



P.S. 215 MORRIS H. WEISS

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 215 MORRIS H. WEISS
ADDRESS: 415 AVENUE S, BROOKLYN, NY, 11223
TELEPHONE: 718-339-2464
FAX: 718-998-7235

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 21K215 **SCHOOL NAME:** P.S. 215 Morris H. Weiss

SCHOOL ADDRESS: 415 AVENUE S, BROOKLYN, NY, 11223

SCHOOL TELEPHONE: 718-339-2464 **FAX:** 718-998-7235

SCHOOL CONTACT PERSON: Antonella Bove **EMAIL ADDRESS** ABove@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Maria Uthurralta/Kathy Braider

PRINCIPAL: Antonella Bove

UFT CHAPTER LEADER: Michelle Grecco

PARENTS' ASSOCIATION PRESIDENT: Maria Cavaretta

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 21 **SSO NAME:** Empowerment Support Organization

SSO NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Ann Marie Lettieri-Baker

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/RulesPolicies/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
Antonella Bove	Principal	Electronic Signature Approved. Comments: Yes
Cara DeAngelo	CEP Developer	Electronic Signature Approved.

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.

P.S. 215 is a school that strives to develop the enormous potential, uniqueness and diversity of each child. We are committed to working collaboratively with our students, teachers, parents and the community to develop the potential of each child. This is accomplished in an environment where all students learn at high levels in accordance with state standards. Our students are exposed to a diverse learning environment, which encompasses not only the academic arena, but also the arts and social awareness. P.S. 215 is dedicated to maximizing the individual potential and creating lifelong learners who will be contributing members in our society.

In addition to our general population we currently have six gifted classes and four self-contained special education classes. To reduce class size, improve instruction for all students and reduce teacher-student ratios, we have four Collaborative Team Teaching (CTT) classes. Our school currently employs three ESL teachers that utilize Best Practices for over 80 students through push in or pull out programs. One of our ESL teachers is currently in a self-contained classroom for Kindergarten. We currently have one resource room teacher who works with our SETTS children.

We continue to develop greater collaborative planning, implementation, and assessment of balanced literacy and this year we have incorporated a reading push-in arrangement. This technique employs our own staff members, to assist classroom teachers with differentiated instruction in balanced literacy to meet the individual needs of our students. We have also adopted a new reading program, The Voices. This program incorporates an innovative use of instructional multicultural read alouds and theme based character development which promotes high-quality values and violence prevention. These concepts will inspire students to reflect, express, and connect literacy instruction to their lives.

We are extremely proud of our many specialized programs in "The Arts". We have an extensive instrumental program, which begins in kindergarten. Starting in First Grade students are selected to study the violin with our expert violin teacher. Children in grades 3 - 5 children play in our school band. Our band performed in many school and regional events. We have also established a Select Band for those who excel on their particular instruments. Our school also incorporates art into the curriculum by utilizing and collaborating with our Social Studies Art cluster/staff developer. In addition, students are exposed to the visual arts through a rigorous program that includes the principles and elements of art as well as art history. Furthermore, our school is proud to offer students different types of dance programs through residencies. We also have an affiliation with The Brooklyn Museum.

We feel that infusing technology into all curricular areas is extremely important and beneficial to reach students through various modalities. In our school, all classrooms are equipped with computers and a SMART Board. We also have a computer lab and cluster where students are given multiple opportunities to use technology to demonstrate and support their learning.

Our school participates in many service and community activities. One of these programs is our Kiwanis K-Kids, which provides support and service to our local community. Through Children for Children, our fifth grade is discovering the power and potential to solve real world problems through

volunteer opportunities and service learning programs that instill a lifelong commitment to service. Another program we are pleased to have is Learning Leaders. Through this program parents are trained to tutor our students who have been identified by their teachers as needing extra help.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 215 Morris H. Weiss				
District:	21	DBN #:	21K215	School BEDS Code #:	21K215

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			

Enrollment:				Attendance: - % of days students attended			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	66	68	68		92.5	93.9	93.8
Kindergarten	77	92	112				
Grade 1	108	91	109				
Grade 2	100	113	88				
Grade 3	81	105	117		94.7	94.8	94.98
Grade 4	110	86	107				
Grade 5	114	117	80				
Grade 6	0	0	0				
Grade 7	0	0	0			94.7	94.8
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0		0	1	1
Grade 12	0	0	0				
Ungraded	0	2	0				
Total	656	674	681				
					12.0	13.0	14

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09

# in Self-Contained Classes	41	46	39				
# in Collaborative Team Teaching (CTT) Classes	18	18	11	Principal Suspensions	1	0	TBD
Number all others	20	29	44	Superintendent Suspensions	0	0	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	87	78	81	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	15	6	1	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	45	43	42
				Number of Administrators and Other Professionals	5	14	12
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	5	4
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.4	0.6	Percent more than two years teaching in this school	80.0	93.0	88.1
Black or African American	6.0	5.8	5.0	Percent more than five years teaching anywhere	57.8	76.7	76.2
Hispanic or Latino	24.5	24.8	24.4				
Asian or Native Hawaiian/Other Pacific Isl.	22.6	24.9	22.2	Percent Masters Degree or higher	96.0	95.0	98.0
White	46.6	44.1	46.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.4	96.9	89.9
Multi-racial							
Male	50.0	49.0	48.2				
Female	50.0	51.0	51.8				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
Individual Subject/Area Ratings		Elementary/Middle Level			Secondary Level		
	ELA:	IGS			ELA:		
	Math:	IGS			Math:		
	Science:	IGS			Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	√			
Other Groups							
Students with Disabilities		√ ^{SH}	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	69.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	9.7	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	18.9	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	37.6	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

According to our Progress Report, Quality Review, school based assessments, and other data, our school performs well in many areas. We received an A in student performance as well as an overall score of A on our report card. Last year, over 81% of our students showed to be proficient in English Language Arts and over 93% of our students showed to be proficient in Mathematics.

