



**KENNEDY KING ELEMENTARY  
P.S. 219  
2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 18K219**

**ADDRESS: 1060 CLARKSON AVENUE, BKLYN, NY. 11212**

**TELEPHONE: 718-342-0493**

**FAX: 718-345-2065**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 219      **SCHOOL NAME:** The Kennedy King Elementary School

**SCHOOL ADDRESS:** 1060 Clarkson Avenue, Brooklyn, New York 11212

**SCHOOL TELEPHONE:** 718-342-0493      **FAX:** 718-345-3065

**SCHOOL CONTACT PERSON:** Winsome G. Smith      **EMAIL ADDRESS:** [WSmith4@schools.nyc.gov](mailto:WSmith4@schools.nyc.gov)

**POSITION/TITLE - PRINCIPAL**

**PRINT/TYPE NAME – WINSOME G. SMITH**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ellen Mandelberger

**PRINCIPAL:** Winsome G. Smith

**UFT CHAPTER LEADER:** Ellen Mandelberger

**PARENTS' ASSOCIATION PRESIDENT:** Karen McKoy

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

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

**DISTRICT:** 16      **SSO NAME:** Empowerment Network #16

**SSO NETWORK LEADER:** Sumita Kaufhold

**SUPERINTENDENT:** Beverly Wilkins

## 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
Winsome G. Smith	*Principal or Designee	
Ellen Mandelberger	*UFT Chapter Chairperson or Designee	
Karen Mckoy	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Taffie Phipps	Member/Parent	
Alisha Carthy	Member/Parent	
Arianna Allan	Member/Parent	
Andrea Gooden	Member/Parent	
Linda Garland	Member/Parent	
Debbie Wizel	Member/Teacher	
Heather Wisnowski	Member/Teacher	
Veronica Davis	Member/Teacher	

Tameeka Mitchell	Member/Parent	
Erika Jones	Member/Teacher	
Mellisa Sygapolho	Member/Teacher	
Brooke Frazier	Member/Parent	

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

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.

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P.S 219 stands as a perfect example of how a whole can become more than the sum of its parts.

Although we have a staff that varies widely in experience and cultural background, we share a common vision that focuses our efforts on improving student achievement.

Our shared experiences as a former S.U.R.R school have built a school culture around the joint responsibility of community and school to educate our children so that they may become productive members of society. Our motto, "Achieving Excellence" expresses this commitment and is representative of our culture.

Public School 219 is located in the East Flatbush section of Brooklyn, New York. The school has a population of 839 students. Grades 1-5 are housed in the main building located at 1060 Clarkson Avenue, and grades PK & K students are housed in the P.S. 219 Annex at 9517 Kings Highway. 92% of students who attend P.S. 219 are African American  
6.5% of students who attend P.S. 219 are Asian  
0.1% of students who attend P.S. 219 are Hispanic  
0.4% of students who attend P.S. 219 are White

Our school climate is collaborative and comprised of a dedicated community of learners. All members of the school community are actively involved with the education of our children. There are a number of active support programs based in our school which are designed to better address the individual needs of our students. There are organized Special Education classes in keeping with the New Continuum model of instruction. There is a free standing English Language Learners pull-out program which assists students whose primary language is other than English to adjust the school environment and meet the standards.

There is an on-site multi-media library which is fully automated. Students and parents may access resources via the internet and request the same to support independent studies and research. P.S. 219 students are immersed in technology through the use of the multi media center, availability of laptops, 2 fully equipped computer labs and SMART BOARDS technology. Students in grades PK & K participate in "Cookshop", a program which introduces them to cooking as an art and teaches about nutrition. P.S. 219 is developing a plan to expand this venture by forging partnerships with companies and culinary institutions with the end result of establishing 2 fully equipped home economics centers.

There are presently two science demonstration rooms which have been newly furnished. Science Clusters work with students and classroom teachers to augment the Science and ELA curriculum. Two (2) out of school time partnerships have been successfully executed with **University Settlement and the New York Junior Tennis League**. This program will operate after school and during holidays. There is a strong family component where family members are expected to support the students in their endeavors.

P.S. 219 is proud of its ever expanding Arts Program. Students participate in ballet, opera, visual arts, music (keyboard and theory of music), and violin. There are many residencies including, Native American Studies and architecture. A newly formed intergenerational chorus performs at Senior Citizens residencies and nursing homes.

All our staff members are highly qualified and seek to improve their pedagogy by attending citywide, national and international conferences. They return to the school where they hone their skills and share strategies with colleagues. Cohorts of staff members have been trained in the **Gifted and Talented** approaches/methodologies. Here at P.S. 219, we believe all the children are gifted and talented. It behooves us therefore, to identify areas of strengths and help children in developing the same.

P.S. 219 currently has two (2) foreign language classes (Italian and Spanish). Teachers are involved in planning of trips to Italy and Costa Rica for these students along with visits to restaurants, places of cultural interest and shows to showcase talent. The plan is to introduce a third language (Mandarin) in the 2010-2011 school year. The P.S. 219 community is committed to excellence. The school received a score of "A" on the 2006-2007 Progress Report and a score of "B" on the 2007-2008 Progress Report and a score of "A" on the 2008-2009 Progress Report. The school received a score of "Well developed" on the Quality Review. To this end, the entire community will continue its efforts to realize the school's overarching three (3) goals, i.e., Engaging Students in Learning, Assessing Learning, & Developing as Professionals. We will continue to engage in meaningful conversations aimed at not only sustaining current progress, but with an eye to ever moving forward and upward, thus, reflecting our motto, "Achieving Excellence."

