



P.S. 216

2009-10

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 21K216

ADDRESS: 350 AVENUE X, BROOKLYN, NEW YORK 11223

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 216 SCHOOL NAME: Arturo Toscanini

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

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Amelia Miller

PRINCIPAL: Celia Kaplinsky

UFT CHAPTER LEADER: Kathleen Klein

PARENTS' ASSOCIATION PRESIDENT: Cecile Iacono

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 21 SSO NAME: ICILSO

SSO NETWORK LEADER: Wendy Karp

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/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Celia Kaplinsky	*Principal or Designee	
Kathleen Klein	*UFT Chapter Chairperson or Designee	
Cecile Iacono	*PA/PTA President or Designated Co-President	
Peggy Alves	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Amelia Miller	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Yvette Abreu	Member/Teacher	
Ann Pollack	Member/Teacher	
Reggy Sonsino	Member/Teacher	
Yolanda Caputo	Member/Parent	
Marie Renna	Member/Parent	
Denise Scotto	Member/Parent	
Laurie Tesauro	Member/Parent	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

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

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

We support and offer an excellent arts education curriculum to our students. This includes visual arts, chorus, instrumental music (violin, keyboard, band) and dance. Our children perform in music and dance productions several times during the school year. Student art work is showcased throughout the school building. For select students, who do not need additional academic support, we offer comprehensive daily art, music and dance classes during the 37 ½ minute period in the morning. We believe that the Arts helps foster both increased knowledge and self esteem.

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

Our physical education program focuses on sportsmanship, teamwork and maintaining a healthy lifestyle. The children have many opportunities to hone their physical and athletic skills in our gym, schoolyard and in our newly constructed playground. We are the only school in District 21 who has asked to participate in the USDA's Fresh Fruit and Vegetable Program. We have increased the number of children who eat breakfast in school and offer our students a choice of vegetables and fruits from our salad bar each day during lunch. In addition to our Pre-K students, who have always participated in eating "family style" breakfast in the classrooms, we are expanding this program into our kindergarten classes. We believe that a healthy, nourishing breakfast is a prerequisite to good learning. In conjunction with our science curriculum, we have instituted a schoolwide recycling program and are working with our children and parents to help make our environment "green". Our student incentive store provides students with immediate tangible rewards for attendance, good citizenship, effort and scholarship.

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

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

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

This past year we opened our state of the art magnificent Robin Hood Library. Our library and media center houses a vast collection of multifarious book titles and reference materials that reflect the academic goals and interests of P.S. 216.

This school year, 2009/2010, we are in the initial stages of planning and working towards the groundbreaking of the first Four Season Edible Schoolyard in New York City, an official affiliate of the Edible Schoolyard in Berkley, California under the auspices of the well known chef, Alice Waters. Working together with the architect on the innovative plans, the ongoing meetings and special events has added a new dimension and excitement within our school community.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 216 Arturo Toscanini						
District:	21	DBN:	21K216	School BEDS Code:	332100010216		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	33	45	53		93.5	93.5	93.9
Kindergarten	63	61	66	Student Stability - % of Enrollment:			
Grade 1	42	60	64	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	65	42	61		93.4	90.8	89.7
Grade 3	92	98	76	Poverty Rate - % of Enrollment:			
Grade 4	63	98	76	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	85	57	93		63.7	63.7	63.7
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		0	0	14
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		7	8	9
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	1	0	(As of October 31)	2006-07	2007-08	2008-09
Total	443	427	458				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	24	23	15	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	21	20	21	Superintendent Suspensions	0	0	1
Number all others	29	30	43	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	64	69	64	Number of Teachers	36	35	36

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	9	3	1	Number of Administrators and Other Professionals	5	10	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	94.4
				% more than 2 years teaching in this school	80.6	88.6	83.3
				% more than 5 years teaching anywhere	66.7	74.3	63.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	92.0	94.0	92.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	9.0	6.8	5.5				
Hispanic or Latino	15.4	17.1	16.6				
Asian or Native Hawaiian/Other Pacific Isl.	21.0	19.7	21.0				
White	54.6	56.4	57.0				
Male	49.7	52.7	50.7				
Female	50.3	47.3	49.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
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		√	√	√			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	93.3			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.6			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	20.4			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	54.8						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	7.5						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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?
-

Our many accomplishments include the following:

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

The school population ELA test results indicate progress as follows:

ELA Test Results

2008 grade 3 to 2009 grade 4

<u>Grade 3</u>	<u>Total No.</u>	<u>level 1</u>		<u>level 2</u>		<u>level 3</u>		<u>level 4</u>		<u>level 3/4</u>	
2008		#	%	#	%	#	%	#	%	#	%
	64	2	3.1	18	28.1	36	56.3	8	12.5	44	68.8

Grade 4

2009	78	1	1.3	13	16.7	56	71.8	8	10.3	64	82.1
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Students moving from grade 3 to grade 4 demonstrated an increase in levels $\frac{3}{4}$ from 68.8% to 82.1%. There was a decrease in level 1 grade 3 to grade 4 from 3.1% to 1.3%.

2008 grade 4 to 2009 grade 5

<u>Grade 4</u>	<u>Total No.</u>	<u>level 1</u>		<u>level 2</u>		<u>level 3</u>		<u>level 4</u>		<u>level 3/4</u>	
2008		#	%	#	%	#	%	#	%	#	%
	96	12	12.5	20	20.8	51	53.1	13	13.5	64	66.7

Grade 5

2009	94	1	1.1	25	26.6	58	61.7	10	10.6	68	72.3
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Students moving from grade 4 to grade 5 demonstrated an increase in levels $\frac{3}{4}$ from 66.7% to 72.3%. There was a decrease in level 1 grade 4 to grade 5 from 12.5% to 1.1%.

We attribute this progress to:

- Ongoing professional development sessions which provide sustained support to teachers in their learning, planning and teaching.

- A marked increase made by students in reading stamina (length of time they read), as well as volume (number of pages read), has helped our children increase their focus and attention in other curriculum areas as well.
- Using NYS Achievement data, NYC Progress Report, Quality Review, periodic assessments and ARIS helps the school teams to focus on all the children.
- Planned differentiated instruction is provided for students at risk, as well as for students who demonstrate giftedness. This includes ELL students, students with IEPs, at risk students and gifted students.
- Academic Intervention teams identify and evaluate individual strengths and needs and suggest resources to enable students to meet NYS Standards
- 37.5 minutes and small group afterschool instruction provides positive academic growth for our ELL and AIS students.

Math

2008 to 2009

Grade 3 to Grade 4

<u>Grade 3</u>	<u>Total No.</u>	<u>level 1</u>		<u>level 2</u>		<u>level 3</u>		<u>level 4</u>		<u>level 3/4</u>	
2008		#	%	#	%	#	%	#	%	#	%
	63	0	0	5	7.9	42	66.7	16	25.4	58	92.1

Grade 4

2009	78	1	1.3	4	5.1	38	48.7	35	44.9	73	93.6
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Students moving from grade 3 to grade 4 demonstrated an increase in levels 3/4 from 92.1 to 93.6.