As cited in our Quality Review, we have received an overall score of proficient. One of the recommendations for improvement is to develop and support greater consistency among teachers in their differentiation of instruction, including the use of rubrics to assess student work with constructive feedback on how they can improve.

Since our school uses the Balanced Literacy approach to reading, it allows for small, flexible grouping, which helps to reach all the different types/levels of learners. In order to ensure the success of this program, we have a part-time literacy specialist to guide and enrich the staff. We have also incorporated a reading push-in arrangement. This technique employs our own staff members to assist classroom teachers with differentiated instruction in balanced literacy to meet the individual needs of our students . We have also scheduled professional development and hired an AUSSIE consultant to aid us in achieving our objective.

Although we are very proud of our students' proficiency rate on the ELA and Mathematics State Tests, we are not as pleased with the average change in student proficiency for level 3 and level 4 students. We believe the problem is due to the lack of differentiation being done in the classroom, as well as the need for further constructive feedback. We are addressing this area by scheduling push-in teachers, creating useful rubrics looking at data and implementing after school programs.

The biggest obstacle we face in achieving our goals is the budget. Many of the resources such as staff development, the cost of substitutes for interschool visitation, school supplies, Academic Intervention Services, after school programs and enrichment activities have a monetary component in order for them to succeed. In these economic times, we are faced with decreasing budgets which impact the students.

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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
By June 2010 85% of teachers will use data to differentiate their students' instruction in literacy.	To develop and support a greater consistency among teachers to use data to differentiate student instruction in literacy.
By June 2010, 85% of teachers will develop and use rubrics to assess student writing and provide constructive feedback on how they can improve.	To develop rubrics that provide students with clear expectations for their writing and offer feedback on how to improve their writing.
There will be an increase (5%) in the number of parents/guardians attending the variety of workshops and celebrations that are planned and presented during the 2009-2010 school year.	To increase parental/guardian involvement and engagement through targeted parent/guardian workshops and celebrations

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

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 85% of teachers will use data to differentiate their students’ instruction in literacy.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>To accomplish the goal stated above the following strategies and activities will be implemented:</p> <ul style="list-style-type: none"> • Incorporate a reading push-in arrangement which employs our own staff members, to assist classroom teachers with differentiated instruction in balanced literacy to meet the individual needs of our students. • We are engaging in intensive data analysis using NYS achievement data, including our NYS Progress Report, and Quality Review • A Specialized Literacy Teacher will provide continuous, on-site professional development that includes demonstration lessons that will be differentiated to meet the needs of the individual teachers and thus, meet the needs of individual students, including Students with Disabilities and English Language Learners, in ELA • Teachers will address individual learning goals by providing differentiated instruction for individual students and small group instruction. • Choice of curricula and instructional strategies to meet the needs of a diverse group of

	<p>students through differentiated instruction.</p> <ul style="list-style-type: none"> • Periodic assessments will be administered according to timetable provided to the entire school. • Teachers will have the ability to access computers during the day for the purpose of gathering and analyzing student data. • Teachers will have the ability to meet with the data specialist for assistance. • The structure of the Inquiry team will include 90% of classroom teachers • Teachers will participate in professional development which will focus on data focused planning. • Teachers will participate in professional development which will focus on differentiated instruction. • Selection of grade leaders to support collaboration among the teachers.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing: * Academic Data Specialist, Literacy Cluster, Literacy Staff Developer (parttime), AUSSIE Educational Consultant, Teachers</p> <p>Scheduling: *90 minute literacy block *Teachers push in one period on Tuesdays, Wednesdays and Thursdays to assist in small group instruction. *A common planning period each week *Grade level conferences with professional development provided *Provide on going professional development to guide planning for differentiated small group instruction and assess trends within a grade and across grades.</p> <p>Timeline: September 2009, December 2009 , March 2009</p> <p>Funding: * AUSSIE educational consultant using Title I funds</p>

	<ul style="list-style-type: none"> * TL funds for leveled libraries * Money set aside to improve teacher quality
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The percentage of teachers using data to differentiate instruction in literacy will be at least 85% by June 2010.</p> <ul style="list-style-type: none"> * Differentiated instruction is evident in instruction on a regular basis. This will be measured during walk throughs, observations and teacher plans. * Evidence of differentiation through work displayed * Differentiation is evident through small group instruction, and the use of leveled libraries. * Informal and formal observations * Teachers using data to differentiate instruction * Needs based grouping * Students are engaged * Lessons are differentiated by content, product and process * Use of assessment tool, ARIS, ACUITY and Fountis and Pinnell

