



**[PS 214K]**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (19K214)**

**ADDRESS: 2944 PITKIN AVENUE, BROOKLYN, NY 11208**

**TELEPHONE: 718-647-1740**

**FAX: 718-827-5838**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 214      **SCHOOL NAME:** Michael Friedsam

**SCHOOL ADDRESS:** 2944 Pitkin Avenue, Brooklyn, NY 11208

**SCHOOL TELEPHONE:** 718-647-1740      **FAX:** 718-827-5838

**SCHOOL CONTACT PERSON:** Patricia Tubridy      **EMAIL ADDRESS:** Ptubrid3@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Amber Abramson

**PRINCIPAL:** Patricia Tubridy

**UFT CHAPTER LEADER:** Vicki Buccellato

**PARENTS' ASSOCIATION PRESIDENT:** Misba Abdin

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 19      **SSO NAME:** Knowledge Network

**SSO NETWORK LEADER:** Dr. Kathleen Cashin

**SUPERINTENDENT:** Martin Weinstein

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Patricia Tubridy	*Principal or Designee	
Vicki Buccellato	*UFT Chapter Chairperson or Designee	
Sohel Mazumder	*PA/PTA President / Member Parent	
Darren Lynch	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Francine Parker	DC 37 Representative, if applicable	
Misba Abdin	<i>PTA Vice President/Member/Parent</i>	
Livonia De La Cruz	Member/Teacher	
Amber Abramson	Member/Teacher/Chair	
Adele Tuomi	Member/Teacher	
Erica Corlito	Member/Teacher	
Lauren Maltz	Member/Teacher	
Mildred Arocho	Member/Parent	
Mahmuda Begum	Member/ Parent	
Diane Philips	Member/Parent	

***Signatures of the members 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.***

\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

#### **Part A. Narrative Description**

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

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PS 214K: School Mission and Vision

PS 214K is a pre World War II elementary school located on the border of Brooklyn and Queens in Community School District 19. The educational community of PS 214K services a very diverse multicultural population in grades prekindergarten to 5. The mission of PS 214K is to educate every child to his/her fullest potential. Therefore, we provide comprehensive standards based instructional program designed to address the varied learning styles and ability levels of our students in the least restrictive environment. We are striving toward a strong collaborative relationship with parents/guardians so that all students can achieve standards of excellence. The vision of PS 214K is to become a Core Knowledge School of Excellence as well as technology equipped to meet the educational advances in the computer age of the twenty first century.

PS 214K is a desirable place for students, teachers, and parents due to its location and multicultural student population. We have a stable pedagogical staff with the majority of teachers remaining on staff for over ten years. The PS 214K educational community has made great strides academically achieving a Progress Report Card grade of A for the 2008-2009 school year improving from a Progress Report Card score of C the previous school year. We have worked very hard at making sure each student makes their yearly adequate progress through innovative programs and professional development that have been implemented for both students and staff.

Our Data Inquiry Team ensures that our staff and parent community are kept up to date on the latest accountability systems that are in place to monitor student progress. Professional Development in this area is provided to inform both parents and teachers on these latest technological features. Teacher Inquiry Teams on all grade levels have been formed to reflect on best instructional practices and student progress.

The school's vision includes building capacity. To further build capacity, the data/resource cluster teacher is implementing technology with collaborative teaching in the classrooms and assisting classroom teachers in integrating technology by making his

assistance and laptops available for teacher/student use during his lunch periods and preps when the equipment would otherwise be idle.

PS 214K has implemented a number of computer based programs to differentiate instruction for students with different educational needs. These programs include *Ticket to Read, V Math, Essential Skills, Renzulli Learning and Imagine Learning, and Achieve 3000*. PS 214K is in the process of supplying every classroom with Smart Boards and laptop computers as a result of winning a RESO A Technology Grant. By March of 2010, every classroom will have either a Smart Board or Mimeo board to enhance learning through interactive instruction.

PS 214K has implemented several innovated classroom models. These include a Dual Language Kindergarten where students learn in both English and Spanish and, by grade 5, will be literate in both of these languages. We have continued with our implementation of a co teaching ESL first grade class, where an ESL teacher pushes into a class of predominantly ESL students to conduct mandated ESL instruction. We have also instituted ESL self contained classes in grades two and three. We have implemented an "at risk" class in second grade of potential first grade holdovers consisting of 15 students instructed by a teacher knowledgeable in providing "at risk" services to these students.

PS 214K has partnered with Princeton Review and Kaplan SES to provide after school instruction in the areas of reading and math to the students of PS 214K. PS 214K has implemented an after school and Saturday ESL program.

PS 214K utilizes Project Arts funding to employ outside residencies to enhance the fine arts program at PS 214K. We have First Grade Artists, Broadway through Dance in grade 2, Ballet Bridges in Grade 3, American History through Music in grade 4, and Ballroom Dancing in Grade 5.

PS 214K reaches out to its immigrant community by offering Basic Ed and ESL services to our parents. These classes are conducted on Monday and Wednesday evenings and Tuesday mornings. We have partnered with the New York City Office of Continuing Education to provide these much needed services to our parent community.

It is our practice to provide a welcoming environment to our parents/guardians to ensure that staff is available to assist in translation services. We are in the process of procuring the School Messenger, which is a program designed to translate school communication over the telephone in different languages, thus facilitating the home/school connection.

We participate in the New York City Fitness gram and we have been selected to participate in the "Moving to Improve" program. These programs provide professional development to the teachers to develop fitness programs within their daily schedule to provide additional physical education activities vital in an urban area where there is a high rate of obesity.

PS 214K has also partnered with the New York Institute of Technology to provide interested teachers a chance to obtain an administrative degree with a focus on technology.

Our children will have the opportunity to enroll in SES services this year, since we are a SINI year 2 Focused school.

We provide ESL classes to our parents and work collaboratively with adult education. We have four ESL and One Basic Education class available in the evenings.

PS 214K is moving toward meeting the challenges of an ever changing educational system to prepare our students with the skills needed to meet these challenges.

## **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.

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SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 214 Michael Friedsam								
<b>District:</b>	19	<b>DBN:</b>	19K214	<b>School BEDS Code:</b>	331900010214				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	104	105	102		92.2	92.1	TBD		
Kindergarten	178	172	217	<b>Student Stability - % of Enrollment :</b>					
Grade 1	158	176	175	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	152	137	177		89.9	87.8	TBD		
Grade 3	154	151	143	<b>Poverty Rate - % of Enrollment :</b>					
Grade 4	177	151	141	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	144	168	156		84.1	84.1	TBD		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number :</b>					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		9	9	TBD		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number :</b>					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		12	5	31		
Grade 12	0	0	0	<b>Suspensions (OSYD Reporting) - Total Number:</b>					
Ungraded	1	0	7	(As of June 30)	2007-08	2008-09	2009-10		
Total	1068	1060	1118		24	11	TBD		
<b>Special Education Enrollment:</b>				<b>Special High School Programs - Total Number:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	35	45	45	CTE Program Participants	0	0	0		
# in Collaborative Team Teaching (CTT) Classes	43	38	36	Early College HS Program Participants	0	0	0		
Number all others	32	28	22	<b>Number of Staff - Includes all full-time staff:</b>					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				Number of Teachers	82	84	TBD		
(BESIS Survey)	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	84	49	54						
# in Dual Lang. Programs	0	0	7						
# receiving ESL services only	146	152	178						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	4	13	Number of Administrators and Other Professionals	13	11	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	5	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	98.8	TBD
				% more than 2 years teaching in this school	74.4	78.6	TBD
				% more than 5 years teaching anywhere	62.2	59.5	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	90.0	93.0	TBD
American Indian or Alaska Native	0.6	0.9	1.2		73.7	97.6	TBD
Black or African American	20.5	20.4	21.4				
Hispanic or Latino	38.0	36.6	35.0				
Asian or Native Hawaiian/Other Pacific Isl.	38.9	40.0	41.1				
White			0.1				
<b>Male</b>	52.2	51.0	50.7				
<b>Female</b>	47.8	49.0	49.3				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2			√			
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-	-				
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>7</b>	<b>7</b>	<b>1</b>				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	√		
<b>Overall Score:</b>	88.8			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	9			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	15.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	51.8						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	12.8						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

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

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

- What student performance trends can you identify?

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### **Summary of Performance Trends for 2008-2009**

There has been significant growth in New York State test scores in ELA and Math for grades three and four from the 2007-2008 school year to the 2008-2009 school year. Grade four had over a 25% increase in Levels 3+4 for both ELA and Math New York State test scores. There was significant growth in New York State ELA test scores and only a slight decrease in New York State Math test scores for grade five.

In 2007-2008, P.S. 214K did not meet its AYP in ELA for the students with disabilities subgroup and made safe harbor for the English Language Learner (ELL) subgroup in the area of ELA. However, in 2008-2009, P.S. 214K met its AYP in ELA for the ELL subgroup and made safe harbor for the students with disabilities subgroup. P.S. 214K has a large ELL population with a lot of newly arrived immigrants and children who have never had formal education. These types of learners also exist for students who arrive to the United States from English speaking countries but have had little formal education. The number of these students has increased over the last few years. ELA, especially for students with disabilities and English Language Learners, continues to be an area of focus at P.S. 214K. Math for the students with disabilities is also a focus area for P.S. 214 K.

### **Summary of 19K214 2008-2009 vs. 2007-2008 ELA & MATH Grades 3-5 Differences in Levels 3+4**

- In **2007-2008 Grade 3** (All Tested) **ELA** had **59.2%** of Levels 3+4 and in **2008-2009** Grade 3 ELA had **74.7%** of Levels 3+4 for a net change of **+15.5%**.
- In **2007-2008 Grade 3** (All Tested) **MATH** had **85.7%** of Levels 3+4 and in **2008-2009** Grade 3 MATH had **91.3%** of Levels 3+4 for a net change of **+5.6%**.
- In **2007-2008 Grade 4** (All Tested) **ELA** had **42.9%** of Levels 3+4 and in **2008-2009** Grade 4 ELA had **68.5%** of Levels 3+4 for a net change of **+25.6%**.
- In **2007-2008 Grade 4** (All Tested) **MATH** had **59.4%** of Levels 3+4 and in **2008-2009** Grade 4 MATH had **87.9%** of Levels 3+4 for a net change of **+28.5%**.
- In **2007-2008 Grade 5** (All Tested) **ELA** had **58.7%** of Levels 3+4 and in **2008-2009** Grade 5 ELA had **66.4%** of Levels 3+4 for a net change of **+7.7%**.
- In **2007-2008 Grade 5** (All Tested) **MATH** had **76.5%** of Levels 3+4 and in **2008-2009** Grade 5 MATH had **75.0%** of Levels 3+4 for a net change of **-1.5%**

- The implementation of double science periods and test prep with three science cluster teachers facilitated a significant increase in 19K214 Grade 4 NYS Science test scores for all students and most significantly for students with disabilities and ELL students.
- ·In 2007-2008 Grade 4 (All Tested) Science had 48% of Levels 3+4 and in 2008-2009 had 93% of Levels 3+4 for a net change of +45%.
- ·In 2007-2008 Grade 4 (ELLs) Science had 22% of Levels 3+4 and in 2008-2009 had 82% of Levels 3+4 for a net change of +60%.
- ·In 2007-2008 Grade 4 (students with disabilities) Science had 31% of Levels 3+4 and in 2008-2009 had 78% of Levels 3+4 for a net change of +47%.