2008 to 2009

Grade 4

2008	96	5	5.2	10	10.4	52	54.2	29	30.2	81	84.4
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Grade 5

2009	96	3	3.1	6	6.3	41	42.7	46	47.9	87	90.6
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Students moving from grade 4 to grade 5 demonstrated an increase in levels 3/4 from 84.4 to 90.6.

Inquiry Team 2008 to 2009

The Inquiry Team targeted 17 children

8 at Level 2

9 at Level 3

In June 2009, the ELA performance results indicated children made progress as follows:

2 at Level 2

15 at Level 3

Inquiry Team

- This year, we have established an Inquiry Team on each grade. All teachers, including service providers, participate across the grades. Each classroom teacher will focus on a "Spotlight 5" group and will continuously monitor their progress using data and assessments. This information will then establish individual goals and will drive differentiated instruction for these children as well as the others in the class.

Library Skills – Reading Proficiency

The opening of our new magnificent Robin Hood Library this past year has impacted greatly on our school community. The library has helped support a school wide culture for reading, renewed student interest and motivated classroom learning and individual student gains and achievement.

Recycling Program Initiative

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

ELL

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

Arts and Enrichment

- P.S. 216's arts and enrichment curriculum is considered first rate. Our licensed visual arts teacher showcases a new artist each month. Students learn about the artist's life and techniques used in the creation of the artist's work. Students incorporate these techniques creating their original works of art. Art work is mounted and displayed throughout our school building.
- Students receive dance instruction in our dance studio from our experienced teacher/choreographer. Movement, motion and balance are included in the instruction of ballet, tap and free movement. Several dance productions are performed throughout the year. Students, who demonstrate special creativity and talent, receive additional dance instruction throughout the year.
- All students receive music instruction. Grade 1 students receive Music Appreciation. Students in grades 2-5 are taught to read music notation and learn to play an instrument. Grade 2 is learning violin, grade 3 is studying violin (2nd year) and students in grades 4 and 5 play a musical instrument (flute, trombone, trumpet, drums etc.) in the band. Our students play and march in several parades. Many of our students have received commendations for their outstanding musical talent.

37 ½ Minutes Extended Day

For children who do not need additional academic support, we offer enrichment activities. Monday through Thursday from 8:00 a.m. – 8:37 a.m. we offer Music, Art, Dance and Chess instruction to students who demonstrate talent or interest in these areas.

Communication

Our teacher and parent survey responses have increased in number and are extremely positive. 100% of staff participated in the survey. We received an "A" in this category on the progress report. We believe that open dialogue coupled with increased cooperation have impacted positively to change our school environment.

Attendance

Our attendance has improved. We moved from 93.5% to 95%. Although we made progress, our goal is to further increase this percentage. We know that good attendance impacts on student learning and achievement.

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

In September 2008, our science program is being taught in a small classroom. This move was made to accommodate the building of a new science laboratory. In the interim, our children do not have the equipment or space needed to conduct experiments. We are confident, however, that this "barrier" will be removed as we look forward to working in a new state of the art science laboratory.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

1. Subject: The Edible Schoolyard, upon completion, will advance and further scientific instruction in environmental studies and horticulture.

Annual Goal	To work with The Edible Schoolyard Team and the School Community towards the construction of the first Four Season, self sustaining, Edible Schoolyard in New York City in order to advance scientific learning and investigation in environmental studies and horticulture. By June 2010, The Edible Schoolyard team members will be 50% along in our plan to create a nonprofit organization that will secure high level sponsorship and raise funds for the planned construction of the Edible Schoolyard project.
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2. Subject: Alphabet letter/symbol recognition and sounds

Annual Goal	To increase Kindergarten students' knowledge of alphabet letter/symbol recognition and their related sounds. During the 2009-2010 school year, Kindergarten students will demonstrate 70% accuracy in their ability to identify (consonant) alphabet letter symbols and related sounds in isolation and in their leveled reading books.
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3. Subject: Use of student data to provide differentiated instructional strategies to support student learning.

Annual Goal	To increase the number of teachers who utilize ongoing, multifarious data to provide differentiated instruction. During the 2009-2010 school year, 60% of the teaching staff will demonstrate differentiated instructional strategies through the use of multiple inquiry resources in ELA and Math as evidenced during both classroom observations and informal walkthroughs.
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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.

1. The Edible Schoolyard, upon completion, will advance and further scientific instruction in environmental studies and horticulture.

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To work with The Edible Schoolyard Team and the School Community towards the construction of the first Four Season, self sustaining, Edible Schoolyard in New York City in order to advance scientific learning and investigation in environmental studies and horticulture. By June 2010, The Edible Schoolyard team members will be on course to create a nonprofit organization that will secure high level sponsorship and raise funds for the planned construction of The Edible Schoolyard Project.</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"> • Parents and staff will meet with the architects and the Edible Schoolyard planning team to finalize plans • Ongoing, high level meetings with team members, politicians, District 21 Superintendent and School Construction Authority team to help finalize details of the proposed plans leading to the anticipated start date. • Principal will work with parents to provide updates of the planned meetings (and outcomes), as well as proposals. • Presentations at Parents Association meetings. • Presentations at high level meetings. • Meetings with project donors and contributors.
<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>N/A</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"> • Attend ongoing meetings with team members, politicians, District 21 Superintendent and community members to discuss and finalize building plans. • Borough President, Marty Markowitz – August 24th • Meet with “Friends of The Edible Schoolyard” (donors) beginning September 22nd, which will be ongoing. • Community Board 15 – September 29th • Christine Quinn, Council Speaker – October 1st • October 8th meeting with Marcel van Ooyen, Director of Open Space Greening/Council of the Environment of NYC (cenyc), Gerard Lordahl (cenyc); Jeffrey Shear, TWEED; Lorraine Grillo, SCA; Megan Sheekey, Mayor’s Fund; Jenny Sharfsein, Mayor’s Fund; Brian Ellner, DOE TWEED • Attend ongoing (evening) meetings related to fundraising and political support. • Meet with staff members during lunch and after school to discuss an interdisciplinary curriculum that would best support work in the classroom and the garden. • Work with coordinator of environment studies at Teachers College, Columbia. • Work with Alice Waters and her staff from the Chez Panisse Foundation, Berkeley, California • Attendance sheets, emails • Parent notification (ongoing)