Subject Area
(where relevant) :

Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 85% of teachers will develop and use rubrics to assess student writing and provide constructive feedback on how they can improve.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>*Teachers will participate in professional development provided by an AUSSIE Consultant which will focus on creating and using rubrics. These workshops will take place from October - December.</p> <ul style="list-style-type: none"> * Strengthen a system of monitoring and tracking student progress for teachers in writing by further developing a routine where teachers use the assessment rubric to monitor individual student progress and decide on the instructional planning focus * Data specialist, staff developer and administration will assist teachers as needed * Teachers will work collaboratively to look at student work and create standards based rubrics * Implementation of a literacy program which utilizes rubrics * Develop teachers' use of the data to plan effective differentiated instruction. <p>Timeline: December 2009, February 2009, April 2009</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing: * Academic Data Specialist, Literacy Staff Developer (part time), AUSSIE Educational Consultant</p> <p>Scheduling: * An AUSSIE Consultant will provide a series of focused workshops * A common planning period each week * Monthly Grade level conferences with professional development provided by a staff developer or an administrator.</p> <p>Funding: * AUSSIE Educational Consultant * Money set aside to improve teacher quality</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> * Student progress to be monitored through end of unit assessment using the rubrics at the end of each unit throughout the year. * The use of rubrics will be evident in the classroom.

	<ul style="list-style-type: none"> * Student writing will be displayed with the rubric used to assess the work. * Student evaluations will be determined according to rubrics. *
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Subject Area
(where relevant) :

Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>There will be an increase (5%) in the number of parents/guardians attending the variety of workshops and celebrations that are planned and presented during the 2009-2010 school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> * Parent Workshops will be offered about once a month based on the needs of our population. Some topics may include testing, nutrition, homework help, technology, internet safety, and curriculum * The PTA room will be the center of parent participation in the school * The Parent Coordinator will be relocated from the main office to a separate office. This will allow parents to confer, in private and confidentially, with the Parent Coordinator. * Posters will be displayed to promote workshops and events
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing:</p> <ul style="list-style-type: none"> * Parent Coordinator; ESL Teacher (Bilingual to help reach a growing number of Spanish speaking parents), Classroom Teachers, Data Specialist, and Administrators <p>Scheduling:</p> <ul style="list-style-type: none"> * Parent workshops and celebrations will be offered at times to best meet parent availability * Newsletters will communicate information about school events and will be offered in multiple languages. * Periodic surveys will be taken by school-based personnel to measure the success of parent participation

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>* The PTA room will be the primary hub for parent participation.</p> <p>* An attendance record of parent/guardian involvement at the school will be maintained by the Parent Coordinator and will show an increased amount of parental involvement (5%).</p>
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REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

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	7	5	N/A	N/A			1	
1			N/A	N/A	1			
2	3	1	N/A	N/A				
3	27	27	N/A	N/A	2			
4	45	45			1			
5	28	28			2			
6								
7								
8								
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<ul style="list-style-type: none"> • Learning Leaders are employed during the school day. These parent volunteers are trained and provide one-on- one instruction. • A Literacy Specialist is available during the school day and provides additional support in the classrooms with the focus being on specific reading strategies. • This year we are offering a Test Prep program for grades 3-5 before and afterschool. Through the use of ACUITY, students are given individualized assignments to meet their needs.
<p>Mathematics:</p>	<ul style="list-style-type: none"> • This year we will offer a Test Prep program for grades 3-5 after school, where students will be grouped by their ability levels in order to better ensure academic growth. Through the use of ACUITY, students are given individualized assignments to meet their needs.
<p>Science:</p>	<ul style="list-style-type: none"> • Students work in small groups to hypothesize and perform hands on experiments. • Science labs are used to aid in mathematical analysis, scientific inquiry and methodologies to pose questions, seek answers and develop solutions.
<p>Social Studies:</p>	<p>Students work in small groups to execute research based assignments. Students use a variety of intellectual skills to demonstrate their understanding of major ideas, eras themes, developments and turning points in history.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor will service students who are identified as at risk in conjunction with other services provided.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Non mandated cases based on teacher referral as time permits.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Non mandated cases based on teacher referral as time permits.</p>

At-risk Health-related Services:	School nurse is available throughout the day.
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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.

P. S. 215 is located in the Gravesend Section of Brooklyn, NY. Our total student population is 745 students; 84 of these students are identified as English Language Learners (ELL's). Our student population is 47.7% White, 24.5% Hispanic, 21.0% Asian/Pacific Islander, 4.4% Black, >1% American Indian/Alaskan, and 1.2% Multi-Racial. The ELL population is supported by 3 certified English as Second Language (ESL) teachers.

The following chart provides information regarding the number of ELL students per grade and program. The students are placed into these programs based on the LAB-R and NYSESLAT results.