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

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Some of our greatest accomplishments at P.S. 214 K in the past few years include the following:

- A New York City Progress Report grade of A (88.8) for 2008-2009 from a letter grade of C (42.9) for 2007-2008. This we attribute to innovative AIS structures that we have to minimize this year due to budget constraints **and the increased use of data to drive and differentiate instruction. In addition, we implemented Voyager Expanded Learning's "Ticket To Read" for ELA and "V-Math Live" for math, research-based, multi-grade, internet-based software applications that provide differentiated instruction based on individual student needs to improve ELA and math skills and test scores.**
- Based on the NYS Science Assessment our school has improved the percent of students at levels 3 and 4 increasing from 18% to 54%. Last year we implemented double periods of science in grades 3, 4, and 5. One period is devoted to lecture and new information and one period is devoted to hands on experiments utilizing the scientific method.
- Implementation of the School Data Inquiry Team and a Data Specialist position to facilitate teacher understanding and usage of data to drive their instruction.
- The expansion of our School Data Inquiry Team's duties to include parent, teacher, and student workshops in ARIS as well as Acuity and Scantron.
- Continuation of Voyager Expanded Learning's "Ticket To Read" for ELA and "V-Math Live" for math and the introduction of Renuzilli, computer **applications that provide** differentiated learning **both in school and outside of school.**
- The implementation of Smart Boards to provide a hands-on, interactive learning experience for our students in students with disabilities and CTT classrooms.
- The procurement of a Reso A technology grant, in the amount of \$150,000, to update our computer lab and expand our integration of technology in the classroom with Smart Boards.
- The implementation of a side by side dual-language program in kindergarten in Spanish.
- The continuation of a collaborative co-teaching grade one ESL class where the ESL teacher pushes in to conduct mandated ESL instruction.

- The implementation of a second grade intervention class of potential first grade holdovers which is kept at a minimum of 15 students and the teacher is highly trained in “at-risk” services.
- In order to support our immigrant parents in learning English, we have a daytime ESL class conducted on Tuesdays and Thursdays for 3 hours. In addition, we have partnered with adult education and the building is open on Monday and Wednesday nights for ESL and Basic Education programs.
- In order to support teachers who are working towards administrative degrees, we have agreed to monitor their internships for 250 hours over the course of the school year. Dr. Sarah McPherson is our point person from NYIT.
- Continued implementation of Kaplan Spell Read Intervention Program for use with at-risk students in grades three and four.

-

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

A barrier to continuous achievement at P.S. 214K is the language barrier. There are a large number of ELL students whose parents are non-English speaking. This inhibits student progress due to the fact that these students can’t rely on their parents for help or reinforcement at home. We have students in grades three, four, and five who speak English but had little, or no, formal education in countries like Guyana. They come in as non readers in grades three, four, and five and are expected to perform the same as their peers. This holds true for our immigrant students who speak little, or no, English as well.

The integration of technology into the math curriculum through the use of Smartboards/Mimeos, if available, or a laptop with a projector, to implement standards-based, core curriculum math, logic, and strategy games to increase students’ math strategies, knowledge, and skills. There is a need to upgrade the technology in the classrooms to facilitate complete technology integration.

## **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 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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### **School Goals for 2009-2010**

#### **Goal 1 -**

We will increase the performance of the Students with Disabilities subgroup by increasing the percent of Level 3 & 4 students by 10% and decreasing Level 1 students by 5% based on the NYS ELA by June 2010.

*Based on recommendations from the results on New York State Report Card this subgroup made safe harbor and did not make AYP in 2007-2008.*

#### **Goal 2 –**

By June 2010, 30% of students taking the NYSESLAT will increase at least one proficiency level.

*We have a very large ELL population and must ensure students are increasing their language acquisition. We need to see improvement in all of the stands i.e. Reading, Writing, Listening and Speaking.*

#### **Goal 3 –**

Based on the NYS Mathematics Assessment in the Spring of 2010 , we will increase the performance of the Students with Disabilities subgroup by increasing the percent of Level 3 & 4 students by 10% and decreasing Level1 students by 5%.

*We are aware of the achievement gap that exists for Students with Disabilities in Math. This goal is in an effort to close this gap.*

#### **Goal 4 –**

By June 2010 we will increase the percentage of students scoring at the benchmark level on the Terra Nova Vocabulary subtest by 10%.

*Our students in the Early Childhood grades need a strong foundation to perform well in the upper grades. Due to our immigrant population we need to build a stronger vocabulary.*

**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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR 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):** ELA – SWD

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will increase the performance of the Students with Disabilities subgroup by increasing the percent of Level 3 &amp; 4 students by 10% and decreasing Level 1 students by 5% based on the NYS ELA by June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Accelerated reading and writing skills for our schools’ students performing on the lowest level with a focus on SWD and Hispanic/ Black Students in grades 3, 4 and 5.</b></p> <ul style="list-style-type: none"> <li>• AIS teachers will implement Kaplan Spell/Read program in grades 3 and 4</li> <li>• Read 180 teacher will incorporate new System 44 reading program for grades 4 &amp; 5.</li> <li>• SETTS teacher will assist mandated students and include at risk students in her program.</li> <li>• Purchase of Renzulli, Imagine Learning, Ticket to Read to help students to gain skills in reading and writing through technology.</li> <li>• Collaborate with SES providers (Kaplan and Princeton Review) to ensure that targeted populations are receiving additional services in reading and writing.</li> <li>• Implement small group instruction by experienced teachers.</li> <li>• Implement an after school program targeting the subgroups using Achieve3000</li> <li>• Purchase of Essential Skills reading technology program to enhance reading during school hours</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Purchase of Kaplan’s Spell/Read program with Professional Development for AIS teachers (Title I SWP)</li> <li>• Purchase of new System 44 Reading Program/ Pd for teacher (Title 1 SWP)</li> <li>• Purchase of Smartboards/Mimeos for ESL/Bilingual classes and CTT and Special Ed classes as well as General Ed Classes (SINI, Rollover Title III LEP, RESO A</li> </ul>

	<p>grant)</p> <ul style="list-style-type: none"> <li>• Experienced teachers to develop literacy skills working with targeted subgroups in a small setting. (SINI money)</li> <li>• “Achieve 3000” from January ’10– May ’10 to target sub-groups (Black, Hispanics, Special Needs and ELL and Level 1 ) funding from LSO(Knowledge Network)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Benchmarks from Spell/Read Kaplan and System 44 three times a year to continually revisit decisions and steps for identifying students.</li> <li>▪ Acuity, Scantron and Unit tests given three times throughout the year using data to differentiate instruction as needed.</li> <li>▪ Teacher Conference Notes</li> <li>▪ One on One Conferences with providers and administrative supervisors</li> <li>▪ Data driven reports from technology programs using indicators as benchmarks for student progress. Projected gain of 5% in vocabulary development by June 2010.</li> </ul>

Subject/Area (where relevant): ESL

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 30% of students taking the NYSESLAT will increase at least one proficiency level</p>
<p><b>Action Plan</b>  <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"> <li>▪ Smart board/Mimeo in designated classes</li> <li>▪ Imagine Learning licenses in bilingual, and ELL class</li> <li>▪ Ticket to Read</li> <li>▪ Renzulli Technology and Achieve 3000 with PD for teachers</li> <li>▪ Workshops for parents on helping their children to improve language acquisition(Dual Language grant)</li> <li>▪ Workshops for teachers on ESL methodologies and strategies</li> <li>▪ After school and Saturday programs to increase language acquisition</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Title III money for Imagine Learning licenses</li> <li>• PD money from 10% Professional Development (Title I SWP)</li> <li>• SES providers (designated SINI year 2)</li> <li>• NYSTL money for Ticket to Read and Renzulli programs for differentiated</li> <li>• Increase in technology in BIL/ESL rooms and classes with high ELL population(Reso A grant: Title III; Dual Language grant</li> <li>• After school and Saturday Programs(Title III)</li> <li>• Achieve 3000 as a continued afterschool /Sat. program( Knowledge Network)</li> <li>• Beginning of a Dual Language Program in Kindergarden (Dual Language Grant)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Conference Notes</li> <li>▪ ECLAS results</li> <li>▪ Dibels Results; EL SOL; NYSESLAT</li> <li>▪ Running Records</li> <li>▪ Progress monitoring</li> <li>▪ Woodcock Johnson to b measure yearly progress</li> <li>▪ Imagine Learning Data monthly</li> <li>▪ Achieve 3000 Data three intervals from Feb.to June</li> </ul>

**Subject/Area (where relevant):** Math - SWD

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Based on the NYS Mathematics Assessment in the Spring of 2010 , we will increase the performance of the Student with Disability subgroup by increasing the percent of Level 3 &amp; 4 students by 10% and decreasing Level1 students by 5%.</p>
<p><b>Action Plan</b>  <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"> <li>• Fund small group instruction based on targeted subgroups. (SINI funding)</li> <li>• Coordinate opportunities for onsite intra grade workshops.</li> <li>▪ Provide ongoing outreach and workshops to parents on Core Curriculum.(Administrators and Coaches)</li> <li>▪ Math and Technology cluster positions to enhance the Everyday Math Program</li> <li>▪ Workshops for teachers provided by LSO (knowledge Network)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Purchase of Essential Skills and V-Math programs</li> <li>▪ Use of Kaplan test prep materials with pacing calendar</li> <li>▪ Incorporation of Measuring Up during extended day</li> <li>▪ Math Family Game Night</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Assistant Principal funded by Title I SWP</li> <li>• UFTTC Coach/Cluster funded by DRA Stub &amp; Title 1 ARRA</li> <li>• ComputerTechnology Cluster funded by FSF</li> <li>• Essential Skills funded by SINI monies</li> <li>• V-Math</li> <li>• Kaplan Math funded by FSF</li> <li>• Measuring Up funded bySWP1</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Project based learning samples</li> <li>▪ Acuity, 3x a year Scantron bi-monthly</li> <li>▪ Unit tests</li> </ul>