Subject/Area (where relevant): 2. Alphabet letter/symbol recognition and sounds

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase Kindergarten students’ knowledge of alphabet letter/symbol recognition and their related sounds. During the 2009-2010 school year, kindergarten students will demonstrate 70% accuracy in their ability to identify (consonant) alphabet letter symbols and related sounds in isolation and in their leveled reading books.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Staff Funding</p> <ul style="list-style-type: none"> • Kindergarten teaching staff: Tax Levy Fair Student Funding, EGCSR Federal, TL Temporary 2010 Shortfall Teachers College Total cost for staff – Title 1 Schoolwide Programs \$33,600 – estimated cost for kindergarten teacher \$6,000 • Literacy Coach: Title1 Schoolwide Programs 50%, ARRA 50% <p>Scheduling</p> <ul style="list-style-type: none"> • Kindergarten teachers schedule a daily period for word work and a period for reading and writing (90 minute block). • Gradewide implementation of the Orton Gillingham approach to teach word work (multi-sensory approach to teach reading). • The two new kindergarten teachers on the grade receives a full week of training and are provided with a half day classroom support for one year to become proficient in using the Orton-Gillingham multisensory method to teach alphabet name and letter sounds to support word attack skills, reading, writing and spelling (paid for by Parents Association). • Kindergarten teachers receive grade appropriate professional development from Columbia, Teachers’ College staff developers. Collaboratively, they focus on word work, targeted charts, beginning reading goals and expectations to move towards independent reading. Conferencing, assessment practices, shared reading and writing workshops are planned during Teachers’ College grade planning meetings and lab sites. • Additional calendar days are planned for teachers to receive professional development/workshop sessions from staff at Teachers’ College, Manhattan. • Allocations for substitute teachers for staff attending Teachers’ College (Funding: TL Fair Student Funding) • Make professional books and Teachers’ College Units of Study resources available to support related instructional strategies. • Provide appropriate leveled classroom libraries to meet benchmarks. • Allocate common planning time to meet with literacy coach and colleagues for support and collaboration. • Daily small group and/or individual differentiated instruction is a schoolwide bottom line. • Students in need receive support during extended day time 371/2 minutes. • Individual students reading and writing conferences are ongoing. • Shared Reading/Read Alouds • Shared Writing • Interactive Reading • Interactive Writing • Student Homework Assignments
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budgeting</p> <ul style="list-style-type: none"> • Kindergarten teaching staff: Tax Levy Fair Student Funding, EGCSR Federal, TL Temporary 2010 Shortfall Teachers College Total cost for staff – Title 1 Schoolwide Programs \$33,600 – estimated cost for kindergarten teacher \$6,000 • Reading Reform (Orton) \$5,000 – paid for by Parent Association

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers College Assessments ECLAS Running Records Demonstrated increased spelling accuracy Demonstrated increased reading accuracy</p> <ul style="list-style-type: none"> • Teachers' conference notes • Sight word recognition • Walk through – Class visits • Student Notebooks • Benchmarks – as established in Monitoring for Results • Parent/Teacher Conferences (parent input) • Progress indicated by students ability to move to a more advanced reading level • Richer partner talk • Meeting Kindergarten Target Reading Levels A-B
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3. Use of student data to provide differentiated instructional strategies to support student learning.

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of teachers who utilize ongoing, multifarious data to provide differentiated instruction. During the 2009-2010 school year, 60% of the teaching staff will demonstrate differentiated instructional strategies through the use of multiple inquiry resources in ELA and Math as evidenced during both classroom observations and informal walkthroughs.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Devote a segment of monthly grade conferences to study current student data with the use of the inquiry process. These include: teacher teams, examination of student work, data analysis, examination of instructional strategies and student goals. • Professional Development to support differentiated instruction – Teachers' College staff developer, Literacy Coach, Data Team (2 teachers, Principal, Assistant Principal) - funding per session TL First Inquiry • Study of Periodic Assessment results, literacy/writing, student conference notes.

	<ul style="list-style-type: none"> • Formal/Informal Observations/Walkthroughs • Viewing lesson plans • 1:1 conferences with 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>Teaching Staff funding: TL Fair Student Funding, EGCSR Federal, TL Temporary 2010 Shortfall Data Team (2 teachers, Principal, Assistant Principal) – funding per session TL First Inquiry</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"> • Agendas from Inquiry Team Meetings, Faculty Conferences, Grade Conferences • Teacher teams, analysis of data, student assessment results, exploration of available intervention and enrichment • Formal observations, walkthroughs • Feedback from pre-observation meetings, post observation conferences and walkthroughs • Individual class/student goals • Kid Watching and Inquiry with students • Teachers' conference notes 1:1 with students • Professional Development days at Teachers' College

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	11	N/A	N/A	2	4	2	
1	11	23	N/A	N/A		1	1	3
2	24	29	N/A	N/A	4		1	1
3	44	35	N/A	N/A	2	1	1	4
4	23	23	28	15			1	1
5	19	17		62	3	1		1
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	All students K-3 – Orton Gillingham – during school day Small group – Wilson – school day Afterschool – at risk – grades 3-5 37 ½ minutes – grades K-5
Mathematics:	Afterschool – at risk – grades 3-5 37 ½ minutes – grades K-5
Science:	Afterschool – at risk – grade 4 37 ½ minutes – grade 4
Social Studies:	Afterschool – Small group and individual sessions – grade 5 37 ½ minutes – grades 4 and 5
At-risk Services Provided by the Guidance Counselor:	Small group and individual counseling
At-risk Services Provided by the School Psychologist:	Small group and individual counseling
At-risk Services Provided by the Social Worker:	Small group and individual counseling
At-risk Health-related Services:	Small group and individual counseling

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.

THE ARTURO TOSCANINI SCHOOL
PUBLIC SCHOOL 216
350 AVENUE X
BROOKLYN, NEW YORK 11223

Celia Kaplinsky, Principal

Susan glazer, assistant principal

Part A. Language Allocation Policy

P.S. 216, in District 21/ISI, is located at 350 Avenue X in the Gravesend section of Brooklyn, New York. The school's Principal - Celia Kaplinsky, Assistant Principal – Susan Glazer, along with ELL teacher - Michele Tancredi and Special Ed/ELL/AIS teacher - Victoria Carrieri, UFT Reading Coach – Geri Lasher, Funded Reading Teacher/Data Specialist - Marianne DiLauro, SETSS Teacher - Donna Katz and Parent Coordinator – Helene Selter, work together to provide ELL students and their parents with the required information in their native home language.

School Demographics

The total number of students attending P.S. 216 for the school year 2009-2010 is 460. The total number of ELL students within P.S. 216 for the current school year 2009-2010 is 76. The ELL students make up 16.5% of the total school population.

Steps Taken to Annually Evaluate ELLs

The ELL teachers work throughout the year with ELL students to help prepare them for the NYSESLAT. Along with the Empire State NYSESLAT Prep Book, Rigby Leveled Books, the ELL teacher's instruction is focused on the four modalities: listening, speaking, reading and writing.