Grade	Free-Standing Pull-Out/Push-in	Free-Standing Self-Contained
Kindergarten	4	22
First	14	
Second	13	
Third	3	
Fourth	20	
Fifth	8	
Total	62	22

During the registration process parents are greeted by the Pupil Accounting Secretary, and the Parent Coordinator. We have personnel available to communicate with parents in Spanish and Russian. When a parent is not from a Spanish or Russian speaking country, we make every effort to provide an interpreter. Parents are provided with all documentation pertaining to registration, including a Home Language Survey (HLS). The ESL teacher completes the identification box on the reverse side. Once ELL's have been identified, a letter is sent, in English as well as their native language, inviting them to a parent orientation meeting during the first month of school. During these meetings parents view the New York Department of Education orientation video and receive information on the different programs available. Please note, the parent orientation materials are provided in the parents' native language to the extent possible. Parents then complete the Parent Selection form indicating their program choice. The child is then placed in the program the parent selected depending on availability and LAB-R results.

After reviewing the Parent Survey and Program Selection forms, we have noticed that the preference of the parents at P.S. 215 is the Free Standing English as a Second Language program. As a result, grades 1-5 participate in a pull-out or push-in ESL program and Kindergarten will be serviced through a self-contained ESL class; except for our ESL students in the gifted and talented kindergarten class which will be serviced through our pull-out/push-in model. In each grade the ELL program uses a new comprehensive core curriculum set forth by Mayor Bloomberg and Chancellor Klein. This curriculum aligns New York State Standards and English as a Second Language Standards. It is used to meet the instructional needs of all students and help students to reach and exceed state standards in English proficiency.

At P.S. 215 all students receive the same standards based curriculum. We currently use a balanced literacy approach to reading as well as Harcourt Mathematics, New York City edition of Harcourt Science and the New York State Social Studies curriculum.

We firmly believe that we are responsible to show progress for each ELL in our school and continue upward trends for all our students. Therefore, we provide intensive instructional and remedial support for any ELL who requires services with our Academic Intervention Specialist. The first phase of our intervention process is provided by the classroom teacher for all ELLs. These interventions focus on listening, speaking, reading, and writing. Teachers use ongoing assessments and other data to differentiate instruction such as using leveled text for guided reading. An ELL after school program is available to target students in grades 1-5 giving them the opportunity to practice skills and concept in mathematics and test sophistication.

Teachers of ELL students are provided with NYSESLAT total scores in the four modalities. The following instructional practices are consistent throughout the school in order to support all ELL students in the area of Listening, Speaking, Reading and Writing as follows:

- Reading – During Reader’s Workshop students participate in a variety of reading activities that scaffold from teacher modeling to more independent practice. These activities include read aloud, shared reading, guided reading and individual reading conferences. Comprehension strategies taught include monitoring for reading, questioning, determining importance, making inferences, drawing conclusions, creating mental images and synthesizing information.
- Speaking – Oral language development is a focus throughout the day, in all subject areas. Students practice accountable talk by listening and sharing their thoughts and opinions through peer to peer and student to teacher models. Student talk is related to what they are learning and allows them to practice both social and academic language. Evidence of language development is measured through comprehensible output observed during activities such as turn and talk, story telling, role playing and puppetry.
- Listening – Listening skills are developed through daily read alouds, shared readings, class discussions, accountable talk and activities using listening centers.
- Writing – Writing skills and strategies are targeted during the Writer’s Workshop mini-lesson and during individual student conferencing. During mini-lessons students are exposed to mentor text providing models of writer’s craft and structural elements of writing. During each unit of study students work through the writing process and publish a final piece of writing that aligns with the standards.

Our Free Standing ESL program currently services 84 ELLs, of which 62 receive pull-out/push-in services. Students placed in this program receive all instruction in English. Students in grades 1-5 are pulled out or ESL teachers push-in to their classrooms and provided with ESL instruction in a small group setting. During this time students engage in collaborative activities focused around all of the modalities with an emphasis on the most deficient modalities. ELLs are grouped according to their language proficiency level (beginning, intermediate, and advanced). Students at the beginning and intermediate English proficiency level as well as all kindergarten students receive 360 minutes weekly of ESL instruction; students who show to be at the advanced English proficiency level receive 180 minutes weekly of ESL instruction. This year we have also incorporated a push-in model to service our ELL population. During this time, the ESL teacher pushes into classrooms to assist with small group instruction, with the focus on the modalities and demonstrate best practices of ESL teaching.

All of our teachers will continue to receive professional development that will focus on the needs of ELLs. After analyzing the data it has been determined that we need to continue to provide more concrete professional development on differentiated instruction using assessments to drive instruction.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a)

Grade Level(s)

1-5

Number of Students to be Served:

LEP 30

Non-LEP 7

Number of Teachers 5

Other Staff (Specify) Administrator

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.

English as a Second Language After-School Program — This ELL after-school program focuses on life skills and supporting students' study skills with techniques to use at home for acquiring language skills. This after-school program will be held twice a week and will meet for 38 sessions. Each session will be 1 1/4 hours in duration, running from 3:15 to 4:30 p.m. Students in this program will be exposed to ESL instruction using a variety of methods, strategies, and techniques to facilitate learning. All classes are taught in English by a common branch teacher with the support of an ESL teacher who will push into each of these classes. Four classes will be formed with a total register of approximately 45 students.