## 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									
<b>School Name:</b>		P.S. 219 Kennedy-King							
<b>District:</b>		18	<b>DBN:</b>	18K219	<b>School BEDS Code:</b>		331800010219		
DEMOGRAPHICS									
<b>Grades Served:</b>	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended :				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09		
Pre-K	36	36	26		92.0	91.7	93.0		
Kindergarten	111	113	113						
Grade 1	164	132	137						
Grade 2	159	144	128						
Grade 3	154	138	148						
Grade 4	129	138	148						
Grade 5	154	109	124						
Grade 6	0	0	0						
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0						
Grade 10	0	0	0						
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	0	1	3						
Total	907	827	827						
Student Stability - % of Enrollment :					Poverty Rate - % of Enrollment :				
				<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
					91.4	89.2	87.4		
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
					84.0	74.1	77.4		
Students in Temporary Housing - Total Number :					Recent Immigrants - Total Number :				
				<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
					10	12	23		
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
					3	0	1		
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
# in Self-Contained Classes	42	35	49	Principal Suspensions	33	27	29		
# in Collaborative Team Teaching (CTT) Classes	13	13	9	Superintendent Suspensions	30	17	20		
Number all others	53	59	59						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
					0	0	0		
					0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	29	33	19	Number of Teachers	65	66	64		

**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	1	0	0	Number of Administrators and Other Professionals	10	18	19
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	1
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.8	80.3	79.7
				% more than 5 years teaching anywhere	69.2	74.2	70.3
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		88.0	88.0	89.0
American Indian or Alaska Native	0.2	0.1	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	92.3	92.9	93.2				
Hispanic or Latino	7.1	6.5	5.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.1	0.5				
White	0.2	0.4	0.4				
<b>Male</b>	50.9	48.7	51.9				
<b>Female</b>	49.1	51.3	48.1				
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							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	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**

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

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			
Hispanic or Latino		-	-	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White							
<b>Other Groups</b>							
Students with Disabilities		√SH	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		4	4	3	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	83.8			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	8.7			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:	20.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	51.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	3.8						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				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 needs assessment was conducted by examining data provided through various sources. Data was collected from the School Report Card, City and State results, school-wide test results, interim assessment results, the Quality Review and the work of the Inquiry Team. Informal interviews with staff, parents and students were also conducted. The information collected will be disseminated to the school community through parent meetings, the School Leadership Team, grade and faculty conferences and individual student conferences. Academic Intervention Services are provided to all students who fail to meet criteria established in subject area acquisition. Specific target guidelines are clearly defined in the Action Plan for the services provided.

In 2008, P.S. 219 achieved a score of 16.5 out of 25, whereas, in 2009, the school achieved a score of 20.2 out of 25. This represents an increase of 3.7.

In 2008 P.S. 219 achieved a score of 61% in ELA, whereas, in 2009 the school achieved a score of 71%. This represents an increase of 10% and represents 12.8% of students making at least one year of progress.

In 2008 P.S. 219 achieved a score of 81% in MATH, whereas, in 2009 the school achieved a score of 86%. This represents an increase of 5%, and a 15.4% increase in students making one year of progress.

Percentage of students in the school's lowest one third making at least one year of progress in ELA saw a change of 4.9%, while the percentage of students in the school's lower one third of students making at least one year of progress in MATH, saw an increase of 13%. Special Education students showed exemplary proficiency gains in both ELA and MATH.

**Analysis of other areas related to Student Achievement:** The most recent Inquiry Team Work, the Learning Environment Survey and Quality Review Reports, all point to the need for further and deeper work by the school staff in the areas of data analysis and differentiation of instruction (area 3.4 of the Quality Review). To this end, the services of a consultant in the area of Gifted and Talented approaches/methodologies were engaged. Additionally, the Inquiry Team, Academic intervention Services Staff and other support staff will work with the P.S. 219 Community to ensure that standards are met.

There is a need for consistent conferencing with students as evidenced by teacher conference logs and feedback. Students are encouraged to write to their families monthly in an effort to acquaint them with the work they are doing and in areas in which they are excelling.

As per the Quality Review and Learning Environment Survey Parental Involvement has increased. However, much needs to be done in this area to ensure that parents participate actively in students' academic and social lives. The following (abbreviated list) has been instituted:

- Monthly newsletters issued by the Parent Coordinator, grade supervisors and Principal.
- Parent/Child Pen-Pal letters.
- Workshops addressing students' academic and social aspects.
- Cultural Diversity Day.
- Health Fair.
- Out of school Time Programs (University Settlement & the New York Junior Tennis League) with strong parent components.
- Attendance and Student of the Month Awards and acknowledgements.

#### **SUMMARY:**

Each year students' performance increase as evidenced by the detailed charts above. The school received an overall score of **A** for the 2008-2009 school year, student performance received a score of **A**. Some of the greatest accomplishments over the years include, increased student performance in all subject areas, an abundance of materials and resources, including outfitting classrooms with Smart Boards, instituting a computer based reading program called Reading Plus, to which selected classes in grades 1-4 attend at least twice weekly. In addition, teachers and administration attend citywide, national and international workshops. They then turn-key strategies learned from these reading and mathematics conferences. P.S. 219 also has a strong arts program, which include, keyboarding, visual arts, violin, and various other residencies such as ballet, architecture and Native American studies. These activities help to develop the whole child, as they are integrated into the various curricula areas. Additionally, students become more motivated, thus helping them to become more diligent in their studies. Classroom teachers have been trained in implementing the Gifted and Talented approach. This allows them to tap into students' strengths and modify teaching to meet their needs. Parent involvement has increased. This has occurred through increased workshops, attendance and student of the month breakfasts, outreach to fathers and male relatives of students and through attendance at cultural diversity and annual health fairs. Students and parents communicate with each other regarding progress via pen pal letters. Some other significant aids to improvement include the fact that PS 219 has a staff that is committed to professional development and growth. This is evident in their willingness to attend during and after school activities to write curriculum and engage in data conferences. In addition, the classrooms are equipped with modern technology and furnishings. This serves to give a sense of pride to students, and that adults do care, not only about academic progress, but also about the environment in which they learn.

Some barriers include transient student population. For example, in grades 3-5, P.S. 219K received 40 students since September, 2009. Many of these students have poor comprehension skills and as such, do not perform well on assessments. Even though Parental Involvement has increased, there is still the need for parents to be more involved in the academic progress of the children, for example, assisting students with the completion of various projects.