ELL Identification Process

When a parent first enrolls at P.S. 216, an ELL teacher or administrator is alerted. Home language is discussed and a Home Language Survey is given to the parent in the language of their choice. A translator is made available, if needed, in Russian, Arabic, Spanish and Italian to offer assistance.

After an informal interview and review of the Home Language Survey, it is decided if the child will be LAB tested. LAB testing is done within the child's first ten days of school by the ELL teachers.

To ensure that parents understand all three program choices being offered (Transitional Bilingual, Dual Language and Freestanding ESL) an orientation meeting is conducted in the fall and periodically as needed. At this meeting, program information and requirements (in native languages) via NYC-DVD is provided on an as-need basis. Translators, along with interpreters, are available to assist parents. P.S. 216's Parent Coordinator, Helene Selter, attends all meetings and is available to assist all ELL parents to provide them with informative materials and resources in their native language. If parents do not attend this meeting, follow up letters and phone calls are made by ELL

teachers and parent coordinator to ensure their knowledge of choice of placement for their child.

To help keep track of returned parental program forms, ELL teachers keep a file/book of entitled students which shows Home Language Survey and their parent’s choice of instructional program upon receipt.

To help build alignment between parental choice and program offering, the parent is made aware that P.S. 216 at this time only offers freestanding ESL as a program choice. Parents are informed of transfers available if they wish their child to be instructed in either Dual Language or Transitional Bilingual Programs. P.S. 216 offers assistance to find a placement if a program is not offered at our site.

ELL Demographics

The following is the number of students in ESL push-in/pull-out by grade.

	Pull-Out	Push In
Kindergarten	24	12
1 st Grade	21	0
2 nd Grade	11	0
3 rd Grade	9	0
4 th Grade	4	0
5 th Grade	7	0

The total number of ELLs attending P.S. 216 are 75. At this time, there are no SIFE students.

We have a total of 65 students who are newcomers (0-3 years). There are 10 students who have been in ESL for 4-6 years. Only 2 ELL students are in CTT-Special Education classes. At this time, we do not have any long term ELLs.

ELL by Subgroups

	<u>0-3 Years</u>			<u>4-6 Years</u>			<u>Long Term</u>		
	<u>0-3</u>	<u>SIFE</u>	<u>SPED</u>	<u>ALL</u>	<u>SIFE</u>	<u>SPED</u>	<u>ALL</u>	<u>SIFE</u>	<u>SPED</u>
TBE	0	0	0	0	0	0	0	0	0
Dual L	0	0	0	0	0	0	0	0	0
ESL	65	0	1	10	0	1	0	0	0
<i>Total</i>	65	0	1	10	0	1	0	0	0

Total 75

Breakdown of ELLs by Grade and Language

	<u>Kindergarten</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>
Spanish	5	2	4	1	1	3
Chinese	2	1	1		2	
Russian	8	13	4	4		2
Urdu	4	3	1			2
Arabic	2	1	2	2		
Polish				1		
Albanian	1	1				
Other	1				1	
<i>Total</i>	23	21	11	9	4	7

Total 75

Instruction

Pull-out is the main organizational model; however push-in is often used when necessary with all instruction given in English only.

The program model is homogeneous, in which ELL students are grouped according to their proficiency level. Advanced students are grouped together, and receive 180 minutes of mandated instruction per week. (No more than 2 continuous grades are placed in a group.)

Intermediate and beginners are grouped together receiving 360 minutes per week of mandated instruction. (No more than 2 continuous grades are placed in a group.) The scores of the LAB-R and NYSESLAT are reviewed and students are placed in appropriate levels.

Instructional methods used to instruct ELL students so they reach success are the ESL strategies: These include cooperative learning, scaffolding, think-pair-share, novel ideas and graphic organizers, etc. These strategies help facilitate language and learning. ESL teachers have completed the Q-Tel training, receive instruction through Teachers College Reading/Writing Workshop Model and differentiated instruction. The classroom and ELL teachers articulate both verbally and in written form to provide maximum individualized learning instruction to help meet student proficiency.

Regarding differentiated instruction for sub groups; long term ELLs, newcomers and ELLs with special needs - PS 216 provides AIS (Academic Intervention Services) which is small group instruction along with 37 ½ minutes Extended Day to support their needs. In addition, the students attend the Title III Afterschool program and receive intense instruction for one period weekly with the funded reading teacher. During these sessions they learn for literacy and ELA test preparation. All ELLs reaching proficiency on the NYSESLAT are provided continuing transitional support by the funded literacy teacher.

Children who are transitional English Language Learners are eligible for funded reading services four periods each week. The funded reading program supports the classroom

environment with small group differentiated instruction. Our goal is to help improve fluency, reading ability, comprehension and a love for reading.

ELL teachers work with the SETSS (Special Education Support Service) and CTT (Co-Integrated Teaching) teachers to ensure that the ELL child with special needs receives instruction with a focus on auditory, visual or tactile, kinesthetic modalities. In addition, accommodations and modifications are used so that the ELL student with special needs is prepared to participate in identical school activities with their peers.

For Newcomers, SIFE, Long Term ELL and ELLs with special needs the SETSS teacher includes reading strategies such as those used in the reading reform (Orton Gillingham multisensory approach, as well as the Wilson Reading Program).

Intervention

An ELL afterschool program is offered to all ELL for language support including intervention in content area subjects.

In addition to our afterschool program, the ELLs attend 37 ½ minute Extended Day for targeted intervention.

New Programs/Improvements

Our newly opened Robin Hood Library exposes students to materials in which they can utilize the skills and strategies presented in the ELL classroom.

Activities

ELL students are encouraged to join the many activities offered at P.S. 216 such as Dance, Orchestra, Band, Chorus and Peer Mediation.

Resources and Support

Instructional materials used to support ELLs are as follows: Rigby: On Our Way to English – includes leveled books, reading strategy cards, assessment handbooks , graphic organizers, DVDs and charts which correspond with books being used. A newcomer and assessment kit is also used.

Level Library books are also used for independent and guided reading. A Listening Center using head phones, cassettes, CDs and books provide enrichment and support in the area of listening. ELL teachers also have Laptops in their classroom with access to Smart Boards and individual Laptops for students. The Rosetta Stone Program is available to ELL newcomers.

Native language support is provided through bilingual dictionaries. We have Russian, Arabic and Spanish libraries available for native language support. ELL personnel attend Professional Development Workshops as scheduled. To support ELLs age and grade level, some of our resources include high interest, low level reading materials.

In our Freestanding ESL model we use 10% native language usage/support.

The ELL teacher works with the classroom teacher to supplement and support instruction in the content area. ELL teachers implement skills and strategies that are specific and necessary for non-fiction comprehension, as well as elements of non-fiction books and materials.