Class placement of students will be determined according to grade. Emphasis will be placed on students in the Beginning and Intermediate Levels of English Proficiency as determined by the LAB-R. The program emphasis will be on improving the ability of students to acquire their

knowledge of listening, speaking, reading, and writing English. Stages of growth in these areas will build upon prior knowledge and vocabulary development. This after-school program will prepare ELL students in grades 1 - 5 for the NYSESLAT as well as prepare ELL students for the ELA and Math state tests in grades 3-5.

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.

In the school year 2009 – 2010, P.S.215 will hold three staff development workshops geared toward teachers with ELL students in their classes. Staff developments will be conducted by ESL teachers, as well as the data specialist. Workshop topics may include: Differentiating Instruction to Meet the Needs of the ELL Student, Chancellor's Regulation A 663, and Analyzing Data from the NYSESLAT, LAB-R, Acuity, Math, and ELA to Drive Instruction

Parent/Community Involvement

ESL teachers meet with parents at the beginning of the school year to go over the curriculum and support available to parents and students. Various ARIS, ACUITY, ELA and Math seminars for parents on state standards and assessments will be held throughout the school year. We will also have workshops about *Dial a Teacher* and *We Are New York*. Translation services are available as needed.

Form TIII – A (1)(b)

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School: PS 215
BEDS Code: 21k215
Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$13,525	The proposed expenditure is for 237.5 teacher per session hours to support an after school program for ELL students. This program will run for 75 minutes two afternoons per week. The program will utilize four general education teachers and one ESL teacher. Teachers will receive professional development through workshops conducted by our ESL teachers. This will mean hiring substitutes to cover the teachers involved.
Purchased services - High quality staff and curriculum development contracts	0	n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1475	The proposed expenditure is for the purchase of materials and supplies to be used with ELL students during the after school program.
Educational Software (Object Code 199)	0	n/a
Travel	0	n/a
Other	0	n/a

TOTAL	\$15,000.00	
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Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ESO 22/21	School PS 215
Principal Ms. Bove	Assistant Principal Mrs. DeAngelo
Coach type here	Coach type here
Teacher/Subject Area Janine Gossett/ESL	Guidance Counselor Clarise Morelli
Teacher/Subject Area Edgar Titus/ESL	Parent type here
Teacher/Subject Area Beth Kopellowitz/Kindergarten	Parent Coordinator Rosie Sallustio
Related Service Provider Ella Levenson	SAF type here
Network Leader Neal Oppromalla	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	733	Total Number of ELLs	83	ELLs as Share of Total Student Population (%)	11.32%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0
Dual Language <small>(50%:50%)</small>										0
Freestanding ESL										
Self-Contained	21									21
Push-In	4	15	13	4	19	8				63
Total	25	15	13	4	19	8	0	0	0	84

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	85	Newcomers (ELLs receiving service 0-3 years)	68	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	67	0	6	13	0	7	4	0	4	84
Total	67	0	6	13	0	7	4	0	4	84

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

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

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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	11	5	3	1	10	4				34
Chinese	3	2	4	1	3	2				15
Russian	8	8	5	1	5	1				28
Bengali										0
Urdu			1			1				2
Arabic	2			1						3
Haitian Creole										0
French										0

Programming and Scheduling Information

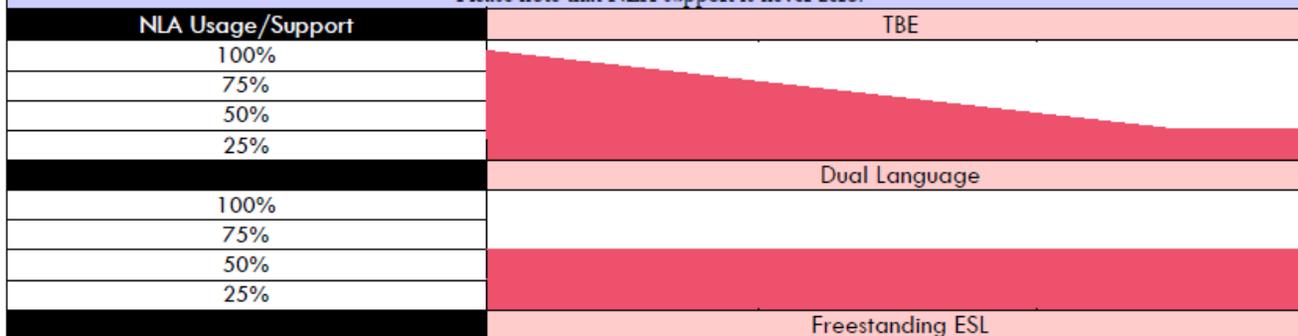
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS	N/A		
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



Programming and Scheduling Information—Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	25	7	3	2	5	4				46
Intermediate(I)		6	4	1	8	1				20
Advanced (A)		2	6	1	6	3				18

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	7	2		10
5		4	1		5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			2		10		2		14
5			3		3				6
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		2		2				6
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cara DeAngelo	Assistant Principal		
Rosie Sallustio	Parent Coordinator		
Janine Gossett	ESL Teacher		
	Parent		
Beth Kopelowitz	Teacher/Subject Area		
Edgar Titus	Teacher/Subject Area		
	Coach		
	Coach		
Clarise Morelli	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures

School Principal _____ Date _____

Community Superintendent _____ Date _____

Reviewed by ELL Compliance and Performance Specialist _____ Date _____

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

At the time of enrollment, parents are greeted by the pupil accounting secretary, the parent coordinator and the English as a Second Language Teacher. During this initial meeting, parents are asked to fill out various papers in order to enroll their children in the NYC Public School System; one of these being a home language survey. This document is used to establish the primary language spoken in the home and is then used to further determine whether or not the parent needs translation and/or interpretation. A survey is also completed by our classroom teachers for further information.

