzes, completed homework)
- Open-ended student responses
- Use of technology – laptops (solve problems using current events, stock market results, etc.)
- Smart Boards to provide student interactive participation with instant teacher/student feedback

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. This is not relevant to P.S. 216. Teacher turnover has been limited to teachers who wish to retire.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- All staff members have received tenure or will receive tenure by September 2008.
- Teachers are all certified. (Two teachers are completing videos to receive final State Certification.)

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- ELL teaching staff and general education staff attend workshops related to English Language Learners.
 - Ongoing congruence and collaboration between ELL staff and general education teachers supports our entire school population.
- ELL strategies are used with our entire school population i.e. scaffolding, think/pair/share, graphic organizers used to facilitate language and learning.

UPDATED – OCTOBER 2008

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Ongoing joint Professional Development opportunities for ELL staff and general education staff
- ELL staff participates in Teachers' College staff development, together with general education staff
- ELL staff and general education staff are familiar with ELL interim assessments and the general grade assessments

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- ELL's academic progress and/or English Language development is monitored by all classroom ELL/general education teachers, Data Specialists, Inquiry Team, Supervisors. **ELL student data information is shared with the school community as a means to foster improvement.**
- Inquiry Team members include ELL students into the focus group to be targeted for improvement.
- ELL students receive additional AIS support from general education teachers.
- ELL students participate in after school sessions – 2 days – total of 4 hours each week to help them gain language and reading proficiency.
- Collaboration and congruence between ELL staff and general education staff spearhead movement from beginner to intermediate and intermediate into the advanced category. Our goal: ELL students should test out of the NYSESLAT.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- ELL interim assessment scores
- General education – grade assessment scores
- ECLAS2 – advancement
- Testing out of NYSESLAT
- Obtaining grade level score (2 or higher) on NYS ELA test
- Obtaining grade level score (2 or higher) on NYS Math test

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- P.S. 216 staff receives Professional Development to address the cognitive, emotional and educational needs of our entire school population; general education students and special education students.
- At the present, 2007-2008, P.S. 216 has three (3) CTT (collaborative team teaching) classes. Many of our general education teachers have had the opportunity to work in a collaborative team teaching environment. This has helped all teachers learn from one another in a collaborative environment. Based on our Quality Review, ICI personnel and feedback from other principals, we have been recognized as a school with exemplary collaboration within our CTT classes.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Acuity Results, NYS ELA and NYS Math scores indicate growth and improvement in all areas of performance among special education students.
- Mainstreaming of students during reading, science, health education, and the Schoolwide Enrichment Program has helped teachers learn to differentiate instruction and support students in general education as well as students with IEPs.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- Collaborative Team Teaching classes in P.S. 216 consistently allow for modifications and accommodation in the classroom environment throughout the school day.
- Although the construction of state tests expects all children to reach grade level and the content and expectations similar for all children, the new Progress Report does allow for "extra credit" (.5%) and recognition of the progress special education students achieve.
- Working together with our school support team, individual behavioral goals and objectives are prepared for students who demonstrate a need from a plan to include behavior modification and its ultimate goal.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- IEP teacher, classroom teacher, support service providers and parents convene to discuss the success of the current IEP and changes to help child succeed in a less restrictive environment; i.e. self contained special education class to a CTT class or from a CTT class to a general education class

- PPT – Pupil Personnel Team meetings (School Based Support Team), general staff and supervisors meet to discuss issues relating to modifications, behavioral objectives and student needs. These meetings are reconvened monthly during which progress and further modifications are discussed.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 14, 2008** Email address: **ckaplin@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	21k216
School Name	PS216
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 126,060
Principal Name	Celia Kaplinsky
Principal Email	ckaplin@schools.nyc.gov
Principal Phone	7186452862

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 0
Summer School Programs	\$ 0
Dedicated Instructional Time	\$ 126,060
Individualized Tutoring	\$ 0

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

A licensed librarian will provide instructional academic support to students together with their teachers. The librarian will facilitate research using books and technology. The goal is to help students become more independent and focused and imbue within each one a greater love of learning. The librarian will also provide numerous resources for teachers that will help them enhance their classroom instruction.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provide qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)	\$ 0
Professional mentoring for beginning teachers and principals	\$ 0

Instructional coaches for teachers \$ 0
School leadership coaches for principals \$ 0

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
 No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years teacher/principal assignment)?

- Yes
 No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
 No

Please describe the program.

xxx

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
 Students with Disabilities
 Students in Poverty
 Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (for appropriately certified school leadership coaches, with records of demonstrated success, providing instructional development across all curriculum areas)?

- Yes
 No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
 No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand a pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

- Yes
 - No
-