Staff Development

Staff members are encouraged to attend workshops offered through our SSO. Staff Development is provided to staff during grade conferences, faculty conferences, lunch and learns and other designated professional days i.e. Election Day. These workshops are facilitated by ELL experts and staff and incorporates multifarious topics to support and guide classroom teachers on the use of ELL strategies in the classroom. We focus on a variety of topics which include: instruction in the use of the 4 modalities (listening, speaking, reading and writing) conferencing with students to support reading/writing; differentiated instruction (1:1 and small group); ELL with special education needs. Professional development is provided by Puppetry in Practice staff and artists to early childhood grade teachers in order to facilitate improved conversation and language fluency.

Support

Support is provided to staff to assist ELLs as they transition from elementary to middle school with Professional Development received from Teachers College. Children are given numerous opportunities to work collaboratively with other children (ELLs are partnered with non-ELLs). In addition, students have opportunities to discuss and share segments of interest from books. (Books they've read or are reading)

Written support is provided within the Writers' Workshop. Studies are provided with a partner to provide support with proper usage and grammar.

Parent Involvement

Helene Selter, P.S. 216's Parent Coordinator, attends all meetings and makes herself available to all ELL parents with specific materials and resources. A community based organization, the Shorefront Y, funds an Adult Program to help parents learn English as a Second Language. Parents are provided with English instruction and participate in hands-on projects once a week.

Parents are encouraged to express their wants and needs for future events.

Assessment Analysis

The following are the NYSESLAT proficiency results (and LAB-R for new admits) by grade.

In **Kindergarten** the LAB-R was administered and the levels and numbers are as follows:

Beginners	11
Advanced	12
Intermediate	<u>0</u>
<i>Total</i>	23

In **Grade 1**, the levels and numbers are as follows:

Beginners 8
 Intermediate 7
 Advanced 6
Total 21

In **Grade 2**, the levels and numbers are as follows:

Beginners 1
 Intermediate 4
 Advanced 6
Total 11

In **Grade 3**, the levels and numbers are as follows:

Beginners 2
 Intermediate 2
 Advanced 5
Total 9

In **Grade 4**, the levels and numbers are as follows:

Beginners 0
 Intermediate 2
 Advanced 2
Total 4

In **Grade 5**, the levels and numbers are as follows:

Beginners 2
 Intermediate 1
 Advanced 4
Total 7

NYSESLAT Modality Analysis – 2009

<u>Modality</u>	<u>Proficiency Level</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Listening/Speaking	B	1	0	0	0		
	I	2	1	2	1	1	
	A	9	6	1	1		
	P	6	2	6	1	1	
Reading/Writing	B	6		2	0		
	I	7	3	2	1	1	
	A	4	5	4	2	4	
	P	1	1	0	0		

Data

Results of the NYSESLAT/LAB-R Assessments are posted on ARIS. We see the largest group of ELLs in Kindergarten at the beginning and advanced level of proficiency.

In **Kindergarten** the strengths are in the modalities of listening/speaking. Most of the children scored advanced or proficient. They appear to have a weakness in the modalities of reading/writing: The majority of the children scored in the beginning and intermediate level.

In **Grade 1**, the area of strength is in the listening/speaking modality. The majority falls in the advanced level with 2 proficient.

The area of weakness in grade 1 is in the reading/writing modalities. The majority of children fall in the intermediate and advanced levels.

In **2nd grade**, their areas of strength is in listening/speaking modality with 6 proficient, 1 advanced and 2 intermediate

The areas of weakness in grade 2 fall in the reading/writing modalities with no students scoring at the proficient level and 4 children scoring at advanced level with 2 beginners and 2 intermediates.

In **3rd grade**, no major strengths or weakness was evident.

In **4th grade**, the area of strength is listening/speaking with 4 proficient and 1 intermediate. In reading/writing, there are 4 advanced and 1 intermediate.

As in former years, the number of ELL students has decreased significantly by the 5th grade, with the largest number of students in the advanced level of proficiency.

It is evident from the NYSESLAT Modality Analysis that our ELLs perform significantly, better in the modalities of Listening/Speaking than Reading/Writing.

Therefore, during instruction, we stress the skills necessary to increase reading and writing proficiency, using differentiated small group and 1:1 instruction. To support reading and writing instruction word work will be implemented. Articulation and collaboration between ELL and classroom teachers will be ongoing as a means of further differentiating instruction.

There is not sufficient information to provide accurate data as to how ELLs perform in tests taken in English as compared to those taken in their native language.

The results of the ELL Periodic Assessments are shared with School Leadership and classroom teachers. Teachers use the results of assessment to provide 1:1 and small group differentiated instruction to support instruction provided by ELL teachers.

From the Periodic Assessment, we are learning the strengths and weaknesses of the ELL students in each grade and across grades.

The success of the P.S 216 program for ELL student is evident in the percentage of students that move up in levels of proficiency.

NYS ELA - 2009

<u>Grade</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Total</u>
3	0	1	3	0	4
4	1	5	3	0	9
5	0	6	3	0	9

NYS Math

<u>Grade</u>	<u>Level 1</u>		<u>Level 2</u>		<u>Level 3</u>		<u>Level 4</u>		<u>Total</u>
	Eng	NL	ENG	NL	ENG	NL	ENG	NL	
3	0	0	2	2	4	0	0	0	8
4	0	0	1	0	9	1	0	0	11
5	1	0	2	0	6	1	1	0	11

NYS Science

<u>Grade</u>	<u>Level 1</u>		<u>Level 2</u>		<u>Level 3</u>		<u>Level 4</u>		<u>Total</u>
	Eng	NL	ENG	NL	ENG	NL	ENG	NL	
4	0	0	4	1	4	0	1	0	10

NYS Social Studies

<u>Grade</u>	<u>Level 1</u>		<u>Level 2</u>		<u>Level 3</u>		<u>Level 4</u>		<u>Total</u>
	Eng	NL	ENG	NL	ENG	NL	ENG	NL	
5	5	0	0	0	4	0	0	0	9

To assess the early literacy skills of our ELLs, we use ECLAS2 and running records. These assessments provide the teacher with data regarding decoding, reading comprehension and oral expression. In listening and writing, it provides information in comprehension, writing expression and writing development.

This data is used to plan literacy instruction, both whole and small group (differentiated instruction).

Filename: 21K216 Language Allocation Policy 2009-10_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K216
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: Language Allocation Policy
Subject:
Author: DOE
Keywords:
Comments:
Creation Date: 10/16/2009 3:14:00 PM
Change Number: 15
Last Saved On: 3/8/2010 3:53:00 PM
Last Saved By: partha
Total Editing Time: 215 Minutes
Last Printed On: 3/8/2010 3:54:00 PM
As of Last Complete Printing
Number of Pages: 8
Number of Words: 2,341 (approx.)
Number of Characters: 13,348 (approx.)