## 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.

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, student achievement in ELA in grades K-2 will improve by 3-5% as measured by ECLAS results and teacher generated assessments.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The following actions/strategies/activities will be implemented to accomplish the goal: Instruction aligned with State and City standards will provide opportunities for social interaction, literary response and expression, critical response and evaluation and gathering information. Students will participate in Guided Reading instruction, Writers’ Workshop, project based learning and the completion of the reading of at least 25 books for the year with the required <u>evidence of accomplishment</u> using Novel Ties and other appropriate materials. The school recently introduced Reading Street, a research based program designed to supplement the existing Reading Program. Additionally, students will complete weekly Current Events activities within the frame of the 5 W’s. Students in grades 1 &amp; 2 will begin to prepare for aspects of the grade 3 State assessment focusing on metacognitive skills/strategies and the listening component. Students’ needs and strengths (differentiation) will be a major factor in planning and implementation of lessons. Staff members responsible for the implementation include: <u>classroom</u> teachers, AIS teachers, one SETTS teacher and one ELL teacher.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The dates of implementation are September 2009-June 2010.  5 days per week  120 minutes Literacy Block  Tax Levy teachers  2 CTT classes  Early Grade/Reduces class size (K, 1, &amp;2)  1 AIS Push-in teacher  1 SETTS teacher  1 ELL teacher  1 Teacher Center Specialist</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Grades K-2 – ECLAS – Fall &amp; Spring  ECLAS – Ongoing Teachers test to point of failure. The results will be recorded on P.S. 219's Spreadsheets.  Teacher Evaluation  Writing Samples (Monthly) (Evidence of growth in writing as shown by increase in length of piece, language conventions, variety in genre, portfolio review, etc).</p>
<p><b>Annual Goal</b></p>	<p>By June 2010, student achievement in English Language Arts in grades 3-5 will improve 3-5% as measured by City/State and teacher generated tests.</p>
<p><b>Action Plan</b></p>	<p>Instruction aligned with State and City standards will provide opportunities for social interaction, literary response and expression, critical response and evaluation and gathering information. Students will participate in Guided Reading instruction, Writers' Workshop, project based learning and the completion of the reading of at least 25 books for the year with the required <u>evidence of accomplishment</u> using Novel Ties and other appropriate materials. Additionally, students will complete weekly Current Events activities within the frame of the 5 W's. Students in grades 3-5 will participate in intensive test preparation. Some work produced by students will be marked by teachers other than their classroom teachers for comparison and discussion among colleagues. Inquiry Team work will be expanded to include more groups of targeted students. This will allow for deep analysis of students' work so future instruction may be better informed. Students in grades 3-5 prepare for aspects of the State assessments by focusing on metacognitive skills/strategies and the listening and writing component. Students' needs and strengths (differentiation) will be a major factor in planning and implementation of lessons. Staff members responsible for the implementation include: <u>classroom</u> teachers, AIS teachers, one SETTS teacher and one ELL teacher.</p>

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<p>The dates of implementation are September 2009-June 2010.</p> <p>5 days per week  120 minutes Literacy Block  Tax Levy teachers  2 CTT classes  Early Grade/Reduces class size (K, 1 &amp;2)  1 AIS Push-in teacher  1 SETTS teacher  1 ELL teacher  1 C4E Teacher (A.I.S. ELA)</p>
Indicators of Interim Progress and/or Accomplishment	<p>Grades 3-5 ECLAS &amp; DRA - Fall &amp; Spring administrations  State ELA test  Evidence of growth in reading fluency, vocal, range of genre and quality of reader response (evidence of accomplishment)  Project based activities  Portfolio Review  ITA &amp; Predictive Assessments</p>
Annual Goal	<p><b><u>MATHEMATICS</u></b>  By June 2010, student achievement in Mathematics in Grades K-2 will improve by 3-5% as measured by city, state and/or teacher generated assessments.</p>
Action Plan	<p>Instruction aligned with state and city standards will provide opportunities for social interaction, questioning and drawing conclusions. Students will participate in guided math instruction. Staff members have been trained in Everyday Mathematics curriculum. New teachers will be targeted for professional development in various curriculum areas. Students will participate in math competitions, generate problems for peers to solve, play games to reinforce concepts</p>

	<p>taught, use manipulative materials and technologies to explore patterns and shapes and use logical reasoning to reach conclusions. Rubrics will be applied to performance tasks, and students will maintain mathematics journals. Classes will be responsible for completion of 2 mathematics bulletin boards during the course of the school year. Opportunities will be provided for social interaction by having students engage in Accountable Talk. Administrators and parent coordinator in consultation with PTA president will develop a plan for home/school sharing of ideas.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>September 2009-June 2010  5 days per week  60/75 minutes per day –Mathematics Block  18 Tax Levy Teachers  Parent Coordinator  4 Early Grade Reduced Class/State Funded  1 CTT Class  1 AIS EGCSR Fe. Push-in Teacher  1PCEN/LEP Part 154/T.L.  2 CTT Classes (K &amp; 1)  1 SC Special Education</p>
<p><b>Indicators of Interim Progress and/or Accomplishments</b></p>	<p>Portfolios  Teacher evaluation – weekly  School wide testing – 3 times per year (Everyday Math Quarterly Units)  Evidence of growth in ability to explore and express relationships using variable and open sentences, interpreting graphs, solving problems, and ability to discover patterns in nature, art, music and literature, and utilization of mathematical vocabulary.  Evidence of growth in mathematics will include the ability to generate problems and use mathematics in real world situations.</p>
<p><b>Annual Goal</b></p>	<p>By June 2010, student achievement in Mathematics in Grades 3-5 will improve by 3-5% as measured by state and/or teacher generated assessments.</p>