**Subject/Area (where relevant):** ELA- Early Childhood

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 we will increase the percentage of students scoring at the benchmark level on the Terra Nova Vocabulary subtest by 10%.</p>
<p><b>Action Plan</b> 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"> <li>▪ Fund mentors, coaches, facilitators, Assistant Principals, lead teachers, consultants, inter-visitations, teacher, cluster teachers.</li> <li>▪ Schedule common planning preps, lunch &amp; learn workshops, per inter-visitations.</li> <li>▪ Collaborate with Knowledge Network staff to enhance our PD offerings in differentiated instruction with supervisors of the grade facilitating.</li> <li>▪ Fund materials to enhance the literacy activities in the classroom including Leap Frog; Renzulli, Ticket to Read, Imagine Learning and Smartboards in designated need classes.</li> <li>▪ To provide scheduled meetings with teachers, supervisors and members of the Data Inquiry Team to address grouping.</li> <li>▪ To collaborate with Core Curriculum Pilot administrators and provide ongoing PD for 1<sup>st</sup> grade teachers .</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Renewal of Ticket to Read license and the introduction of the Renzulli Learning Program(NYSTL software money)</li> <li>• Renewal of Imagine Learning licenses (Title III money)</li> <li>• Columbia Workshop (Title I SWP)</li> <li>• Professional Development for teachers (DRA Stabilization; ARRA SWP; Title I SWP)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Provide sign in sheets and agendas for the Professional Development.</li> <li>• Provide formal and informal observations from common planning sessions.</li> <li>• Provide lesson plans.             <ul style="list-style-type: none"> <li>▪ Teacher/student goals and benchmarks.</li> <li>▪ Data from additional technology (Imagine Learning; Renzulli; Ticket to Read; V-Math</li> <li>▪ Dibels results; running records; benchmarks; ECLAS</li> <li>▪ Results from Terra Nova Vocabulary test</li> </ul> </li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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				
K	150	54	20	20	10	0	0	0
1	150	50	25	25	10	1	2	0
2	125	49	25	25	10	1	1	1
3	150	35	27	24	10	1	1	1
4	150	49	30	35	10	1	2	2
5	150	45	30	35	20	1	2	2
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Kaplan Spell/Read in grades 3 &amp; 4 for small group instruction during the day.</li> <li>• Read 180 System 44 for grades 4 &amp; 5 - targeting 60 children during the day.</li> <li>• SES provider – small group after school Mondays and Tuesdays by Kaplan (all grades).</li> <li>• SES provider-small group for Saturday school by Princeton (all grades) group.</li> <li>• Saturday school for ELLS and SIFE children</li> <li>• Achieve 3000 targeting subgroups(SWD; ELLS; and Level 1 students)after school</li> <li>• Small group instruction during the day for targeted subgroups(SINI Grant)</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Math Coach/Cluster Teacher</li> <li>• PD from Administrators and LSO for all teachers</li> <li>• After school small groups through SES providers</li> <li>• Measuring Up used during extended day</li> <li>• V math; Renzulli computer programs</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Double periods of Science in all grades for hands on experiment weekly</li> <li>• Test prep in small groups for targeted 4<sup>th</sup> grade students.</li> <li>• Measuring Up in science during extended day.</li> <li>• PD for Science Clusters from LSO</li> <li>• Small group instruction in class as needed.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Research based projects for leveled abilities</li> <li>• PD for 5<sup>th</sup> grade teachers</li> <li>• Small group instruction in class as needed.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	Counseling is provided a for at risk students as well as students in temporary housing on a as needed basis.
<b>At-risk Services Provided by the School Psychologist:</b>	Counseling is provided on an as needed basis. The numbers range from 2 to 6 during the school year, the psychologist is here on a part time basis.

<b>At-risk Services Provided by the Social Worker:</b>	<b>Counseling is provided as needed by a part time social worker. The numbers of children will fluctuate between 2 to 6. Children who are in temporary housing are a primary concern.</b>
<b>At-risk Health-related Services:</b>	<b>Counseling and training for diabetic and asthmatic children, as well as, hygiene. We are conducting fitness programs such as <i>Moving to Improve</i> and <i>Fitnessgram</i> to promote fitness and a healthy lifestyle within our student population.</b>

## **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 (2009-2010) LAP narrative to this CEP.

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### **Accompanying narrative for LAP worksheet:**

#### Part II: ELL Identification Process:

Every student entering the school system for the first time is given the HLIS, or Home language Identification Survey. If the child has been identified as speaking another language at home, the student is given an informal oral interview in both English as well as their native language. Amber T. Abramson, (Fully Certified ESL Teacher), and Katie Lapham, (Fully certified Bilingual teacher/Partially certified ESL), conduct the initial screening of the students. If the child is identified as not fully proficient in English, then they are administered the LAB-R exam as a formal initial assessment. If the LAB-R exam identifies the student as an ELL, then the parent is notified and the child is placed in an English language program as per their parent's choice. Every year the NYSESLAT exam is administered in order to measure the English proficiency level of each ELL.

PS214K has several programs available for parents. Our school provides transitional bilingual classes in grades 1, 2, 4, and 5. There are 2 dual language classes on the kindergarten level, and freestanding ESL, (both push-in and pull-out). After the child has received the LAB-R exam, parents are notified in writing that their child has either tested in or out of ESL. If the child has tested in, the parent receives another letter in the language, (in which they have selected to be communicated), to attend a parent orientation.

When the parents attend this orientation, they are shown a video in their native language explaining their program choices. The parent coordinator and ESL teacher are available to answer any questions. The parents then review the **parent selection form** and the **parent survey**. We provide time after the orientation for parents to fill out the papers and provide them with the option of returning it to their child's classroom teacher. If we do not receive a parent selection form, then the child is placed in a transitional bilingual class by default as per CR Part 154. The trend is that the majority of our parents, (70%), select ESL as their first choice, while 25% choose transitional bilingual and 5% dual language.

P.S. 214K is a grade Pre-K to 5 elementary school in District 19 located on the Brooklyn-Queens border. The total school population is 1,123 students with approximately 51.3% male and 48.7% female. The ethnic background of the school population consists of 21.39% African-American, 34.84% Hispanic, 41.17% Bengali/Asian, 1.24% Caucasian, 1.15% American Indian, and 0.08% other.

P.S. 214K has implemented a Dual Language Program in Kindergarten as well as three full-time ESL teachers – one is assigned to grades K and 1, the second is assigned to grades 2 and 3, and the third is assigned to grades 4 and 5. There are three Bilingual Spanish classes; two classes for

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Dual Language in Kindergarten. Three ESL teachers service students in monolingual classes in grades K-5 and one paraprofessional services special needs bilingual students in a CTT class. Bilingual classes use native language instruction for Math and Social Studies. We will continue to implement the Core Knowledge Sequence, a spiraling curriculum for grades Kindergarten through grade 5 integrating all major curriculum areas, within the Balanced Literacy model for the 2008-2009 school years while providing adaptations for ELL students.

During the 2009-2010 school years we are continuing an instructional program for ELLs. It is a co-teaching model that allows the ESL teacher to work in the classroom collaboratively with the classroom teacher. This addresses the needs of the beginner, intermediate, and advanced ELL learner. This model will continue in Grades 1, 2 & 3 with a high percentage of ELLs. The goal is that children will gain a 30% increase in English proficiency levels on the N.Y.S.E.S.L.A.T. in Speaking/Listening and Reading/Writing.

An extended day program with instruction by certified and licensed bilingual/ESL teachers provides additional opportunities for ELLs to practice skills in English and increase core subject test performance. Beginning in November 2009, P.S. 214K will be implementing a Thursday/Friday ELL Academy from 2:30 pm – 4:30 pm which will include an Enrichment Program for ELL and Bilingual students as budget allows. Students are supported through the Spotlight and Santillana Intensive English research-based programs by certified, licensed ESL/bilingual teachers. This was funded through SINI grant money and Title III. We offer additional classes and workshops for parents of our ELL parent community and have ongoing professional development opportunities for monolingual teachers of our ELL students. This will be conducted by our ESL teachers during common planning periods and grade conferences.

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1. 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:

P.S. 214K has three Bilingual Spanish classes. Three ESL teachers service students in monolingual classes in grades K-5 and four paraprofessionals service special needs bilingual students in S.C./ CTT classes.

- Content Area Programs:

P.S. 214 will continue to implement the Core Knowledge Sequence for the 2008-2009 school years. This is a spiraling curriculum for grades Kindergarten through grade 5 integrating all major curriculum areas. Adaptations for ELL students will be provided. Instruction will be conducted within the Balanced Literacy framework, incorporating all major components including the Read-Aloud, Shared Reading, Guided Reading, and Independent Reading. The Math program will continue to use the Everyday Mathematics program, which utilizes a hands-on practical approach to Mathematics instruction. In addition, we are using Imagine Learning as an interactive technology component to the literacy content area. We have purchased Leapfrog for grade 1 Bilingual and classes with high ESL populations. In addition, we have introduced Smart Board technology into some ESL/Bilingual classrooms. Through Reso A funding we will be able to update the computers in the Bil/ Esl classes.

This school year we are using the research based program, Santillina. The objective of this particular textbook is to improve understanding, speaking, writing, and communication skills of our English Language Learners (ELLs

The N.Y.S.E.S.L.A.T. (The New York State English as a Second Language) is administered every spring to the Limited English Proficient (LEP) or E.L.L. student.

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Beginning in November 2009, P.S. 214K will be implementing a Thursday /Friday ELL Academy which will include an Enrichment Program for ELL and Bilingual students. This is a newcomers group which focuses on proficiency for SIFE children. In January, we will begin our Saturday Academy which will provide 3 hours of language acquisition for a duration of 10 weeks. This September we initiated a Dual Language class which will continue through the grades.