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

Our school has found that many of our translation and interpretation needs are for communication between the teachers and the parents. Where most of the DOE forms are available in every language, teacher notes and conversation are not as easily or quickly translated or interpreted. These findings come from surveying teachers.

Part B: Strategies and Activities

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

In order to meet the needs of written translation, we have looked to the Translation and Interpretation Unit of the NYC DOE. We also draw upon the resources which are currently available in our school. These resources include teachers and other staff members who are fluent in the language needed to be translated.

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

In order to meet the needs of oral interpretation, we have looked to the Translation and Interpretation Unit of the NYC DOE. We also draw upon the resources which are currently available in our school. These resources include teachers and other staff members who are fluent in the language needed to be interpreted.

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

A meeting for parents is arranged and facilitated by the ESL teacher and the Parent coordinator. At this time it is the Parent Coordinator will discuss and distribute memos in various languages regarding translation and interpretation services. Money has been set aside in our budget to allow for outside contractors as needed, memos have been sent out and posting are properly displayed.

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:	0	552,948	\$552,948
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,529.48		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		5,529.48	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,647.40		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		27,647.40	
6. Enter the anticipated 10% set-aside for Professional Development:	55,294.80		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		55,294.80	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
89.9

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. As stated in our school demographics and accountability snapshot, 100% of our teachers are fully licensed.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

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

P.S. 215 agrees to implement the following statutory requirements:

- o The school 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.
- o The school 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.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o 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, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- o The school 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.
- o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - o 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.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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.

School Parent Compact

PS 215, 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 2009-2010.

Required School-Parent Compact Provisions

School Responsibilities

PS 215 will:

1. provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - The school will provide high quality curriculum and instruction using a Balanced Literacy/Workshop Model approach.
 - Teachers will receive direct support with scheduled visits from AUSSIE Consultants, view model lessons during lab sites and work together to plan weekly lessons.
 - Teachers will receive additional support from the AUSSIE Consultant as well as from our in house staff developer
 - Well stocked classroom libraries arranged by genre and leveled books
 - Comprehensive Social Studies/Science Program (Science Lab)
 - Computer Lab available with Smart Boards in most classrooms
 - Expansive arts program which includes music/orchestra/strings/vocal, Art – visual arts, and dance residencies
 - Daily homework to reinforce content area learning
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:
 - Parent Teacher Conferences will be held on Monday, November 9, 2009 and Monday, March 15, 2010. Additional conferences are arranged on an as-need-be basis
 - Open school for parent visits to classrooms
3. provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Notices are sent home with children re: meetings, conferences, events in both English and family's native language
 - Certified and regular mail services are utilized whenever necessary
 - Parent Coordinator, Aides, Family Assistants, Teachers, School Nurse, Social Worker, etc. calls parent when necessary (absence, class work behavior, health issues)
 - Parents are invited to Parent Orientations – in September to receive a comprehensive overview of their child's curriculum mandates and to meet teachers.

4. provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Staff is available to meet with parents during their preparation periods, and/or before or after official sessions begin
 - Staff makes phone calls as necessary – before or after school
 - Principal/Assistant Principal maintain open door policy to speak with parents as necessary
 - Parent Coordinator has been provided with a cell phone and calls parents as is necessary
5. provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Parents expressing a desire to volunteer in a classroom is provided with a planned orientation and a conference to acquaint them with the specifics; i.e. safety and welfare of students
 - Parents are invited to all classroom and school wide performances
 - Open School dates are set aside for parents to visit and/or observe classrooms
 - Parents are frequently asked to attend class trips.
6. involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - Ways to improve parental involvement are continually discussed at PA and School Leadership Team meetings.
 - An annual meeting of Title I parents to inform them of the Title I program and their right to be involved will be held.
7. involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - Parents will be provided with timely information about all programs during School Leadership Meetings, Parent Association meetings, and through the Parent Coordinator. Parental input will be taken into account at these meetings.
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 (i.e. as per NCLB.)

Parent Responsibilities

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

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that home is completed;
 - monitoring the amount of television my children watch;
- ⇒ volunteering in my child's classroom;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;
- ⇒ 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.
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

Student Responsibilities

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 20 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

Name	Signature	Date
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School – Print Name		
Parent(s) – Print Name		
Student (if applicable)- Print Name		

(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

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.