<p>Action Plan</p>	<p>Instruction aligned with state and city standards will provide opportunities for social interaction, questioning and drawing conclusion. Winter Tutorial Program will be aligned with the regular school day program. Students will participate in guided math instruction. Staff will be trained in Everyday Mathematics curriculum. New teachers will be targeted for professional development in various curriculum areas. Students will participate in math competitions, generate problems for peers to solve, play games to reinforce concepts taught, use manipulative materials and technologies to explore patterns and shapes and use logical reasoning to reach conclusions. Rubrics will be applied to performance tasks, and students will maintain mathematics journals. Classes will be responsible for completion of 2 mathematics bulletin boards during the course of the school year. Opportunities will be provided for social interaction by having students engage in Accountable Talk. Administrators and parent coordinator in consultation with PTA president will develop a plan for home/school sharing of ideas.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>September 2009-June 2010  5 days per week  60/75 minutes per day –Mathematics Block  Parent Coordinator  Early Grade Reduced Class/State Funded  CTT Class  EGRC  PCEN/LEP Part 154/Tax Levy  TL Early Grade Initiative</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<p>Portfolios  Teacher evaluation – weekly  School wide testing – 3 times per year (Everyday Math)  Evidence of growth in ability to explore and express relationships using variable and open sentences, interpreting graphs, solving problems, and ability to discover patterns in nature, art, music and literature, and utilization of mathematical vocabulary.  ITA &amp; Predictive Assessments  Evidence of growth in mathematics will include the ability to generate problems and use mathematics in real world situations. Everyday Mathematics monthly unit tests and quarterly unit tests will be administered. The results will be shared with parents and students.</p>

Annual Goal	<p><b><u>SCIENCE</u></b></p> <p>By June 2010, students' achievement in science will improve 3-5% as measured by city, state and/or teacher generated assessment.</p>
Action Plan	<p>Science Instruction aligned with city and state standards will provide opportunities for social interaction, observation, questioning, reflecting and drawing conclusions. Students will participate in science fairs and other opportunities designed for independent investigations utilizing the scientific method.</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<p>September 2009-June 2010 2-3 days a week for a minimum of three 50 minute periods</p> <p>2 Science Clusters 45 Tax Levy Teachers</p>
Annual Goal	<p><b><u>GENERAL EDUCATION, ELL, &amp; SPECIAL EDUCATION TEACHERS</u></b></p> <p>All teachers will receive multi modal professional development to improve their teaching skills as measured by Administrative Observations and Lesson Plan review by supervisory personnel.</p>
Action Plan	<p>The Professional Development Program will be aligned with the New York City Standards for Professional Development. It will be delivered by Assistant Principals, Teacher leaders and other selected staff. Consultants deliver Professional Development in areas of Gifted and Talented approaches and methodologies to all classroom teachers. Teachers are being trained in the approach to Professional Teaching Standards as well as using data to effectively inform instruction and Inquiry Team Work.</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<p>September 2009-June 2010</p> <p>2 A.I.S. Teachers 3 Assistant Principals 1 Teacher Center Specialist Consultants</p>

<p>Indicators of Interim Progress and/or Accomplishment</p>	<p>Teachers practice new skills and instructional strategies in a risk free environment  Study Groups conduct inter/intra visitations  Feedback on instructional improvements and successful practices are shared  Use of effective research based teaching strategies as measured by observation by supervisory personnel and lesson plan review.  Use of Gifted &amp; Talented approaches/methodologies &amp; reflection using Professional Teaching Standards. Number of teachers actively engaged in differentiation of instruction will be noted.  Attendance at citywide and district-wide and national conferences and turn keying of major concepts.</p>
<p>Annual Goal</p>	<p><b><u>PARENTAL INVOLVEMENT</u></b></p> <p>By June 2010, parent participation in school related activities will increase by 5% as measured by increase in attendance at Parent Association meetings, Meet the teacher night, Parent workshops, Parent/Teacher conferences, Parent Advisory Committee meetings and related activities.</p>
<p>Action Plan</p>	<p>Every effort will be made to involve parents through regular home/school communications, newsletters, teacher notes, bulletin boards, outside postings of meeting notices, and a school wide website. Parents participate in decision-making process through the School Leadership Team meetings, P.T.A. and Parent Advisory Committee. Notices/Communication will be sent to parents in their home languages.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>September 2009-June 2010  SLT – Title I  Parent Coordinator Tax Levy  PAC Committee</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<p>Attendance is increased at Parent Association Meetings  Attendance at Parent workshops  Meet the Teacher Night  Parent/Teacher conferences and other related activities  Student achievement will improve in all academic areas as a result of increased parental involvement</p>

Annual Goal	<p><b><u>THE ARTS</u></b></p> <p>By June 2010, student achievement in the Arts in Grades PK-5 will improve 3-5% as measured by exit projects and teacher generated assessment.</p>
Action Plan	<p>P.S. 219 will collaborate with museums and arts organizations. Artist in Residence program by artists will provide a variety of programs for students. In addition, there will be instruction in violin for student in grades 3, 4 &amp; 5. There will be 2 performances during the year where students may showcase their talents.</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<p>September 2009-June 2010          Selected days and periods          1 F-Status – Project Arts          1 Music Cluster Teacher – Tax Levy          2 Residencies – (Opera, Violin, Theatre &amp; Dance)          2 Art teachers – Tax Levy</p>
Indicators of Interim Progress and/or Accomplishment	<p>There will be an increase of 3-5% of students who will meet or exceed the New York State standards in the arts. Evidence of students meeting the standard will be seen in quality and range of performances showing their creative and artistic abilities. These programs will be held once during Spring and once during Winter.          Teachers</p>
Annual Goal	<p><b><u>SOCIAL STUDIES</u></b></p> <p>By June 2010, Grades PK-5 students' achievement in social studies will improve 3-5% as measured by exit projects and city, state and/or teacher generated assessment.</p>