#### Supplemental Programs for ELLs:

- Extended Day Program
- The focus of the program is to provide additional opportunities for ELLs to practice skills in English and increase test performance in ELA literacy, Mathematics, Science, and ECLAS 2 assessments.
- Students will be instructed by certified and licensed Bilingual and ESL teachers.

#### Additional Support

- Additional Support and assistance for ELLs to increase linguistic and academic performance will be provided by an Extended Day program from November 2009 through May 2010.
- In order to for children to gain success in the NYSELAT, we have created a co-teaching collaborative class. An ESL teacher provides instruction working with a team teaching model.
- A Saturday program will begin in January 2010 and Title III monies will be used.
  
- A certified Bilingual/ESL teacher will provide instruction for immigrant parents bi-weekly from September 2009 through May 2010.
- This program will increase parent involvement as well as familiarize the recent immigrants to the P.S. 214K community.
- The program will be coordinated with the help of the Parent Association and the school's Parent Coordinator.

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.

1. 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.
  - We also offer an ESL class for immigrant parents teaching them literacy skills. This program is offered to immigrant parents on Tuesdays and Thursdays from 8:00 a.m. to 11:00 a.m.
  - Ongoing workshops provided by the Parent Coordinator are set up to cover topics such as Homework Help, Preparing Your Child for the State Tests, Parenting Skills, etc. Outside presenters are invited to conduct workshops at the PTA meetings.
  - Saturday Academy is being funded by Title III monies. A certified ESL and a certified Bilingual teacher conduct test prep and beginning reading skills for newcomers.
  - Monday and Wednesday evenings 6-9 pm, we provide ESL/Basic Education classes for parents.

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- I. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- II. Staff Development (2009-2010 activities—tentative dates and ELL-related topics):
- ELL Parent Involvement/Title I and SWP
  - Math for ELLs
  - Literacy Night
  - Multicultural Education
  - Social Studies Test Prep
  - Creating Comprehensible input for ELLs in Literacy
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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – S Y2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s)**  K - 5  **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP** \_\_\_\_\_

**Number of Teachers**  3 ESL  **Other Staff (Specify)**  3 Bilingual teachers; 2 Dual Language Teachers

**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.

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P.S. 214K is an elementary school serving students in Pre-K –Grade 5. The school is situated on the Brooklyn- Queens Border. The school is part of Community School District 19 and is presently a member of the Knowledge Network Learning Support Organization. P.S. 214K services 1,123 students of which 51.8 % are males and 48.8% are females. Due to the continued growth of the student population, instruction is conducted in fourteen portable classrooms, as well as the main building.

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P.S. 214K services a multicultural population which includes African-Americans, 18.6%; Hispanic, 42.5%; Bengali/Asian, 36.7% and Caucasian 2.2%. Recent immigrants represent 15% of the student body. There are also a sizable number of students from English speaking countries, including students from Guyana who come into our school as non-readers. During the 2009-2010 school year, 100% of our students are eligible for free lunch under the Universal Meal Plan.

The school organization consists of the following: six fifth grades, six fourth grade classes, six third grade classes, nine second grade classes, eight first grade classes and ten kindergarten classes. There also six half day Pre-kindergarten classes including Universal and Super-start. There is a Collaborative Team Teaching class in Kindergarten, first grade, second grade and fifth grade. In addition, there are four self contained Special Needs class. A SETTS teacher instructs students in General Education classes who have an IEP (Individualized Educational Plan) and services at risk children.

The school has a full service Bilingual Program. Both TBE and DL classes support ELLs in all grades. There is also a free standing ESL program for grades K-5, which services English Language Learners who are not in a Bilingual Program. There are self-contained ESL classes in first, second, and third grade. An ESL teacher pushing into these general education classroom and co teaches with the classroom teacher focusing on ESL strategies which facilitate language development in our ELL students. We have implemented a collaborative team teaching in grade one with two common branch teachers and one ESL teacher who pushes into classroom during the Balanced Literacy block. The ESL teacher provides the mandated ESL services. This school year was the beginning of a Dual Language program in Kindergarten. Two classes work side by side to ensure a 50/50 DL model. Classes are heterogeneously grouped with the exception of one accelerated class in grades four and five. There is a 2<sup>nd</sup> grade Intervention class consisting of 15 students who were potential first grade holdovers.

Student Support Services include a psychologist, a Bilingual Social Worker, two speech teachers, a nurse and a team of Guidance Counselors to meet the needs of our diverse student population.

We provide ESL classes to our parents on Tuesdays and Thursdays for 3 hour sessions. In addition we work collaboratively with adult education and have four GED and ELL classes.

PS 214 Title III Program will include diverse strategies to ensure that all ELLs are involved in additional support and / or enrichment instruction during the extended learning time activities. Both after school and Saturday activities are planned towards this end:

#### After School Program

The PS 214K Title III After School Program will be implemented beginning Thursday, December 3, 2009 will be implemented every Thursday and Friday from 2:30-3:30 PM for 20 weeks through May 2009. The program will have three teachers who are certified Bilingual/ESL teachers. ELL students in grades 1-5 will be invited to participate in the instructional program. Approximately twelve to fifteen ELL students will work with a teacher to ensure small group instruction and greater student access to the teacher. There will be a bridge 1-2 class and a bridge 3-4 class and a grade 5 class. The focus of the program is oral language development, vocabulary acquisition, reading and writing skills integrated within a

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thematic approach. The language of instruction will be English. Teachers will use Camp Can Do a thematic ESL Kit created by Santillana Co. In addition, teachers will implement a technology assisted approach to further support student learning. Two Hewlett Packard computers and one printer will be purchased to use in the after school program class for grade 4-5. The ELLS will use the computers to work on Achieve 3000 which is of no cost to Title III. Students will work on grade specific topics through a differentiated literacy modality that is available in English and Spanish. The program assessment tool will place students at their instructional level and adjust as students work towards higher gains. Students will complete both reading and writing assignments on the computer.

#### Saturday Academy

The Saturday ESL Title III program will focus on oral language development for Newcomers, and Beginner ESL students and test preparation for ELLs in grades 3, 4, and 5. ELL students in grades 1-5 will be invited. Five ESL/bilingual certified teachers will work with ELLs in the Saturday Program. The program will begin on Saturday, January 9, 2010 through April for thirteen weeks. Teachers will use Empire State's NYSESLAT Prep materials in their work with ELL students in grades 1 -5 to prepare the students for the NYSESLAT assessment administered Spring '10'. Students in grade 1 and 2 will also utilize Empire State's Phonics and Word Study to reinforce oral language development and vocabulary acquisition. Test preparation will be the focus for students in grades 3,4 and 5 utilizing Empire State's March to March Math. In addition, the ELLs will use Finish Line Writing to focus on the development of writing skills needed for proficiency on the New York State ELA.

A supervisor will be on staff on Saturdays to supervise the implementation of the Saturday Program. The program supervisor will ensure the implementation of all program components including student groupings, instructional materials, curriculum mapping, teacher planning and classroom instruction. The supervisor will be available to handle problems and concerns that may arise and interact with parents to ensure their support and participation. The supervisor will also remain with students that are not picked up in time.

#### Technology Assisted Instruction for ELLs- for use After School Program and Saturday Academy

To support student learning that is differentiated and supports individual student needs through technology assisted instruction. To best support this focus, the Lenovo notebooks will be used in the classroom by students. Students will be able to access Acuity data to learn about their performance. Together with the teacher students will be able to select targeted work aligned to their learning goals. Ten Lenovo notebooks will be purchased with Title III funds to support ELL students in Literacy. The Lenovo notebooks will facilitate Native Language Development in all four literacy components; listening, speaking, reading, and writing. These notebooks will also support the implementation of new technology programs including Renzulli Learning and Imagine Learning. Imagine Learning supports ELL literacy through the use of visuals and images for vocabulary development and reading comprehension. This differentiated approach ensures scaffolding for ELLs. This is intrinsic to ELL instruction.

**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.

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In the school year 2009-2010 all teachers will be given professional development on the delivery of instruction to all ELL's. This will be delivered by ESL teachers on staff. Teachers will be given instruction once a month at grade level meetings and professional development days. PS 214K has been sited on not making progress in sub groups of Hispanic population in ELA. Our need is to help teachers to use strategies in reading and writing.

Professional Development in the area of ESL strategy instruction will be offered to 20 monolingual teachers provided by a certified ESL teacher. Teachers will be paid the training rate to attend the professional development activities. Participants will be organized into two groups of ten teachers. Two sessions of ten weeks each will be offered beginning in December 2009 through May 2009. The ESL teacher conducting the teacher training workshops will be paid at the per session rate. The presenter will address individual teacher questions to ensure that all topics are clearly relevant to the classroom practice. The sessions will include the following topics:

- Session I Looking At ELLs In Our Classrooms
- Session I The ESL /ELA Standards
- Session I The ELL Identification Process
- Session I Involving Parents in the Education of ELLs
- Session I Stages of Language Development
- Session I Differentiating Instruction for ELLs
- Session I Using Graphic Organizers
- Session I Small Group Learning –Cooperative Learning / Workshop Model
- Session I Successful Strategies for ELLs- Scaffolding Learning
- Session I Assessment Procedures-Formal & Informal

**Form TIII – A (1)(b) School: PS 214K BEDS Code: 331900010214**

**Title III LEP Program 19K 214 School Building Budget Summary \$33,900.00**

<b>Allocation Amount:</b> PS 214 K – CSD 19 \$33,900.00		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b>	\$23,692.46	After School Program: 3 Trs X \$49.89 X 2 Hrs X 20 Sessions = \$ 5986.80  Saturday ELL Program: 5 Trs X \$49.89 X 3 Hrs X13 Sessions = \$ 9728.55 1 AP X \$52.21 X3 Hrs X 13 Sessions = \$ 2036.19

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		Professional Development Program: 20 Trs X \$22.72 X 1Hr X 10 sessions = \$ 4544.00 1TrainerX \$49.89 X1.4 Hr. X 20Sessions = \$ 1396.92
<b>Purchased services</b>		
<b>Supplies and materials</b>	\$ 7,9257.54	<ul style="list-style-type: none"> <li>• 7 Lenovo Notebook Computers@ 359.00 \$ 2,513.00</li> <li>• 2 Hewlett Packard Computers @ 477.00 \$ 954.00</li> <li>• 1 Lexmark T 650 Printer @ 507.70 \$ 507.00</li>   <li>• Camp Can Do Kit: Level 1: \$ 627.00</li> <li>• Camp Can Do Kit: Level 2: \$ 631.00</li> <li>• Camp Can Do Kit: Level 3: \$ 631.00</li>   <li>• Finish Line Writing-76 bks @ 9.08 = \$ 690.08</li> <li>• Empire State MathMar-Mar-65 bks@11.55= \$ 750.75</li> <li>• Phonics&amp;Word Study-81x 7.70 = \$ 624.00</li> <li>• Pencils \$ 29.71</li> </ul>
Sub-total		
<b>Educational Software (Object Code 199)</b>	\$2250.00	• 15 Imagine Learning licenses @ \$150 = \$2250.00
Sub-total \$ 2,250.00		
<b>Travel</b>		
<b>TOTAL Sub-total</b>	\$ 33,900.00	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

#### **Part B: Strategies and Activities**

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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.
  - Oral Interpretation Services: Target languages are Bengali and Spanish.
  - The interpreter will use central audio equipment units. This will facilitate simultaneous translators in multiple languages. (Bengali language listeners can listen to a Bengali interpreter while Spanish language listeners can listen to a Spanish language interpreter.)
  - Written Translation Services

Additional written translation of ongoing school memos are needed to provide information to our Bengali and Spanish speaking parents. These findings were reported to the school community through faculty conferences, PTA meetings, School Leadership Team meetings and Learning Environment Surveys.