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: 45 LEP 0 Non-LEP
Number of Teachers 2 Other Staff (Specify) Supervisor, Secretary

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

P.S. 216 provides a supplemental Title 111 Afterschool program to our ELL students. It will begin on November 17, 2009 for approximately 21 weeks, twice each week, for 42 sessions (2 hours per session).

The goal of this ESL Extended Day Program is to provide instruction through supplemental services to foster conversation, word work and standards based lessons that will enhance the students' acquisition of English language skills. The program incorporates reading and writing skills and strategies in a small group or 1:1 setting based on specific student needs and goals.

The program is open to all ELL students from grades 1-5. Students are grouped by grade and levels of proficiency (beginner, intermediate and advanced) based on the NYSESLAT scores. The rationale for the program is to provide supplemental services to students who will benefit from additional time to support their acquisitions in all areas of English language development. The students receive instruction in all academic areas so they can achieve New York State Standards. Socialization skills, coupled with academics and language enhancement, support student learning and achievement. Teachers are provided with leveled library books in all genres, fiction and non fiction, as well as other supplemental teaching materials. Assessments used to determine the success of the program include: checklists, informal observations, running records and student work folders.

A supervisor is needed at all times when students are in the building to ensure their safety and well being. The ELL Title 111 program is the only program being offered on 2 designated days. An ESL teacher will support ELL's in the Title 111 program that the common branch teachers service. Puppetry in Practice supports ELL children as well as non-mandated students in our early childhood classes. This program utilizes storyboarding, improvisation and puppet drama to create and share performances. The creation of a puppet theater and the retelling of stories through visual and performing arts offer numerous ways to express ideas.

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.

Staff development is offered to teachers during grade conferences, faculty conferences and other designated periods throughout the school year. These workshops are facilitated by ELL teachers and other personnel. We focus on a variety of topics which include: instruction in the use of the 4 modalities (listening, speaking, reading, writing); conferencing with students to support reading/writing; differentiated instruction 1:1 and small group; ELLs with special education needs. Professional Development is also provided from Puppetry In Practice staff and artists to early childhood grade teachers in order to facilitate improved conversation and language fluency.

Form TIII – A (1)(b)

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 21K/ISI	School P.S 216
Principal Celia Kaplinsky	Assistant Principal Susan Glazer
Coach Geri Lasher– Reading	Coach
Teacher/Subject Area Michelle Tancredi– ESL	Guidance Counselor
Teacher/Subject Area Victoria Carrieri–Spec.Ed/ESL	Parent
Teacher/Subject Area Marianne DiLauro– FundedReading	Parent Coordinator Helene Selter
Related Service Provider Donna Katz–SETTS	SAF
Network Leader Wendy Karp	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		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	460	Total Number of ELLs	76	ELLs as Share of Total Student Population (%)	16.52%
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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.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part 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 (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained	24	21	11	9	4	7				76
Push-In	12									12
Total	36	21	11	9	4	7	0	0	0	88

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	65	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

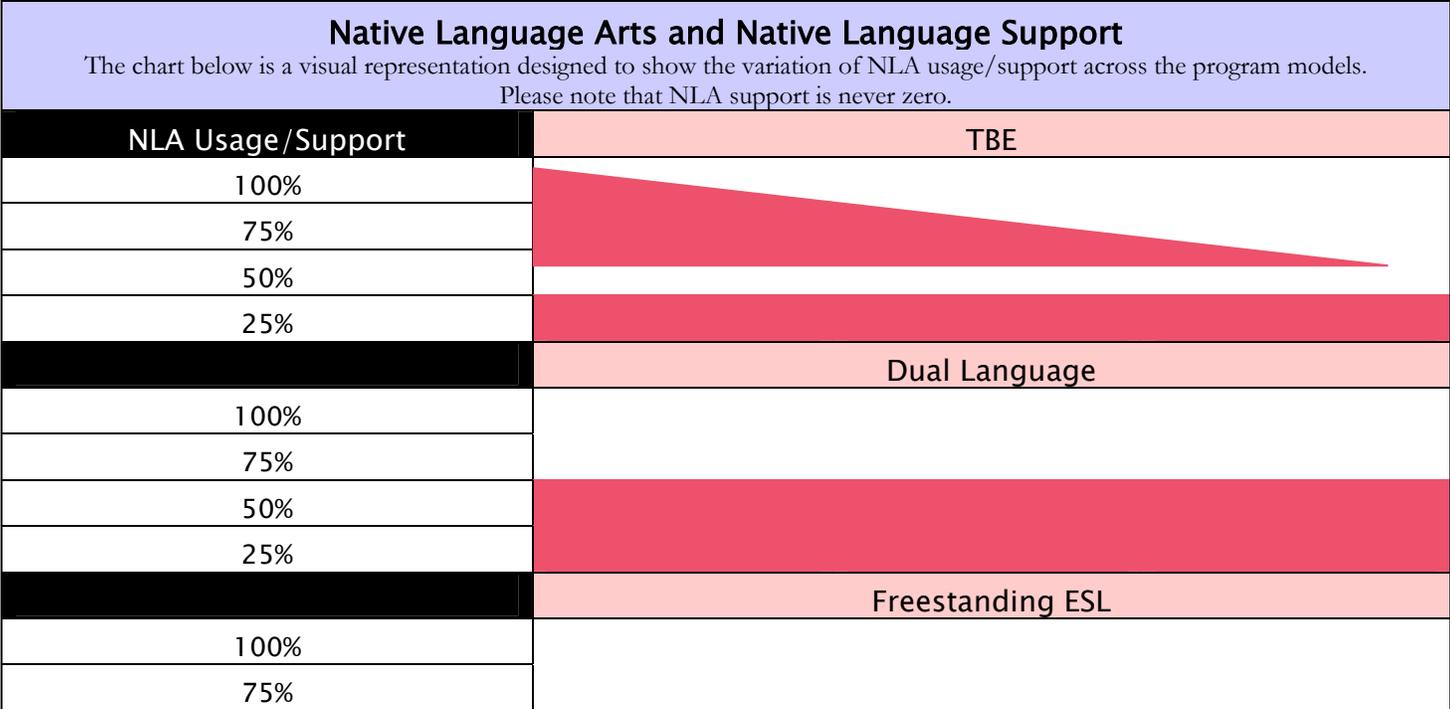
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	5	2	4	1	1	3				16
Chinese	2	1	1	0	2	0				6
Russian	8	13	4	4	0	2				31
Bengali										0
Urdu	4	3	1	0	0	2				10
Arabic	2	1	2	2	0	0				7
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish	0	0	0	1	0	0				1
Albanian	1	1	0	0	0	0				2
Other	1	0	0	0	1	1				3

Programming and Scheduling Information										
TOTAL	23	21	12	8	4	8	0	0	0	76

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			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- 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)	11	8	1	2	0	3				25
Intermediate(I)	0	7	4	2	2	1				16

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	4	1	4	0	1	0	10
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5	0	0	0	4	0	0	0	9
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?