<p>Action Plan</p>	<p>Implementation of the New York State Social Studies Standards using the New York State Core Curriculum. <u>Scott Foresman</u> Social Studies program Grades K-4, Silver Burdett Ginn <u>Western Hemisphere</u> program in Grade 5. Students will complete quarterly social studies projects, go on related trips and participate in after school and weekend cultural activities.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>September 2009-June 2010  2-3 days a week for a minimum of three 50 minute periods  Teachers will provide instruction in Social Studies  Tax Levy teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<p>Unit assessments  Project based assessments  Teacher generated tests  New York State Social Studies Assessment (grade 5)  Teachers</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, student achievement in ELA in grades K-2 will improve by 3-5% as measured by ECLAS results and teacher generated assessments.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The following actions/strategies/activities will be implemented to accomplish the goal: Instruction aligned with State and City standards will provide opportunities for social interaction, literary response and expression, critical response and evaluation and gathering information. Students will participate in Guided Reading instruction, Writers' Workshop, project based learning and the completion of the reading of at least 25 books for the year with the required <u>evidence of accomplishment</u> using Novel Ties and other appropriate materials. The school recently introduced Reading Street, a research based program designed to supplement the existing Reading Program. Additionally, students will complete weekly Current Events activities within the frame of the 5 W's. Students in grades 1 &amp; 2 will begin to prepare for aspects of the grade 3 State assessment focusing on metacognitive skills/strategies and the listening component. Students' needs and strengths (differentiation) will be a major factor in planning and implementation of lessons. Staff members responsible for the implementation include: <u>classroom</u> teachers, AIS teachers, one SETTS teacher and one ELL teacher.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The dates of implementation are September 2009-June 2010. 5 days per week 120 minutes Literacy Block Tax Levy teachers 2 CTT classes Early Grade/Reduces class size (K, 1, &amp;2) 1 AIS Push-in teacher 1 SETTS teacher</p>

	<p>1 ELL teacher 1 Teacher Center Specialist</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Grades K-2 – ECLAS – Fall &amp; Spring ECLAS – Ongoing Teachers test to point of failure. The results will be recorded on P.S. 219’s Spreadsheets. Teacher Evaluation Writing Samples (Monthly) (Evidence of growth in writing as shown by increase in length of piece, language conventions, variety in genre, portfolio review, etc).</p>
<p><b>Annual Goal</b></p>	<p>By June 2010, student achievement in English Language Arts in grades 3-5 will improve 3-5% as measured by City/State and teacher generated tests.</p>
<p><b>Action Plan</b></p>	<p>Instruction aligned with State and City standards will provide opportunities for social interaction, literary response and expression, critical response and evaluation and gathering information. Students will participate in Guided Reading instruction, Writers’ Workshop, project based learning and the completion of the reading of at least 25 books for the year with the required <u>evidence of accomplishment</u> using Novel Ties and other appropriate materials. Additionally, students will complete weekly Current Events activities within the frame of the 5 W’s. Students in grades 3-5 will participate in intensive test preparation. Some work produced by students will be marked by teachers other than their classroom teachers for comparison and discussion among colleagues. Inquiry Team work will be expanded to include more groups of targeted students. This will allow for deep analysis of students’ work so future instruction may be better informed. Students in grades 3-5 prepare for aspects of the State assessments by focusing on metacognitive skills/strategies and the listening and writing component. Students’ needs and strengths (differentiation) will be a major factor in planning and implementation of lessons. Staff members responsible for the implementation include: <u>classroom</u> teachers, AIS teachers, one SETTS teacher and one ELL teacher.</p>

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<p>The dates of implementation are September 2009-June 2010.</p> <p>5 days per week  120 minutes Literacy Block  Tax Levy teachers  2 CTT classes  Early Grade/Reduces class size (K, 1 &amp;2)  1 AIS Push-in teacher  1 SETTS teacher  1 ELL teacher  1 C4E Teacher (A.I.S. ELA)</p>
Indicators of Interim Progress and/or Accomplishment	<p>Grades 3-5 – ECLAS &amp; DRA– Fall &amp; Spring administrations  State ELA test  Evidence of growth in reading fluency, vocal, range of genre and quality of reader response (evidence of accomplishment)  Project based activities  Portfolio Review  ITA &amp; Predictive Assessments</p>
Annual Goal	<p><b><u>MATHEMATICS</u></b>  By June 2010, student achievement in Mathematics in Grades K-2 will improve by 3-5% as measured by city, state and/or teacher generated assessments.</p>
Action Plan	<p>Instruction aligned with state and city standards will provide opportunities for social interaction, questioning and drawing conclusions. Students will participate in guided math instruction. Staff members have been trained in Everyday Mathematics curriculum. New teachers will be targeted for professional development in various curriculum areas. Students will participate in math competitions, generate problems for peers to solve, play games to reinforce concepts taught, use manipulative materials and technologies to explore patterns and shapes and use logical reasoning to reach conclusions. Rubrics will be applied to performance tasks, and students will maintain mathematics journals. Classes will be responsible for completion of 2 mathematics bulletin boards during the course of the school year. Opportunities will be provided for social interaction by having students engage in Accountable Talk. Administrators and parent coordinator in consultation with PTA president will develop a plan for home/school sharing of ideas.</p>

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<p>September 2009-June 2010  5 days per week  60/75 minutes per day –Mathematics Block  18 Tax Levy Teachers  Parent Coordinator  4 Early Grade Reduced Class/State Funded  1 CTT Class  1 AIS EGCSR Fe. Push-in Teacher  1PCEN/LEP Part 154/T.L.  2 CTT Classes (K &amp; 1)  1 SC Special Education</p>
Indicators of Interim Progress and/or Accomplishment	<p>Portfolios  Teacher evaluation – weekly  School wide testing – 3 times per year (Everyday Math Quarterly Units)  Evidence of growth in ability to explore and express relationships using variable and open sentences, interpreting graphs, solving problems, and ability to discover patterns in nature, art, music and literature, and utilization of mathematical vocabulary.  Evidence of growth in mathematics will include the ability to generate problems and use mathematics in real world situations.</p>
<b>Annual Goal</b>	<p>By June 2010, student achievement in Mathematics in Grades 3-5 will improve by 3-5% as measured by state and/or teacher generated assessments.</p>
Action Plan	<p>Instruction aligned with state and city standards will provide opportunities for social interaction, questioning and drawing conclusion. Winter Tutorial Program will be aligned with the regular school day program. Students will participate in guided math instruction. Staff will be trained in Everyday Mathematics curriculum. New teachers will be targeted for professional development in various curriculum areas. Students will participate in math competitions, generate problems for peers to solve, play games to reinforce concepts taught, use manipulative materials and technologies to explore patterns and shapes and use logical reasoning to reach conclusions. Rubrics will be applied to performance tasks, and students will maintain mathematics journals. Classes will be responsible for completion of 2 mathematics bulletin boards during the course of the school year. Opportunities will be provided for social interaction by having students engage in Accountable Talk. Administrators and parent coordinator in consultation with PTA president will develop a plan for home/school sharing of ideas.</p>