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>.

We download forms available in designated languages from the DOE website. We utilize certified Bilingual teachers to translate written and oral communication to our parents who speak different languages other than English. PS. 214K utilizes the Home/Language Survey to

determine our parents' preferred language of communication. Ms. Abramson is our designated ESL teacher who conferences with parents at the time of a child's registration.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	1,046,862	258,269	1,305,131
2. Enter the anticipated 1% set-aside for Parent Involvement:	10,469		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2,996	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,919		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		4,999	
6. Enter the anticipated 10% set-aside for Professional Development:	36,276		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		52,343	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_\_\_90%\_\_\_\_\_
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
- Providing a site for NYIT for 5 teachers who are working towards SAS and SDA degrees.
  - All administrators are providing ongoing workshops for interns participating in the New York Institute of Technology.
  - Survey staff members for needs based ongoing professional development.
  - Provide ongoing professional development through LSO and other educational consultants on core subjects.

## **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 on the NYCDOE website.

**P.S. 214K agrees to implement the following statutory requirements:**

- **P.S. 214K will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.**
- **P.S. 214K will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.**
- **P.S. 214K will incorporate this parental involvement policy into its school improvement plan.**
- **In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.**
- **P.S. 214K will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.**
- **P.S. 214K will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:**
  - **Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—**
    - **that parents play an integral role in assisting their child’s learning;**
    - **that parents are encouraged to be actively involved in their child’s education at school;**

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- P.S. 214K will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

**P.S. 214K will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:)**

1. **P.S. 214K will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)**
  - School Leadership Team Parent Component
  - Parent-Teacher Association
  - PA President
  - Parent Coordinator as liaison between parents and principal.
  - Parent Volunteers
  - Learning Leaders
  - Learning Environment Survey
  
2. **P.S. 214K 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. Parent Workshops are an effective way to improve student academic achievement. Topics for Parent Workshops will include:**
  - State Testing Workshops conducted by the Literacy and Math Coaches.
  - Homework Help Workshops
  - How to Prepare Your Child for School
  - Nutrition Workshops
  - Health Workshops
  - Parenting Workshop
  - Curriculum Content Area Workshops
  - How to Help Your Child Study
  - Core Knowledge Curriculum Workshops
  - Acuity and Scantron Workshops
  - Aris workshops
  
3. **P.S. 214K will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Universal Prekindergarten Programs**
  
4. **P.S. 214K 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.**

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- P.S. 214K will develop a Parent Involvement Evaluation Survey. The School Leadership Team in conjunction with the Parent Coordinator will be responsible for developing this survey. The survey will be conducted this May to evaluate the current year's Parent Involvement. It will be conducted at the May PTA meeting, under the direction of the Parent Coordinator and PTA president.
  - P.S.214K will incorporate the information gathered from the Annual Environment Survey and use the data as an ongoing point to communicate with parents on their concerns with the idea of building bridges among parents, teachers, administrators.
5. **P.S. 214K** will build the schools' and 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 –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
      - Parent Workshops on grade appropriate standards
      - Parent Workshops on State Assessments
      - Parent Workshops on Looking At Your Child's Work
      - Parent Workshops on How To Help Your Child Succeed in School
      - Parent Workshops on Parent-Teacher Communication
      - Parent Workshops on Acuity and Scantron
      - ESL Workshops
      - Adult ESL and Basic Education Course
      - Computer Course for Parents
  - 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: Providing workshops on content area subjects;
  - c. Aris Training
  - d. Workshops to introduce parents to Programs in Ticket to Read, Renuzilli and Achieve 3000
  - e. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in 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:
    - Professional Development on Parent Involvement
    - Professional Development on How To Bring Parents Into the Classroom, in collaboration with Learning Leaders
    - Professional Development on Effective Communication With Parents
  - f. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with, Learning Leaders, 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: (List activities.)

- Parent Workshops for Dual Language and Universal Prekindergarten Parents
  - Prekindergarten Parent Workshops
  - Prekindergarten Parent Lending Libraries
  - District Wide Parent Advisory Committee Meetings (ECE)
  - Provide for training to promote parent participation in school through Learning Leaders.
- g. 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: (List actions.)
- PTA Meetings
  - Translated memos and correspondence in Bengali and Spanish.
  - Parent Communication Bulletin Board in school lobby with translated correspondence for all parents to read.
  - Parent Coordinator as liaison between home and school.
  - Monthly Parent Newsletter and Calendar
  - Incorporation of School Messenger as an outreach for attendance, lateness, school events

This 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 the P.S. 214K community. This policy was adopted by P.S. 214K on 09/17/2009 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before \_September 17th.

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

***Explanation:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

P.S. 214K, 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 2009-10.

### School Responsibilities

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**P.S. 214K 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: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.)**  
**Comprehensive Balanced Literacy and Everyday Math Programs in grades 3, 4, 5**
  - **Core Knowledge Curriculum in grades K through 5.**
  - **Professional Development for teachers focusing on differentiated instruction, guided reading, conferencing, data analysis, and**
  - **Content area instruction, ELL strategies**
  - **Grade level study groups focusing on student assessment and using data to differentiate instruction.**
  - **Test preparation in grades 3, 4, 5 to prepare students for state exams in ELA, Math, Social Studies and Science as budget allows.**
  - **Standards based professional development.**
  - **AIS services during and after school for those at risk students in ELA, Math and Social Studies.**
  - **Part-time UFTTC Coach and Core Knowledge Facilitator to provide professional development in best teaching practices in all content areas as time allows: as they serve as classroom cluster teachers as well.**
  - **Implementation of Smart Boards/Mimeos in all ESL Bilingual, SWD self contained and collaborative team teaching classrooms to provide an interactive teaching approach for content area instruction.**
  - **Experienced teachers to work with subgroups of Hispanics and Blacks ,ELLS and SWD students as noted in NY State Report Card with SINI money**
  - **Continuation of the Data Inquiry Team to provide an analysis of school wide data and report on the performance trends of the school.**
2. **Hold parent-teacher conferences (at least 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: [Describe when the parent-teacher conferences will be held.]**
  - **Fall Parent Teacher Conferences- 11/2009**
  - **Spring Parent Teacher Conferences- 3/2010**
3. **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]**
  - **Reports on student progress will be given on a trimester basis: November, March and June.**
  - **Holdover notices to parents of at risk students in a timely manner to notify parents of potential holdovers.**
  - **School Report Card on the New York City Department of Education Website**
  - **Acuity and Scantron parent training to inform parents how to access these websites to help their students become proficient in the areas of ELA and Math.**
  - **Workshops in ARIS to inform parents of their child's progress.**
4. **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]**
  - **Through written correspondence.**
  - **Scheduled appointments during teacher's preparation periods.**
  - **Parent- teacher conferences.**
  - **Telephone conference.**

- Email correspondence.
  - PA Meetings
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe how parents may volunteer, participate, and observe classroom activities.]
    - Rotating volunteer basis for class trips, parties, etc.
    - Open school week.
    - Special permission from teacher for classroom observation.
    - Learning Leaders.
    - Classroom activities
    - Designated committee events as: Picture Day; HINI vaccinations day; Field Days: Book sales,.
  6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
  7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
  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), and will encourage them to attend.
  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.
  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.
  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.
  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.
  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.

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- 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.
- Send my child to school each day on time, prepared with all necessary materials, well rested, and properly dressed in the mandated uniform of blue pants/skirts, yellow shirts/blouses.
- To provide my child with suitable study conditions at home- desk or table, proper lighting, books and supplies.

**Student Responsibilities (revise as appropriate to grade level)**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]
- Attend school every day and be on time for all classes.
- Come to school prepared with books, pencils, paper, and any other materials and assignments as directed by my teachers.
- Obey the directions of all staff members.
- Maintain a positive attitude toward learning and believe in my ability to succeed
- Respect the rights and property of others.

**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.

The Data Inquiry Team facilitated by the Data Specialist will look at the trends from the previous school year's data utilizing ARIS and looking at student performance from the New York State assessments in ELA and Math, as well as the Grade four New York State Science and the grade 5 New York State Social Studies exams. They will also look at the periodic assessments from Acuity detailing student performance according to the New York State standards in both ELA and Math and outlining the strengths and weaknesses of individual students according to the New York State standards. Classroom and cluster teachers will also have access to this data, along with unit assessments, portfolio assessments, writing samples, data from ECLAS 2, EL SOL, NYSSELAT, LAB-R, etc. to see where their students individual strengths and weaknesses are.