- c. How are EPs performing on State and City Assessments?
6. 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)
Susan Glazer	Assistant Principal		
Helene Selter	Parent Coordinator		
Michelle Tancredi	ESL Teacher		
	Parent		
Victoria Carrieri/Spec. ED/ESL/AIS	Teacher/Subject Area		
Marianne DiLauro- Funded Reading	Teacher/Subject Area		
Geri Lasher-UFT Teacher's Center	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Donna Katz-SETTS	Other		

	Other		

Signatures

School Principal

Date 1/11/10

Community Superintendent

Date

Reviewed by ELL Compliance and Performance Specialist

Date

Filename: 21K216 LAPK 2009-10_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K216
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 1/11/2010 9:25:00 AM
Change Number: 2
Last Saved On: 1/11/2010 9:25:00 AM
Last Saved By: DOE
Total Editing Time: 1 Minute
Last Printed On: 3/8/2010 3:55:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,820 (approx.)
Number of Characters: 33,177 (approx.)

School: P.S. 216 BEDS Code: 332100010216

**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	\$12,463.18	164 hours of per session for ELL and General Ed teacher to support ELL Students: 164 hours x \$49.89 (per session with fringe) = \$8,181.96/ 1 supervisor at 164 hours at \$52.21(per session with fringe) = \$4,281.22
Purchased services - High quality staff and curriculum development contracts.	\$2,250.00	Puppetry in Practice Puppetry in Practice supports ELL children as well as non-mandated students in our early childhood classes. This program utilizes storyboarding, improvisation and puppet drams to create and share puppet performances.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$286.82	Books on Tape Leveled Books
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

A language breakdown analysis using ATS was made to ascertain the ethnicity and language needs based on Home Language Survey forms for the total school population. The following student dominant language information was found:

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.

We found a definite need for translation services and will continue to monitor and provide these services on an as need basis. The Parent Coordinator, Helene Selter, is sensitive to the language needs of the community and is able to respond to most parent needs. ELL parents are provided with appropriate translations of all written correspondence in the following manner:

- Notices are distributed in all native languages
- Phone calls are made to parents
- Translators are present and/or available during parent workshops
- Translators are present during all school meetings
- Signs in all languages are posted in the front lobby of the building as well as outside the main office indicating that interpreters and translations in all languages are available to support and meet the needs of all parents.

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.

The agendas, minutes, dialogue of meetings and conferences are also translated. In addition, the translators will be present at meetings to translate and communicate with parents concerning the information in written documents that may be distributed during that time. Parent volunteers are available to offer assistance as needed. Parents are also encouraged to bring a friend and/or family member to translate unfamiliar languages.

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

The available translators (3 paras from our staff) are used to provide Russian, Spanish and Arabic oral and written translations for distribution of notices and meetings. When needed, other translators addressing the major languages spoken will also be engaged free of charge from the Department of Education to service our staff or parents. Vendors are used for IEP purposes. Budgeting is provided for these services.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

As a means of fulfilling Chancellor's Regulation A-633, the school will comply with translations in the dominant languages. The school will post notification of the location where translated documents can be found (the main entrance and outside the main office). The school provides written notification of parental rights as well as how parents may obtain translation and interpretation services.

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10: Title1 SWP	306,792	150,870	457,662
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,068		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,508	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	53,968		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		7,543	
6. Enter the anticipated 10% set-aside for Professional Development:	30,679		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		15,087	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
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.

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

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

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

TITLE 1 – SCHOOL PARENTAL INVOLVEMENT POLICY 2009-2010

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

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

3. **P.S. 216** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - The new Robin Hood Library will help support classroom instruction with the use of book collections and state of the art technology.
 - Computer instruction will be provided to parents (if requested) to enable them to better assist their children.
 - Parent workshops to familiarize parents concerning standardized tests, Acuity Assessments, ECLAS2 and test taking techniques will be provided.

- Parents will be invited to attend School Teas (September) in every class to hear first hand about the curriculum and specific requirement for their child. Question/Answer period will follow.
4. **P.S. 216** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - Pre-K parents will participate in workshops to help prepare their children for kindergarten.
 - ESL Programs, Orton-Gillingham, New Standards (What parents need to know about reading and writing, literacy in kindergarten through 3rd grade) and Wilson Programs will be discussed and demonstrated.

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

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

 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - **Parents will be provided with the Standards of Learning – what their child is expected to learn and be able to do. They will be informed about what is needed to meet the Standards and how a work product should look.**

- **Parents will be advised of the marking (grading) procedures and the levels of achievement (levels 1-4).**
 - **Via parent workshops conducted by the Parent Coordinator, funded teachers, classroom teachers, parents will be trained on how to work with their child at home; e.g. what questions to ask when reading with their child.**
 - **Parents will receive suggestions on how best to monitor their child's sleep, diet, exercise and recreational routines; e.g. TV. viewing impacts on their learning.**
 - **Parents will be informed of community resources that are available to support their child's success in school; e.g. library hours and services, historical and cultural sites, health related agencies.**
 - **Parents will be informed of the Department of Education's websites concerning curriculum, assessments, school report cards, etc.**
- c. The school will, with the assistance of the principal and assistant principal, educate its teachers, pupil services personnel and other staff, how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- **Teachers will be trained in methods of parent outreach – progress reports about their child's performance, meeting and phone conferences in a timely manner to work with parents and address parents' concerns.**
 - **Teachers will be trained in the preparation of report cards – commentary, positive reinforcements and constructive recommendations. Teachers will be trained on how to conduct parent/teacher conferences and the work samples and products to evidence achievement and progress.**
 - **The Parent Coordinator will attend workshops to inform her of community services and parenting strategies to be shared with parents.**
 - **Parents will play an active role on the Leadership Team and its sub committees.**
 - **Parents will provide input and assist with the preparation of the CEP.**
 - **Parents will be invited to participate in the school's volunteer program.**
 - **The activities and support provided by the PA will be celebrated and shared with the school staff via the PA Bulletin Board and PA Announcements.**
 - **Fundraisers conducted by the PA will enhance school programs.**
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- **Parents of our preschool program housed in P.S. 216 will be included in all of our school programs and activities.**
 - **Preschool parents will be provided with workshops to promote their understanding of a child's development and how to support that growth.**
 - **Our Parent Coordinator will maintain a Parent Resource Center with current bulletins, pamphlets and newsletters, to help parents become aware of important community events and services.**
 - **Our Robin Hood Library with its extended hours and services will provide convenient weekend and evening hours during which parents can participate in literacy and technology activities with their children.**

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:
- **All notices, letters, etc. will be sent in both English and a translated format whenever possible. Translators will be identified and utilized during parent workshops, conferences and meetings to promote communication.**
 - **Parents will receive guidelines for downloading and accessing the School Report Card information from the Department of Education’s website as well as their child’s Interim Assessment results.**
 - **Parents will receive the results from ECLAS2 and the State Assessments in printout format from the State.**

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

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

School Parental Involvement Policy Components

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

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

- To develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities
- To provide other reasonable support for parental involvement activities under section 1118 as parents may request.