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<p>September 2009-June 2010  5 days per week  60/75 minutes per day –Mathematics Block  Parent Coordinator  Early Grade Reduced Class/State Funded  CTT Class  EGRC  PCEN/LEP Part 154/Tax Levy  TL Early Grade Initiative</p>
Indicators of Interim Progress and/or Accomplishment	<p>Portfolios  Teacher evaluation – weekly  School wide testing – 3 times per year (Everyday Math)  Evidence of growth in ability to explore and express relationships using variable and open sentences, interpreting graphs, solving problems, and ability to discover patterns in nature, art, music and literature, and utilization of mathematical vocabulary.  ITA &amp; Predictive Assessments  Evidence of growth in mathematics will include the ability to generate problems and use mathematics in real world situations. Everyday Mathematics monthly unit tests and quarterly unit tests will be administered. The results will be shared with parents and students.</p>
Annual Goal	<p><b><u>SCIENCE</u></b></p> <p>By June 2010, students' achievement in science will improve 3-5% as measured by city, state and/or teacher generated assessment.</p>
Action Plan	<p>Science Instruction aligned with city and state standards will provide opportunities for social interaction, observation, questioning, reflecting and drawing conclusions. Students will participate in science fairs and other opportunities designed for independent investigations utilizing the scientific method.</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<p>September 2009-June 2010  2-3 days a week for a minimum of three 50 minute periods</p> <p>2 Science Clusters  45 Tax Levy Teachers</p>

Annual Goal	<p><b><u>GENERAL EDUCATION, ELL, &amp; SPECIAL EDUCATION TEACHERS</u></b></p> <p>All teachers will receive multi modal professional development to improve their teaching skills as measured by Administrative Observations and Lesson Plan review by supervisory personnel.</p>
Action Plan	<p>The Professional Development Program will be aligned with the New York City Standards for Professional Development. It will be delivered by Assistant Principals, Teacher leaders and other selected staff. Consultants deliver Professional Development in areas of Gifted and Talented approaches and methodologies to all classroom teachers. Teachers are being trained in the approach to Professional Teaching Standards as well as using data to effectively inform instruction and Inquiry Team Work.</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<p>September 2009-June 2010</p> <p>2 A.I.S. Teachers 3 Assistant Principals 1 Teacher Center Specialist Consultants</p>
Indicators of Interim Progress and/or Accomplishment	<p>Teachers practice new skills and instructional strategies in a risk free environment Study Groups conduct inter/intra visitations Feedback on instructional improvements and successful practices are shared Use of effective research based teaching strategies as measured by observation by supervisory personnel and lesson plan review. Use of Gifted &amp; Talented approaches/methodologies &amp; reflection using Professional Teaching Standards. Number of teachers actively engaged in differentiation of instruction will be noted. Attendance at citywide and district-wide and national conferences and turn keying of major concepts.</p>
Annual Goal	<p><b><u>PARENTAL INVOLVEMENT</u></b></p> <p>By June 2010, parent participation in school related activities will increase by 5% as measured by increase in attendance at Parent Association meetings, Meet the teacher night, Parent workshops, Parent/Teacher conferences, Parent Advisory Committee meetings and related activities.</p>

Action Plan	Every effort will be made to involve parents through regular home/school communications, newsletters, teacher notes, bulletin boards, outside postings of meeting notices, and a school wide website. Parents participate in decision-making process through the School Leadership Team meetings, P.T.A. and Parent Advisory Committee. Notices/Communication will be sent to parents in their home languages.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	September 2009-June 2010 SLT – Title I Parent Coordinator Tax Levy PAC Committee
Indicators of Interim Progress and/or Accomplishment	Attendance is increased at Parent Association Meetings Attendance at Parent workshops Meet the Teacher Night Parent/Teacher conferences and other related activities Student achievement will improve in all academic areas as a result of increased parental involvement
Annual Goal	<b><u>THE ARTS</u></b>  By June 2010, student achievement in the Arts in Grades PK-5 will improve 3-5% as measured by exit projects and teacher generated assessment.
Action Plan	P.S. 219 will collaborate with museums and arts organizations. Artist in Residence program by artists will provide a variety of programs for students. In addition, there will be instruction in violin for student in grades 3, 4 & 5. There will be 2 performances during the year where students may showcase their talents.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	September 2009-June 2010 Selected days and periods 1 F-Status – Project Arts 1 Music Cluster Teacher – Tax Levy 2 Residencies – (Opera, Violin, Theatre & Dance) 2 Art teachers – Tax Levy

Indicators of Interim Progress and/or Accomplishment	<p>There will be an increase of 3-5% of students who will meet or exceed the New York State standards in the arts. Evidence of students meeting the standard will be seen in quality and range of performances showing their creative and artistic abilities. These programs will be held once during Spring and once during Winter.</p> <p>Teachers</p>
Annual Goal	<p><b><u>SOCIAL STUDIES</u></b></p> <p>By June 2010, Grades PK-5 students' achievement in social studies will improve 3-5% as measured by exit projects and city, state and/or teacher generated assessment.</p>
Action Plan	<p>Implementation of the New York State Social Studies Standards using the New York State Core Curriculum. <u>Scott Foresman</u> Social Studies program Grades K-4, Silver Burdett Ginn <u>Western Hemisphere</u> program in Grade 5. Students will complete quarterly social studies projects, go on related trips and participate in after school and weekend cultural activities.</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<p>September 2009-June 2010  2-3 days a week for a minimum of three 50 minute periods  Teachers will provide instruction in Social Studies  Tax Levy teachers</p>
Indicators of Interim Progress and/or Accomplishment	<p>Unit assessments  Project based assessments  Teacher generated tests  New York State Social Studies Assessment (grade 5)  Teachers</p>