School wide reform strategies utilized by P.S. 214K include:

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- **Academic Intervention Services- 3 Academic Intervention teachers including two Kaplan Spell Read Teachers for grades 3 and 4. We also have a Read 180 teacher working with grade 4 and 5.**
- **Increase the amount and quality of learning time through the 37.5 minute Extended Time; PS 214K has chosen to do the Extended Time Program three times a week (Monday, Tuesday, Wednesday) for fifty minutes.**
- **SES Kaplan After School Program for grades 1 through 5 and SES Princeton Review Saturday Program for grades 1 through 5.**
- **Circular 6R tutoring activities when budget allows.**
- **Pupil Personnel services are offered to at risk students, as well as counseling, peer mediation, and conflict resolution.**
- **Continued addition of Smart Boards into all Special Needs, ESL, and Bilingual and Ed classrooms to promote an interactive learning approach that accommodates all learning styles.**
- **The use of the Data/Media Center where students access Scantron and work at their level of proficiency. Students can monitor their own progress and growth.**
- **The implementation of the Renzulli Enrichment Program “Achieving through Engagement” to move our level three and four students the one year’s progress needed for student growth.**
- **An enriched and accelerated curriculum is provided by offering Ballroom Dancing to grade 5, Swimming, Ballet Bridges to Grade 3, New York City Opera to Grade 4, Music and Movement to Kindergarten, American History through Drama to Grade 4, Native American Dance to Grade 1.**

**PS 214K uses the following methods and instructional strategies based on scientifically based research:**

- **The restructuring of the 37.5 Extended Time program into fifty minutes, three times a week, on Monday, Tuesday, and Wednesday, to increase time on task for quality instruction.**
- **New Teacher Mentor Program to help new teachers meet the challenges of a first year teacher such as classroom management, curriculum, data analysis, lesson planning, etc.**
- **Continued implementation and addition of Smart Boards in Bilingual/ESL, SWD self contained, CTT classrooms and General Education classrooms to provide an interactive approach to teaching and addressing the varied learning styles of students.**
- **Continued implementation of Leapfrogs in our Bilingual/ESL, SWD self contained and CTT classrooms.**
- **Continued addition of Imagine Learning computer program licenses in our ESL and Bilingual classrooms.**
- **Implementation of Kaplan Spell-Read Program which targets at risk grade 3 and 5 students.**
- **Continued use of Ticket to Read computer program from Voyager Expanded Learning, which enables children to read and comprehend stories at their “just right” levels.**
- **Differentiated instructional practice, to target individual strengths and weaknesses and to accommodate flexible grouping, with professional development for teachers provided by our coaches.**
- **Implementation of Writing Workshop in grade 3 and continuation of Writing Workshop in grades 1 and 2 to foster writing development in young students.**
- **Implementation of V Math in grades 3, 4, 5, which is a computer Math program, which enables students to track their progress as they move from one level to the next.**
- **Scheduling after school sessions for Achieve 3000 and ELL Saturday Academy**
- **Purchase of licenses for Essential skills, a research computer based program to promote literacy skills**

School wide reform strategies utilized by P.S. 214K include:

- Academic Intervention Services 3 pull out teachers for at risk students in grades 3,4,and5
- Continue the increase amount and quality of learning time through the 37.5 minute Extended Time; PS 214K has chosen to do the Extended Time Program three times a week (Monday, Tuesday, Wednesday) for fifty minutes.
- PM Extended Day Programs on Monday and Tuesdays provided by Kaplan through SINI Yr 2 focusing on enrichment for all all grades.
- Circular 6R tutoring activities, as budget allows
- Saturday Academy provided by Princeton Review through SES services to prepare students to increase their skills in Reading and Math.
- Pupil Personnel services are offered to at risk students, as well as counseling, peer mediation, and conflict resolution.
- Kaplan Spell Read and System 44 programs are offered to at risk students to improve reading skills and strategies that promote successful readers.
- Smart Boards have been implemented into all Special Needs, ESL, and Bilingual classrooms to promote an interactive learning approach that accommodates all learning styles. We are increasing technology across the classes through the RESO A grant for the 2009-2010 school year.
- The use of the Data/Media Center where students access Scantron and work at their level of proficiency. Students can monitor their own progress and growth.
- Incorporation of computer research based programs to enhance Core Knowledge curriculum.

PS 214K uses the following methods and instructional strategies based on scientifically based research:

- The restructuring of the 37.5 Extended Time program into fifty minutes, three times a week, on Monday, Tuesday, and Wednesday, to increase time on task for quality instruction.
- Collaboration with SES providers (Kaplan and Princeton Review) for after school tutoring in small group by licensed teachers.
- .
- Thursday/Friday Academy for ESL/ Bilingual students which has a test prep component for those students in testing grades and a Beginning Literacy Program for the Newcomer and SIFE populations on Saturdays
- New Teacher Mentor Program to help new teachers meet the challenges of a first year teacher such as classroom management, curriculum, data analysis, lesson planning, etc.
- Implementation of 17 Smart Boards/Mimeos in as many additional classrooms to provide an interactive approach to teaching and addressing the varied learning styles of students, from the RESO A grant
- Additional purchase and Implementation of Leapfrogs in our Bilingual/ESL, SWD self contained and CTT classrooms.
- Imagine Learning computer program in our ESL and Bilingual classrooms.
- Implementation of Kaplan Spell-Read Program which targets at risk grade 3 and 4 students.
- Implementation of Ticket to Read, a program from Voyager Expanded Learning, which enables children to read and comprehend stories at their “just right” levels.
- Differentiated instructional practice, to target individual strengths and weaknesses and to accommodate flexible grouping, with professional development for teachers provided by our LSO and administrative staff.
- Implementation of Writing Workshop in grade 3 and continuation of Writing Workshop in grade 2 to foster writing development in young students.
- Implementation of V Math in grades 3, 4, 5, which is a computer Math program, which enables students to track their progress as they move from one level to the next.

- Purchase of the Renuzilli Program for additional support in class and at home.
- Purchase of Essential Skills to support differentiation of instruction in grades 3,4 and 5
- The collaboration with Knowledge Network (LSO) in beginning the Achieve 3000 program targeting Level 1's and subgroups of Black and Hispanic students in grades 3,4, and 5.

**P.S. 214K provides school wide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement and uses effective methods and instructional strategies that are based on scientific research. These include:**

- a. **Academic Intervention Services: 4 pull out teachers for at risk students in grades three through five, including Special Needs and ELL students.**
- b. **Increase the amount and quality of learning through the 50 minute Extended Time tutorial on Monday, Tuesday, and Wednesday.**
- c. **Thursday Academy for ELLS, Sifes and Newcomers from a licensed ESL/ BIL to improve writing skills for the NYSESLAT exams.**
- d. **Pupil Personnel services are offered to at risk students, as well as counseling, peer mediation, and conflict resolution. A full time Guidance Counselor works with individual and groups of at-risk students.**
- e. **Implementation of Smart Boards in many classrooms due to the RESO A grant.**
- f. **Implementation of Leapfrogs in our Bilingual/ESL, SWD self contained and CTT classrooms.**
- g. **Increase in licenses for Imagine Learning computer program in our ESL and Bilingual classrooms.**
- h. **Implementation of Kaplan Spell-Read Program which targets at risk grade 3 and 4 students.**
- i. **Implementation of Ticket to Read, a program from Voyager Expanded, which enables children to read and comprehend stories at their "just right" levels.**
- j. **Differentiated instructional practice, to target individual strengths and weaknesses and to accommodate flexible grouping.**
- k. **Implementation of Writing Workshop in grade 3 and continuation of Writing Workshop in grade K to foster writing development in young students.**
- l. **Implementation of V Math in grades 3, 4, 5, which is a computer Math program, which enables students to track their progress as they move from one level to the next.**
- m. **Implementation of System 44 by Read 180 teacher targeting grade 4 & 5 students.**

**Instruction by highly qualified staff:**

**All teachers hired in P.S. 214K for the 2009-10 school year will be defined as highly qualified as defined in NCLB.**

**P.S. 214 K has a staff of 86 teachers. 99%are fully licensed; 2.7% have been teaching less than two years; 82% of our teachers have been teaching more than five years while 18% have five years or less teaching experience. Over 90% of our teachers have attained their Master's Degrees.**

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 School Wide Program to meet the State's student academic standards.

**This professional development includes:**

- i. Differentiated professional development to meet the needs of both the new and experienced staff that addresses individual strengths and weaknesses.
- ii. Grade level meetings conducted by administrators, UFTTC Coach or Core Knowledge Facilitator.
- iii. Core Knowledge Content Area Workshops
- iv. Support and training for administrators provided by the Knowledge Network and CSA
- v. Parent Workshops
- vi. Specialized training for the School Leadership Team and Parent coordinators.
- vii. Differentiated Instruction
- viii. Analyzing Student Data to Drive Instruction.
- ix. Test Preparation
- x. Looking At Student Work.
- xi. Acuity and Scantron Training provided by the Data Inquiry Team and Data Specialist
- xii. Guided Reading professional development
- xiii. Core Knowledge Pilot Reading Program for Grade 1 Teachers
- xiv. Palm Pilot Professional Development
- xv. Smart Board Training
- xvi. Leapfrog Training
- xvii. Ticket to Read Training
- xviii. Reading Academy
- xix. Santilana Training for ELL/Bil teachers

**P.S. 214K will provide extensive and ongoing professional development for teachers, principals, and paraprofessionals, guidance counselors, related service providers, and the SBST. Professional Development offerings will include workshops on:**

- Differentiated professional development to meet the needs of both the new and experienced staff that addresses individual strengths and weaknesses.
- Grade level needs.
- Content area focus.
- Core Knowledge content area workshops
- Support and training for administrators
- Parent Workshops
- Specialized training for the School Leadership Team and Parent coordinators.
- Differentiated Instruction.
- Analyzing Student Data to Drive Instruction.
- Test Preparation
- Looking At Student Work.
- Using Acuity and Scantron
- Knowledge Network workshops for speech and related services.

- **Workshops provided by outside agencies on topics such as Autism, Mental Retardation, Behavior Management for the Emotionally Disturbed Student.**
- **Guided Reading**
- **Flexible Grouping**
- **Literacy Centers**

**Professional Development will be coordinated by a Professional Development Team which will include the Principal, Assistant Principals, Core Knowledge Facilitator, UFTTC Coach, Teachers.**

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

- **Use of Professional Development monies toward salary differentials for teachers.**
- **Teacher support network including Buddy Teacher, Mentors, Peer Coaching, Administrative Team, Core Knowledge Facilitator, UFTTC Coach, Kaplan Facilitators, RTI and Reading Academy Facilitator.**
- **Inter-visitations to other classes in the same building or other schools.**

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

- **Family Literacy Nights**
- **Family Math Nights**
- **Parent Workshops in Literacy and Math**
- **Parent Association**
- **New York Cares**
- **Open Houses for Parents**
- **Meet the Teacher Night**
- **Multicultural Classroom Celebrations**
- **Parent Coordinator**
- **Open School Evening and Afternoon**
- **Core Knowledge classroom activities**
- **Monthly Parent Newsletter**
- **Student of the Month Awards**
- **Learning Leaders**
- **GED and ESL classes for parents**
- **ARIS Parent workshops**

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.