Although we are very proud of our students' proficiency rate on the ELA and Mathematics State Tests, we are not as pleased with the average change in student proficiency for level 3 and level 4 students. In the fore mentioned levels we noticed there was not enough growth on both the ELA and Mathematics State Exams. We are addressing this issue through differentiated instruction and the utilization of an after school program for these targeted students

The biggest obstacle we face in achieving our goals is the budget. Many of the resources such as, staff development, the cost of substitutes for interschool visitation, school supplies, Academic Intervention Services, after school programs and enrichment activities have a monetary component in order for them to succeed. In these economic times we are faced with decreasing budgets which in turn impact the students.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

School gathers and analyzes data to address the needs of all students. Data includes results of city and state assessments such as ELA, Math, Science, Social Studies, LAB-R, NYSESLAT, Acuity, Interim Assessments and Fountas and Pinnell .Literacy, Math and content area instruction is provided using a differentiated instruction model. Student goals are developed based on curriculum standards and individual performance towards meeting those standards. Students who are at risk for not meeting standards are provided with Academic Intervention Services with frequent progress monitoring.

Renzulli Learning System and SMART board technology is being incorporated into the curriculum of the Gifted and Talented classes to assist in the provision of enriched and accelerated curriculum to those students.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Students who are at risk for not meeting standards are provided with Academic Intervention Services with frequent progress monitoring. Afterschool programs are offered to students to increase the learning time available. These programs have a low student teacher ratio and are designed to meet specific academic needs.

- o Help provide an enriched and accelerated curriculum.

Renzulli Learning System and SMART board technology is being incorporated into the curriculum of the Gifted and Talented classes to assist in the provision of enriched and accelerated curriculum to those students.

- o Meet the educational needs of historically underserved populations.

P.S. 215 will focus on a school wide effort to strengthen home-school relationships and increased parent and community involvement in an effort to improve student performance.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- o Are consistent with and are designed to implement State and local improvement, if any.

The continuation of integrating the arts and technology aligned with the NYC Blueprint for Teaching and Learning in the Arts into the instructional program for all students.

3. Instruction by highly qualified staff.

About 90 percent of our core classes are taught by “highly qualified” teachers. One hundred percent of our teachers are fully licensed and 98 percent hold a Masters Degree or higher.

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

PS 215 has a part time staff developer to provide high quality, ongoing professional development. Professional development is provided during the school day by administrators, staff developers, consultants and teachers.

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

We offer a rigorous and enriched curriculum, participate in job fairs, align with the DOE recruitment center, develop relationships with institutions that offer high quality education programs, promote and advertise a positive school culture and create an environment that promotes high standards.

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

Parent Workshops are offered during the school year. Each workshop demonstrates ways that parents can help their children at home to become proficient readers. Materials are demonstrated and families are provided with activities and strategies that promote literacy and problem solving skills. Outside resources (library, UFT Homework Hotline) are explained. Guest speakers (nurse, district personnel, and publishers) are invited. Promotion polices are reviewed, Intervention strategies and test taking tips are introduced. Information is provided 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.

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

Currently there are two full day and two half-day Pre-kindergarten classes. Three paraprofessionals assist the three teachers daily.

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

Teachers were involved in the review of data and determination of what data was critical to be collected on each grade. Inquiry team, staff developers, administrators have conducted a series of workshops and grade and faculty conferences to discuss assessment information and its

effect on the instructional program. School is encouraging the creation of learning communities and will continue workshops, conferences, etc. to collaboratively determine the use of assessments.

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

Student difficulties are identified and based on Predictive/Acuity, NYS Exams, Class performance, Teacher-made tests, Homework, Teacher-student individual conferences, Reading progress, Advancement in independent reading levels, Teacher observations, and Behavioral issues/Anecdotal/Referrals.

Students are provided with assistance on an as-need basis by utilizing After school programs, Differentiated instruction, Guidance/Counseling, and Additional support provided by reading coach, reading teacher, AIS providers, speech, OT, PT

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

P.S. 215 follows New York City Department of Education guidelines for applicable Federal, State, and local services and programs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-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.

²To 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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

Please note that PS215 did not participate in the audit which led to appendix 7.

Not Applicable

Gaps in the Written Curriculum – An AUSSIE Consultant has been hired to provide professional development and assist the teachers in the classroom.

Curriculum Mapping – Accelerated Literacy will review the school's existing curriculum maps representing all grade levels to update the content to include skills to be mastered, strategies to be utilized, and student outcome to be attained. Students action plans in areas of reading and writing will be reviewed to ensure alignment with content specific standards-based expectations.

Taught Curriculum – Formal and informal observations will include a focus on teachers attention to writing, critical analysis, speaking and listening.

ELA Materials – Result of the 2008/2009 Learning Environment Survey will ascertain whether teachers have the materials they need to adequately deliver instruction for all population of students, including ELLs and students with special needs.

ELL – All classroom teachers and service providers, including ESL will be given ESL standards. These standards will be reviewed at grade and department meetings in order to ensure alignment with the school's ELA curriculum and ELA standards.

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?

PS 215 uses a standards-based Balanced Literacy Comprehensive program for all students, including those for whom English is not their first language and for students with special needs. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness vocabulary, and comprehension. Daily read-aloud, independent reading time, reading workshop, and word study are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons in reading and writing. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies into their own reading and writing.

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.

N/A

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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.

A review of our Harcourt program show evidence that mathematical instructional materials for Grades K-5 are aligned with NYS content areas.

PS 215 is an elementary school. The findings speak to the gaps in the middle school curriculum and therefore, do not apply to our school.