## **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			N/A	N/A	30		4	1
1	62		N/A	N/A	30		3	7
2	30	0	N/A	N/A	30	0	4	1
3	12	36	N/A	N/A	25	0	4	3
4	12	35	30	20	35	0	3	1
5		35	25	35	15	0	2	0
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<b>2-3 times per week. ELL students are pulled out 2-3 times weekly for 45 minutes.(Tier II) One full time Push-in teacher works with Grade 3 students utilizing the Wilson Program. Classroom teachers (Tier I) work with students during the A.I.S. learning block using Foundations &amp; Words Their Way (K-2) and Kaplan K-12 for grades 3-5. Cluster teachers work with small groups of students during the A.I.S. Block daily. Inquiry Team work has been expanded to include work with AT RISK students. A computer program (Reading Plus) provides differentiated instruction for students.</b>
Mathematics:	<b>One full time Math Teacher works with targeted students 3 times per week. (Tier II) The Everyday Math Program is augmented by use of manipulatives and activities to support standards driven lessons. Kaplan Foundations (focus in content area math) Write Math – Focus on writing steps needed for problem solving.</b>
Science:	<b>Theme based instruction aligned with state standards will provide for questions, reflecting, analyzing and gathering information, thus, experiences will be planned that will engage students in speaking, listening, questioning, reading and writing in Science.</b>
Social Studies:	<b>Theme based instruction aligned with state standards will provide for questions, reflecting, analyzing and gathering information, thus, experiences will be planned that will engage students in speaking, listening, questioning, reading and writing in Social Studies/Science.</b>
At-risk Services Provided by the Guidance Counselor:	<b>At-Risk services include: Time orientation, organizational skills, communication skills, goal setting, problem solving, improvement of social skills in cooperation of academic strategies all geared towards improving school behaviors.</b>
At-risk Services Provided by the School Psychologist:	<b>School Psychologist works with SST and classroom teachers to identify at risk students provide evaluative services, and professional development to assist teachers in working more effectively with At-Risk students. Guidance counselors provide services for mandated students. 1-2 times weekly, as per their IEP's and on an as needed basis for other students.</b>
At-risk Services Provided by the Social Worker:	<b>School Social Worker works with SST and classroom teachers to identify at risk students provide evaluative services, and professional development to assist teachers in working more effectively with At-Risk students.</b>
At-risk Health-related Services:	<b>PT &amp; PT services are provided to students during the course of the school day. Children who need help with developmental delays, behavioral disorders, difficulty with gross and fine motor skills are seen individually 1-2 times weekly.</b>

**LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP

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**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)** K-5      **Number of Students to be Served:** 46 LEP \_\_\_\_\_ Non-LEP

**Number of Teachers** 1      **Other Staff (Specify)** None

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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

P.S. 219 is located in the East Flatbush area of Brooklyn, District 18, and houses a population of 836 students. Approximately 5% of them are English Language Learners (ELL). Among these ELL students, there are ten (10) Kindergarteners, two (2) speak Arabic, five (5) speak Spanish & three (3) speak Haitian Creole. Two (2) of these students are beginners, One (1) is intermediate and seven (7) are advanced in ESL level. There are six (6) ELL first-graders. One (1) speaks French, two (2) speak Haitian Creole, and three (3) speak Spanish. Four (4) are advanced, and one is a beginner in ESL level. Four (4) ELL students are second graders. Two (2) speak Spanish, one (1) speaks Haitian Creole, and one (1) speaks French. Three (3) are advanced and one (1) is a beginner. There are Ten (10) third graders are ELL students. Two (2) speak Arabic, six (6) speak Haitian Creole and two (2) speak Spanish. Five (5) are advanced, one (1) is intermediate and four (4) are beginners. There are eight (8) fourth graders in the ESL program. One (1) speaks Haitian Creole, two (2) speak French, one (1) speaks Arabic and four (4) speak Spanish. Two (2) are beginners and six (6) are advanced. There are eight (8) fifth graders in the ESL program. Four (4) speak Haitian Creole, two (2) speak Arabic, one (1) speaks French and one (1) speaks Spanish. Six (6) are advanced and two (2) are beginners.

As part of the Chancellor's Regulations CR-154, ELL students in the beginning and intermediate levels receive ESL services five days a week, two periods a day equivalent to 360 minutes weekly. At P.S. 219, four ELL students are at the beginning proficiency level and 6 are in the intermediate level. They receive 360 minutes of ESL services weekly. ELL students at P.S. 219 are in the advanced proficiency level and receive 180 minutes per week, one period a day, four days a week. Implications for ESL instruction at P.S. 219, (based on the scores on LAB-R and the NYSESLAT) show that the weakest modalities were reading and writing. Therefore, sustained writing and reading methodologies for ELL students are needed to improve literacy among them.

In May, 2010, the NYSESLAT administration will provide measurable scores that will allow transition from one level to another or to exit the ESL program.

The ESL program at P.S. 219 will focus on providing pedagogical methodologies to promote the English literacy skills for reading and writing to ELL students

The ELL teacher at P.S. 219 will use the Language Experience Approach (LEA) for teaching in order to focus on the students' needs and strengths in their reading and writing. After providing visual aids and working with graphic organizers, questions will be asked to elicit responses. ELL students will be encouraged to describe their own experiences orally. Writing activities will follow. The ELL students will be able to improve their reading/writing skills by interacting with literary materials.

Additionally, the following instructional scaffolding will be used with English Language Learners

- Modeling –
- Contextualization-
- Scheme Building –
- These scaffolding strategies- support will provide for learning that can be withdrawn when the students are able to perform at their own level.

In addition, all ELL instruction will be aligned with the New York State Standards and the ELA Standards. Instruction will comply with CR-Part 154 regulations. All teachers who deal with ESL students must have professional development training in ELL methodology. The ELL classroom at P.S. 219 is fully equipped with computer programs and software. The ELL teacher will also be able to request the school's Teacher Center Specialist to provide books in the appropriate levels of reading.

During the 2009-2010 school year we will continue to implement the Language Experience Approach in order to enhance the learning in all content areas.

Focus will continue to be on writing process to address the students' weaknesses in the area of writing. A context embedded thematic based approach will be used in all content areas.