- **Parent- Child Kindergarten Orientation**

- **Prekindergarten visits to Kindergarten classes.**
- **Books for Prekindergarten children such as Miss Bindergarten Goes to Kindergarten given to parents to prepare Prekindergarten children for Kindergarten.**
- **Provide transition activities through talking, songs, playing games about growing up and making changes.**
- **Provide many opportunities for parents and children to become familiar with the Kindergarten classroom.**
- **Teacher phone calls and personal contact.**
- **Parent volunteers in the Kindergarten classroom.**
- **Provide learning activities for children and parents to do together.**
- **Coordinate activities between Kindergarten and Prekindergarten such as workshops, programs, etc.**
- **Invite Prekindergarten students to participate in Kindergarten activities.**
- **Provide Parent Education workshops.**

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.

- **Data Inquiry Team**
- **School Leadership Team**
- **One on one conference between teachers and supervisors.**
- **Professional development on topics such as “Looking at Student Work”, and Data Analysis to drive instruction.**
- **Faculty Conferences**
- **Grade Conferences**
- **Weekly Focus**

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.

- **Three Academic Intervention Service teachers assigned to grade 3, 4 and 5 levels, as well as to Special Needs and ELL students.**
- **50 minute Extended Time Program as per UFT Teachers’ Contract which is conducted on Monday, Tuesday, and Wednesday.**
- **Intervention classes with low registers in grade 2, and 4 to target at risk students with intensive literacy and math instruction.**
- **Kaplan Spell Read Program for at risk students in grades 3, 4.**
- **Wilson Intervention Program conducted by the SETTS teacher.**
- **F Status writing teacher to target subgroups of black and Hispanic students not making AYP funded through SINI monies.**
- **Bilingual push in intervention teacher to target Newcomers, SIFE’s, and LTE’s.**
- **Imagine Learning in Bilingual/ESL classes.**
- **Ticket to Read technology program to increase reading fluency and comprehension.**

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.

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- Workshop targeting selected students in 3, 4 and 5 and a staff member on “Respect for All”
- Kickoff dates for Teaching Tolerance on November 10<sup>th</sup>, 2009 and continuing throughout school year with teacher directed activities.

#### **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

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8. Coordinate and integrate Federal, State and local services and programs.

## APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** SINI YEAR Year2 Focused      **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

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.

We were designated SINI as a result of our SWD population not making their AYP in ELA.

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.

The focused interventions implemented by PS 214K consist of the following

:

- School Planning: Planning/preparation of the school’s Comprehensive Educational Plan. Smart Boards/Mimeos for SWD: Smart boards/mimeos were purchased for all SWD self contained and CTT classes. These boards enable teachers to provide an interactive instructional tool to accommodate all learning styles.
- Leapfrog Interactive Literacy Centers: Leapfrog Interactive Literacy Centers have been implemented in all Kindergarten and grade 1 SWD self contained, CTT, Bilingual, classrooms. This program provides direct instruction and reinforcement in the five areas critical to reading success: phonemic awareness, phonics, vocabulary, comprehension, and fluency. Teachers can create hands on technology centers for differentiated small group and individual work.  
Experienced teachers to work in small groups with designated students from subgroups for support in content area subjects using SINI monies.
- Thursday/Friday Academy: Direct instruction is provided to ELL’s to help prepare them for the New York State standardized exams.
- Implementation of Essential Skills, a computer research based program that assists children in gaining reading proficiency at their individual levels of reading, a
- A site license was purchased for Ticket to Read, which works on fluency and comprehension in literacy at students’ “just right” reading levels.
- Imagine Learning was purchased for our ELL’s’ to help with the development of language acquisition.
- Updated AIS program of System 44 for added intervention for at risk and subgroup populations

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<sup>1</sup> School Under Registration Review (SURR)

**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 = \$1,033,479; 10% of Title I allocation = \$103,347

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Professional Development funding is being utilized to send teachers to workshops provided by the LSO. We are also bringing in educational consultants to provide professional development to our teachers. We have contracted with Columbia's Writing Workshop to work with our grade 3 teachers. We also have a Peer Leadership Program that provides students with Conflict Resolution skills working with out of classroom teaching staff. We have contracted with Childcraft to provide Professional Development for our Kindergarten and Prekindergarten teachers in the area of Emergent Writing. We have sent teachers to trainings in technology and they have become certified in Smartboard Strategies. One of the Assistant Principals is paid utilizing Professional Development money. Ms. Ranft facilitates the Professional Development Program in the school by working with outside providers and conducting professional development workshops in areas of need. We have two part time coaches who serve in cluster positions due to budget constraints. They provide PD in the areas of Literacy and Math when needed.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We have a New Teacher Induction Program at PS 214K which facilitates new teachers by pairing them with an experienced teacher. We have one new ESL teacher. We have paired her with an experienced ESL teacher working with her in the areas of classroom management, curriculum, ESL methodologies, providing outreach to parents, and any other issue that may arise. This teacher will be attending workshops throughout the year which is given by the LSO provider and the ISC

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.

A letter is sent to parents regarding the SINI status. This letter will be sent in our three major languages. The explanation of our SINI status is part of a PTA agenda where parents are told the reasons for the designation and what measures the school is taking to remove this designation from PS 214K. The parents have been given letters informing them of the status and their right to transfer due to NCLB.

**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.

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

**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.

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**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

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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)*<sup>2</sup> 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

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<sup>2</sup> 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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Data analysis conducted by the Data Inquiry Team
- Needs assessment conducted by the School Leadership Team
- Common planning sessions conducted on the different grade levels
- Grade conferences
- Faculty Conferences
- Classroom snapshots and formal observations conducted by the administrative team.
- Student performance on both formal and informal assessments.
- Utilization of content based standards in designing student goals, learning objectives, and grade specific rubrics within the content areas.

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

Applicable    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?

- Data analysis conducted by the Data Inquiry Team
- Needs assessment conducted by the School Leadership Team
- Common planning sessions conducted on the different grade levels
- Grade conferences
- Faculty Conferences

- Classroom snapshots and formal observations conducted by the administrative team.
- Student performance on both formal and informal assessments.
- Utilization of content based standards in designing student goals, learning objectives, and grade specific rubrics within the content areas.

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.

- Professional Development in standards based and differentiated instruction provided by the administrative team, outside consultants, and our part time Literacy and Math Coaches. Due to budget constraints, the full time coach positions were reduced to part time.
- Grade level study groups and common planning sessions.
- Continued use of the Santillana ESL program in both the Bilingual and ESL programs. This is a research based standards driven program.
- Continued alignment of the Core Knowledge curriculum with New York State standards.
- Implementation of the Core Knowledge Reading Pilot in grade 1 and continued use of the Core Knowledge Reading Pilot in Kindergarten.
- Data Analysis conducted by the Data Inquiry Team for lower and upper grades.
- Continued usage of Ticket to Read and V Math.
- Implementation of the Renzulli Enrichment Program “Achievement through Engagement”.
- Continued usage of Leap Frog in both ELL and Special Needs classrooms and the implementation of additional Leapfrogs to newly formed Special Needs classroom.
- Continued use of Smart Boards in designated classes to promote interactive and web based learning.
- Through our RESO-A Learning Technology Grant, implementation of additional Smart Boards in every third, fourth, and fifth grade classrooms.
- Continued implementation of the collaborative team teaching grade one ESL class, where the ESL teacher pushes into the general education classroom and collaborates on instructional practice and student goals with the general education teachers.
- Implementation of a Kindergarten Dual Language class which follows the 50-50 model where children are instructed 50% of the time in English and 50% of the time in Spanish.

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## **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

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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.

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

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Data analysis conducted by the Data Inquiry Team
- Needs Assessment results conducted by the School Leadership Team
- Results from periodic assessments, including ACUITY, SCANTRON teacher made tests, Everyday Math unit assessments
- Results from New York State Math exam
- Grade meetings
- Faculty conferences
- Supervisor snapshots of classroom instruction
- Supervisor formal and informal observations of classroom teachers
- Student progress on computer based programs such as Voyager's V Math.
- Informal assessments conducted by classroom teachers.

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

Applicable  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?

- 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? Data analysis conducted by the Data Inquiry Team.
- Needs Assessment results conducted by the School Leadership Team
- Results from periodic assessments, including ACUITY, SCANTRON, teacher made tests, Everyday Math unit assessments
- Results from New York State Math exam.
- Grade meetings
- Faculty conferences
- Supervisor snapshots of classroom instruction
- Supervisor formal and informal observations of classroom teachers
- Student progress on computer based programs such as Voyager's V Math.
- Informal assessments conducted by classroom teachers.

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.

- We made our AYP in the area of Mathematics

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## **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 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 :

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

- Data analysis of student performance and individual progress conducted by the Data Inquiry Team.
- Teacher surveys
- Needs Assessment results conducted by the School Leadership Team
- Planning sessions
- Grade meetings
- Faculty conferences
- Supervisor snapshots of classroom instruction
- Students' performance on standardized tests, classroom assessments, portfolio assessments, ECLAS 2 data, EL SOL, NYSSESLAT
- Periodic assessment results, such as Acuity and Scantron.
- Teacher observations, portfolio assessments, running records, individual students' conference notes
- Supervisor's observations of teachers utilizing differentiated instruction through Guided Reading groups.

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

Applicable    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?

- Data analysis of student performance and individual progress conducted by the Data Inquiry Team.
- Teacher surveys
- Needs Assessment results conducted by the School Leadership Team
- Planning sessions
- Grade meetings
- Faculty conferences
- Supervisor snapshots of classroom instruction

- Students' performance on standardized tests, classroom assessments, portfolio assessments, ECLAS 2 data, EL SOL, NYSSESLAT
- Periodic assessment results, such as Acuity and Scantron.
- Teacher observations, portfolio assessments, running records, individual students' conference notes
- Supervisor's observations of teachers utilizing differentiated instruction through Guided Reading groups.
- Our status as a year 2 SINI school

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.

PS 214K will address the issue of differentiated instruction in the following ways:

- Professional development in the area of differentiated instruction and standards based rubrics conducted by the administrators, part time Coach and Core Knowledge Facilitator.
- Citywide professional development in differentiated instruction and standards based instruction.
- Planning sessions
- Grade meetings
- Faculty conferences
- Supervisor snapshots of classroom instruction
- Teacher /supervisor conferencing centering on data driven instruction, flexible grouping, looking at student's work.
- Supervisor's observations of teachers utilizing differentiated instruction through Guided Reading groups.
- Students' performance results from Ticket to Read.
- Implementation of the Smart Board and Leapfrog into all classrooms where are SWD and ELL learners to facilitate interactive learning, and differentiation according to learning styles.
- Implementation of the Renzulli Enrichment computer based program "Achievement through Engagement".