Although problem solving is imbedded in our curriculum, our school supplements this skill with constructivist problem solving opportunities for students on all grade levels. Regular and ongoing evaluations using problems that are aligned to the process strands allow the school to determine whether students have conceptual understanding of mathematical content. Students' constructed responses are assessed using grade appropriate rubrics.

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?

PS 215 uses the Harcourt series in Grades K – 5. This series has a balanced mathematical curriculum which is based on conceptual understanding, computational and procedural skills, problem solving and reasoning. The program uses a four part system for mathematical instruction: introduce, teach, practice and assess. Our curriculum incorporates the five process strands throughout the individual content areas. The Scope and Sequence aligned to the NYS Standards includes the following strands:

- Arithmetic Concepts
- Number Sense
- Computation and Operations
- Algebra and uses of Variable
- Measurement
- Geometry
- Data Analysis
- Statistics and Probability
- Mathematical Reasoning

Furthermore, our most recent test scores show that 93% of are students are at proficiency.

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.

N/A

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 classrooms visited and just over 34 percent of classrooms in high school.

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Formal and informal observations will be used to confirm that all teachers are using the workshop model of implementation for both reading and writing

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?

- PS 215 employs a workshop model of instruction for ELA education. The architecture of the mini lessons component for both the Reader's and Writer's Workshop includes
- Teacher directed - 10 – 15 minutes

- Active Engagement - 5 – 10 minutes
- Share - 10 – 15 minutes
- Independent practice - 30 – 45 minutes

During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include “busy work”. Students are currently reading independently form and responding to their “just right” books. During writing, students are drafting or editing and revising their genre-specific pieces.

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 215 employs a workshop model of instruction for ELA education. The architecture of the mini lessons component for both the Reader’s and Writer’s Workshop includes
- Teacher directed - 10 – 15 minutes
- Active Engagement - 5 – 10 minutes
- Share - 10 – 15 minutes
- Independent practice - 30 – 45 minutes

During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include “busy work”. Students are currently reading independently form and responding to their “just right” books. During writing, students are drafting or editing and revising their genre-specific pieces.

2B – Mathematics Instruction

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

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

Informal and Formal observations will be used to confirm that all teachers are using the workshop model for mathematical instruction.

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?

In our school we encourage divergent thinking and problem solving, hands on activities, and the use of manipulative. Many of our classes are also implementing curriculum compacting, differentiated instruction and small flexible grouping for mathematics. This year we will be engaging in the workshop model for mathematics to structure the lessons. Unlike the findings of the SOM, all of our classrooms are equipped with SMARTboards and are utilized within all areas of the curriculum, including mathematics.

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.

N/A

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

This school does not have a high turnover rate with a minimal number/percentage of new teachers joining the school's organization this year. Our school will use information from BEDS survey from its most recent and upcoming assessments to determine whether or not this finding is relevant.

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 data from the October 2008 survey, 100% of the teachers at PS 215 are fully licensed and permanently assigned to this school. Furthermore, the data shows that while 76% of our teachers have over 5 years teaching experience, 88% have been in our school for 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school engages in teacher goal setting. When meeting with teachers who work with students for whom English is a second language, the administration will develop professional development plans aligned to those teachers's expressed and anticipated needs.

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?

PS215 is an Empowerment Support Organization school. The ESO customizes 1:1 professional development for all ELL teachers. These sessions are planned and facilitated by the Network's Special Services Manager and delivered either at the school or in a venue for Network collaboration.

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.

N/A

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Our school will use Quality Statement 1 from the most recent and the upcoming Quality Review to determine whether or not this finding is relevant.

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?

PS 215 received an overall score of proficient for SQ1: "School leaders and faculty consistency gather data, generate and analyze information in student learning outcomes, and use it to understand what each student knows and can do, and is able to do and to monitor student's progress over time".

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.

N/A

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's educational program.

Our school will use formal and informal observation to assess the teacher's understanding of appropriate differentiated instructional practices. We will use Quality Statement 4 from our most recent and upcoming Quality Review to determine whether or not this finding is relevant.

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?

PS 215 received an overall score of well-developed for QS 4 "The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning". We also received a score of well developed for sub criteria 4.3 "provide professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes".

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.

N/A

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.

The school's Pupil Personnel Team (PPT) along with the IEP Teacher, will review all IEP's in order to determine whether or not the NYS performance standards for ELA and Mathematics were used on each grade level when determining, based in classification, student cognition and the results of both formative and informative assessments, the percentage of each child with an IEP must achieve in order to be promoted. Furthermore, the PPT and the IEP Teacher will ensure that these performance outcomes have been incorporated into the IEPs and aligned to the performance/promotional outcomes.

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?

PS 215 teachers have received extensive professional development in the area of student goal setting and writing correct appropriate and educationally sound IEPs. Teachers at this school use the NYS Standards when making promotional decisions prior to writing an IEP at annual review. All students with special needs at this school have promotional goals that clearly reflect a percentage of their current grade level's performance outcomes. We aspire to have each classified student achieve proficiency for both ELA and Mathematics.

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 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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>

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.)

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

We will put money aside to aid these students if the need arises.

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.