The School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes during a PA Meeting with principal and assistant principal in attendance. This policy was adopted by **P.S. 216** on 9/30/09 and will be in effect for the period of 1 year.

P.S. 216, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

School-Parent Compact Provisions

School Responsibilities

P.S. 216 will:

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

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Notices are sent home with children re: meetings, conferences, events in both English and family's native language
 - Certified and regular mail services are utilized whenever necessary
 - Parent Coordinator, Aides, Family Assistants, Teachers, School Nurse, Social Worker, etc. calls parent when necessary (absence, classwork – behavior, health issues)
 - Parents are invited to Class Teas – in September to receive a comprehensive overview of their child's curriculum mandates and to meet teachers. Refreshments are served.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Staff is available to meet with parents during their preparation periods, and/or before or after official sessions begin
 - Staff makes phone calls as necessary – before or after school
 - Principal/Assistant Principal maintain open door policy to speak with parents as necessary
 - Parent Coordinator has been provided with a cell phone and calls parents as is necessary
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents expressing a desire to volunteer in a classroom is provided with a planned orientation and a conference to acquaint them with the specifics; i.e. safety and welfare of students
 - Parents are invited to all classroom and schoolwide performances
 - Two weeks (Open School) are set aside for parents to visit and/or observe classrooms
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - Principal meets with Parent Advisory Board once each month to address and discuss upcoming events, concerns, and share important information
 - Supervisors attend all PA Meetings and events throughout the year to listen, participate, support parents and share schoolwide events
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - Schoolwide Program Plan is discussed at School Leadership Meetings, PPL Meetings and with PA President
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students).
 - The supervisors attend monthly Parent Association meetings and discuss Title 1 issues with the parent body and Title 1 subcommittee
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 - Information is provided through notices in English and the native language of the family. Phone calls are made as is necessary
 - Website availability

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

Parent Responsibilities

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

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

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 30 minutes every day outside of school time.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Give proper respect to my teachers and all adults who teach me and provide me with a standard setting education.
- Treat school property, materials, books and all persons with the proper respect.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Pages 10-13, 16-17, 19-34
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
Pages 5-6, 10-13, 16-17, 19
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. – **Pages 5-6, 9, 12-17, 19-22**
 - Help provide an enriched and accelerated curriculum. **Pages 5-6,9 (made AYP in each subject), 10-17, 19-24**
 - Meet the educational needs of historically underserved populations. **Pages 5-9, 12-17, 19-34**
 - 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.
Pages 5-17, 19-25
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
100% of the PS216 staff is highly qualified
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - **Teachers receive scheduled in-house Professional Development from Teachers' College staff developers, view model lessons during reading/writing workshop**
 - **Teachers attend Teachers' College to further enhance their learning and increase their skills with professional development presented by Lucy Caulkins and other noteworthy presenters**

- Teachers attend workshops presented by the members of the ICI Team, Judith Chin, Chief Executive Officer, DOE, to further enhance their knowledge and skills in all curriculum areas i.e. math, science, etc.
- Teachers in grades K-3 receive in depth training in the Orton Gillingham approach (multi sensory) to teaching reading. They receive weekly support from a qualified staff developer for one full year.
- Teachers with areas of specialization and pupil service providers receive support and training to further enhance their work with children i.e. special education, ELL, psychologists, speech, OT, etc.
- New teachers receive support from mentors as mandated. Currently we do not have teachers in this category.
- Principal receives support during monthly scheduled meetings with network leaders and ICI team members, Judith Chin, Chief Executive Officer, DOE
- Principal attends scheduled monthly meeting at Teachers' College to further enhance knowledge and skills in all areas of literacy i.e. presentations, workshops etc.
- Parents receive ongoing support with regularly scheduled workshops presented by the Principal, staff, guest presenters in all areas pertaining to education, health, special opportunities etc.
- Adult English language classes are provided for our parents and community members.

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

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

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

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

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

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

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

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

Student difficulties are identified and based on the following:

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

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

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

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

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

- **Violence Prevention program**

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

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

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

Applicable x Not Applicable

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

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

- Balanced Literacy/Workshop Model follows Teachers' College Units of Study in Reading/Writing Workshop
- TC In-House Staff Developer demonstrates lessons (lab sites), conducts follow-up collaborative meetings with teachers and provides increased knowledge and scholarship in reading and writing craft.
- DATA – Use of predictive and acuity results to plan lessons
- Teacher-made reading/writing charts to reinforce mini lessons, skills and strategy instruction
- Informal/formal testing
- Progress as noted from student published writing
- Differentiated instruction
- Increased number of levels in all genre in each classroom library to support vast student abilities and interests
- Alignment of school library collections to enhance and support student needs
- Individual student laptops to encourage student research and investigation

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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.

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

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

Applicable Not Applicable

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

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

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

P.S. 216 incorporates the Workshop Model in all curriculum areas. This includes:

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

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

Applicable x Not Applicable

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

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

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

2B – Mathematics Instruction

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

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

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

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

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

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

Applicable x Not Applicable

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

Outstanding instructional practices evidenced by our teaching staff has helped us make marked progress on NYS Mathematics tests.

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.

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 is not relevant to P.S. 216. Teacher turnover has been limited to teachers who wish to retire.

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

Applicable x Not Applicable

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

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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

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

Applicable x Not Applicable

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

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

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

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

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

Applicable x Not Applicable

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

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

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

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

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

Applicable x Not Applicable

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

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

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

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

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

Please respond to the following questions for Key Finding 7:

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

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

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

Applicable Not Applicable

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

- IEP teacher, classroom teacher, support service providers and parents convene to discuss the success of the current IEP and changes to help child succeed in a less restrictive environment; i.e. self contained special education class to a CTT class or from a CTT class to a general education class
- PPT – Pupil Personnel Team meetings (School Based Support Team), general staff and supervisors meet to discuss issues relating to modifications, behavioral objectives and student needs. These meetings are reconvened monthly during which progress and further modifications are discussed.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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.)
2 students in Temporary Housing
2. Please describe the services you are planning to provide to the STH population.
Students in Temporary Housing receive the standard based education and resources similar to that of all children in PS216. Students in Temporary Housing participate in all arts programs (music, visual arts, dance), technology instruction and receive support services as needed.
Academic and educational support services
Counseling services
Parental involvement
Intervention programs
Data collection to assess their needs and progress
Students in Temporary Housing who do not have the resources for educational supplies and/or services are provided with all their needs.

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.

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