## **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 (SOM<sup>3</sup>)* 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

<sup>3</sup> 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.

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.

- Data analysis of student performance and individual progress conducted by the Data Inquiry Team.
- Teacher surveys
- Needs Assessment results conducted by the School Leadership Team
- Planning sessions
- Grade meetings
- Faculty conferences
- Supervisor snapshots of classroom instruction
- Students' performance on standardized tests, classroom assessments, portfolio assessments, Everyday Math unit assessments.
- Periodic assessment results, such as Acuity and Scantron.
- Teacher observations, portfolio assessments, individual students' conference notes
- Supervisor's observations of teachers utilizing differentiated instruction in the Math classroom.
- Student performance on the computer based program by Voyager Learning, Math
- We have started using technology with a Math Focus. The computer cluster has introduced the use of the computer in calss using math activities.
- We have a Coach/ math cluster in position this school year, the focus is on extended activities and enrichment using the Everyday Math program.

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

Applicable    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?

- Data analysis of student performance and individual progress conducted by the Data Inquiry Team.
- Teacher surveys
- Needs Assessment results conducted by the School Leadership Team
- Planning sessions
- Grade meetings
- Faculty conferences

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- Supervisor snapshots of classroom instruction
- Periodic assessment results, such as Acuity and Scantron.
- Teacher observations, portfolio assessments, individual students' conference notes, teacher's authentic comments in students' notebooks and workbooks.
- Supervisor's observations of teachers utilizing differentiated instruction in the Math classroom.
- Individual supervisor/ teacher conferences focusing on "Looking at Student Work".

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.

- Professional development in the area of differentiated instruction in Math conducted by the administrators, part time Math Coach
- Citywide and LSO professional development in differentiated instruction in Everyday Mathematics.
- Planning sessions
- Grade meetings
- Faculty conferences
- Supervisor snapshots of classroom instruction
- Teacher /supervisor conferencing centering on data driven instruction, flexible grouping, looking at student's work.
- Supervisor's observations of teachers utilizing differentiated instruction in the Math classroom.
- Students' performance results from Voyagers' V Math.
- Continued Implementation of the Smart Board and Leapfrog into all classrooms where there are SWD and ELL learners to facilitate interactive learning, and differentiation according to learning styles.

### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. 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.

We will utilize the BEDS survey, the School Accountability and Demographic Snapshot, school seniority report.

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

Applicable  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?

According to the School Accountability and Demographic Report, 74.4 % of the teachers have been in the school two or more years.

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.

N/A

#### **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. The process utilized to determine whether or not the above finding is true is the following:

- Professional development calendar from the Knowledge Network distributed to both ESL and Bilingual teachers.
- Workshop agendas from various workshops attended by ESL and Bilingual teachers.
- Performance level on the NYSESSESLAT, EL SOL, LAB-R, New York State assessments, ECLAS 2, periodic assessments.
- Improved classroom performance in the core subject areas.

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

Applicable  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?

- Results of student performance on the periodic assessments, NYSESSESLAT, EL SOL, LAB R, ECLAS 2.
- The number of ELL students that are in the ESL and Bilingual programs.
- Results of ESL/Bilingual performance on the New York State 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.

Professional Development on ESL and Bilingual strategies conducted by both the: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The process utilized to determine whether or not the above finding is true is the following:

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### **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).

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. We will use the following processes to determine whether or not this finding is true:

- Results of student performance on the NYSESSESLAT, EL SOL, LAB-R, New York State assessments, ECLAS 2, periodic assessments.
- Data Inquiry Team for both the lower and upper elementary levels looking at the trends of ELL/ Bilingual students.
- Data analysis of student performance and individual progress conducted by the Data Inquiry Team.
- Planning sessions
- Grade meetings
- Faculty conferences
- Supervisor snapshots of classroom instruction
- Students' performance on standardized tests, classroom assessments, portfolio assessments, ECLAS 2 data, EL SOL, NYSESSESLAT
- Periodic assessment results, such as Acuity and Scantron.
- Teacher observations, portfolio assessments, individual students' conference notes, teacher's authentic comments in students' notebooks and workbooks.
- Supervisor's observations of teachers utilizing differentiated instruction in the Bilingual and ESL classroom..
- Individual supervisor/ teacher conferences focusing on "Looking at Student Work" in the Bilingual/ESL classroom.
- Organization of Bilingual/ESL data by the Data Specialist.

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

Applicable\_  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?

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.

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## **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school.

In August 2008, PS 214 was notified that New York State Education Department's Office of Vocational and Educational Services would be conducting an IEP Development and Implementation Focused Review, beginning in January 2009. The Principal, Assistant Principal for Special Education, members of the School Based Support Team and other members of the staff analyzed the need for additional professional development for special and general education teachers, in preparations for this review. The findings demonstrated that the staff did need additional professional development in strategies and approaches that would support their students with disabilities. The administration addressed the needs of the staff by providing professional development activities throughout the year.

The Assistant Principal conducted several workshops at both faculty and grade conferences to familiarize the staff with understanding the content and goals as written in the IEP, implementing instructional strategies, differentiated instruction and developing accommodations and modifications, when needed. The IEP Specialist from the ISC held 4 ½ day workshops that were attended by special education and general education teachers. These workshops focused on developing IEP goals that used performance indicators to monitor student progress. Teachers were also assisted in the writing of behavioral plans for two students and these plans were used as a model for additional professional development. Additionally, the administration called upon and utilized the services of staff developers from SETREC to

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provide targeted mentoring and professional development for general and special education teachers, an F status writing specialist was hired to model for special and general education teachers and provide support for students who were struggling as writers. The UFT Teacher's Center provided professional development and support through the Reading Academy, which trained general and special education teachers on strategies, differentiated instruction and learning styles.

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

Applicable  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?

In June 2009, the New York State Education Department's Office of Vocational and Educational Services completed the IEP Development and Focused Review and deemed PS 214K to be in compliance in all areas regarding the implementation of special education services and professional development pertaining to this matter. During the 2009-2010 school year, PS 214K will continue to provide professional development to the new teachers, and experienced teachers who need or request additional support. The administration will continue to address the instructional practices and strategies that improve student performance, through grade conferences, faculty meetings and the observation process.

Workshops given by specialists from the ISC, SETREC and UFT Teacher Center will target certain grades and focus on areas in which teaches either request additional support or are found to have weaknesses in certain areas.

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.

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### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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In August 2008, PS 214 was notified that New York State Education Department's Office of Vocational and Educational Services would be conducting an IEP Development and Implementation Focused Review, beginning in January 2009. The Principal, Assistant Principal for Special Education, members of the School Based Support Team and other members of the staff analyzed the need for additional professional development for special and general education teachers, in preparations for this review. The findings demonstrated that the staff did need additional professional development in developing quality IEP's that included goals and objectives, accommodations and modifications, as well as strategies and approaches that would support their students with disabilities. The administration addressed the needs of the staff by providing professional development activities throughout the year.

The Assistant Principal conducted several workshops at both faculty and grade conferences to familiarize the staff with understanding the content and goals as written in the IEP, implementing instructional strategies, differentiated instruction and developing accommodations and modifications, when needed. The IEP Specialist from the ISC held 4 ½ day workshops that were attended by special education and general education teachers, SBST members, guidance counselors and related service providers. These workshops focused on developing IEP goals that used performance indicators to monitor student progress and modifying promotional criteria. The IEP Specialist visited the school on a monthly basis throughout the year to work with the IEP teacher, SBST, and individual teachers and related service providers to develop quality IEP's. Teachers were also assisted in the writing of behavioral plans for two students and these plans were used as a model for additional professional development. As part of the NYSED Focused Review, the Regional Associate, Deborah Beal, conducted a ½ day professional development workshop, Educational Benefit Activity, for all special education teachers and related service providers.

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

Applicable  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?

At the conclusion of the focused review, 10 IEP's, including 2 containing behavioral plans, were sent to the NYSED and were reviewed and evaluated by the NYSED Regional Associate and determined to be in compliance.

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.

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

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

As of January 2010 we have 11 students attending P.S. 214 that are living in Temporary Housing.

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

We have a full time School Counselor on staff that serves as our Temporary Housing Liaison. The Liaison collects data to assess the needs of students living in Temporary Housing and works with teachers and support staff to ensure all social, emotional, academic and behavioral needs are discussed and interventions are provided. The School Counselor is available to provide ongoing School Counseling support to our STH population. Students that need additional counseling services attend an “at-risk” group that meets weekly to provide additional support. In addition, the students that have IEP’s are also serviced by a mandated counselor. This year we have initiated a Leadership program to help foster the potential of our STH population. The program is designed to encourage their inner resiliency and continue to motivate them to use their inner strength to overcome the obstacles they face in their daily lives. Our fifth grade students are given assistance with their transition to Middle School and the application process. In addition we have designated a School Aide to be responsible for ensuring all of the transportation needs of our STH population are met. The Parent Coordinator is also available to assist families with their individual needs. The Liaison conducts meetings and consults with caseworkers to ensure that each student has a team of individuals working together to ensure the individual needs of our STH population are met. In summary, the services we will be providing to the Students in Temporary housing are: providing a Liaison to ensure data is collected, needs are assessed and interventions are put into place to support our STH population with their academic, social and emotional needs; Making sure all students have a team of individuals working together to reach out to families and assist them with their needs; providing students with transportation, Guidance and

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Counseling Services, as well as Academic Interventions Services, academic enrichments and access to after school programs. The school ensures that administrators, teachers, and support staff are aware of the family situation so we can work together to create a nurturing and sensitive environment, as well as provide ongoing outreach and support to the students living in Temporary Housing as well as their families. Finally, administrators and guidance counselors attend professional development to keep us updated and well informed of new initiatives, and information we can use to continue to improve the services we provide.

Students in need are provided with school supplies. Class trips and senior dues are also paid for at the request of parents or the guidance counselor and teacher which keeps open communication with parent. We participate in the NY Coat Drive where our students are recipients of jackets and coats. We are a uniform school and uniforms are available for students in temporary housing.

## **Part B: FOR NON-TITLE I SCHOOLS**

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