ELLs will participate in a Cultural Diversity Day for students and their families.

Plan for SIFE, students with interrupted formal education (SIFE) are those whose formal education have been interrupted for an extended period of time. If we have students that fall into this category, they will be placed in the ESL program. In addition, the school administration will provide the necessary assistance to these students. These children could be placed in the AIS program.

Plan for long term ELL students: An individualized use of the Language Experience Approach (LEA) permits the ESL teachers to match instruction to the need of specific students such as long term ELL pupils. This type of activity will be done according to age and grade level.

ELL students reaching proficiency level could be integrated in the AIS program if their weakest modality skill is reading. The AIS program focuses on practicing reading fluency in phonics and speed reading activities that may help ELL students. Part of AIS instruction is technology based in a computer lab using Reading Plus program for guided reading and instruction. Students who exit the program and score out based on NYSESLAT can continue receiving ESL services for a school year. Students who score low on the NYSESLAT in listening and speaking could remain in their regular classroom. In this type of environment, ELL students will be exposed to these modalities along their English speaking peers.

Newly arrived English Language Learners will be welcomed to the ESL classroom. They will be allowed to progress and acquire the English language from one stage to another. The ESL teacher will use the Natural Approach to Language Learning (NA) that is centered on activities which:

- focus on acquisition of language
- Provide large quantities of comprehensive input, visual aids, real object contextual clues and gestures.
- Incorporate interesting and relevant topics to motivate communication
- Provide activities that are designed to develop higher levels of language use, particularly in content areas. The Total Physical Response (TPR) approach will be used to promote the academic and linguistic abilities of ELL students.

The ESL teacher will strive to strengthen LEP students' academic language competence, develop and implement content area based lessons and promote students' multicultural resources in the social studies class. ELL students will benefit from instruction that:

- Makes connections between the content being taught and the students' real life experiences
- Provides hands-on performance based activities
- Activates students' prior knowledge
- Taps the students as resources of information about their native countries
- Uses graphic organizers to help students represent information and identify relationships

The ESL teacher will use manipulatives in the class.

Pictures help ELL students to relate to new vocabulary and concepts. These are some manipulatives that may be used in the ESL classroom:

- Maps
- Globes
- Geometrical Shapes
- Photographs
- Calendars
- Real Objects

P.S. 219 follow the Chancellor's Regulation (CR Part 154). The ESL lessons Learning Standards for English Language Arts (ELA) and ESL Standards should serve as basis for the ESL curriculum. The ESL program will be composed of two components: A language arts instructional component and a content area instructional component. The instruction will focus on the culture of the ELL students. This instruction will also promote literacy skills for ELLs when taking content area assessments.

The ESL teacher at P.S. 219 is fully qualified in the area of ESL. She holds a B.A., MFA, and MED Master's degree in Education with concentration in ESL.

ELL students are identified and placed within one exponent in each grade. This allows for strategies that have been introduced to the classroom teachers. Classroom teachers are trained in ESL strategies and therefore, able to continue the instruction provided within the small group-pull out program.

The ESL teacher meets with the classroom teachers, for articulation, to discuss children's progress. ESL, ELA, AIS, Guidance and all out-of classroom providers attend grade conferences for collaborative planning. The ELL teacher meets with classroom teachers, attends ELL conferences where ideas are introduced and exchanged. The ELL teacher articulates with the budget liaison on how to schedule allocations. In addition, the ELL teacher collaborates with the librarian and streamlines ordering of books for libraries.

## II. Parent/community involvement:

For 2009-2010 school year, parents of ELL students who are newly identified will be invited to attend the parent orientation session where they were able to get valuable information about the ESL program. They view a videotape in their home languages. Parents will learn about the procedures to follow for placement in the ESL program. They also learned that in the beginning of the school year, the ESL teacher identifies the ESL students by checking their Home Language identification survey (HLIS) forms, and that the LAB-R has to be administered. The LAB-R scores determine the level of English proficiency of the students. They are grouped according to their ages and levels.

Various social activities will take place at P.S. 219. Parents and their children will attend the Book Fair, plant sale, The 100 Day celebration, Mothers' Day, Fathers' Day and the Cultural Diversity Day. All these activities will provide an excellent opportunity to the families to celebrate and learn all about diversity in our communities and will enrich the lives of our ELL students. The ELL teacher at P.S. 219 will work in collaboration with teachers of ELL students to program lessons that will be aligned with the school core curriculum and the mandated ESL/ELA and content learning standards.

Parents will be invited to attend workshops offered in Family Literacy, Technology programs, Citizenship courses. These workshops will be scheduled after school.

Professional Development Programs are not available this year due to lack of funds for classroom teachers who work with English Language Learners. However, the resident ELL teacher articulates with classroom teachers and other service providers regarding students' progress and strategies that may be transferred from the ELL classroom to the regular classroom.

This articulation continues during data conferences and grade meetings.

Part C – P.S. 219 has 1 full time ELL teacher.

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

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Professional Development Programs are not available this year due to lack of funds for classroom teachers who work with English Language Learners. However, the resident ELL teacher articulates with classroom teachers and other service providers regarding students' progress and strategies that may be transferred from the ELL classroom to the regular classroom. This articulation continues during data conferences and grade meetings.

**Form TIII – A (1)(b)**

**School:**

**BEDS Code:**

N/A

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must</b>	<b>(e.g., \$9,978)</b>	<b>(Example: 200 hours of per session for ESL and General Ed</b>

<b>account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>		<b>teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

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

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

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

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

At P.S. 219, a school aide and a paraprofessional translate and interpret to parents accordingly. They are paid per session rate after school.

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.
    - There are 46 students who have been identified as needing translation services.
    - The Home Language Survey was used to generate the findings.
    - This data is arrived at when newly registered students enter the building and the survey is administered. In addition, the school uses data from attendance and exam history of students.
    - The findings are reported to the General Parent Teacher Association (PTA) and School Leadership Team (SLT) meetings in session.
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## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - All notices/communication will be sent to students in their home language. In-house school staff, will provide interpretation services.
  - The school provides regular and timely provision of translated documents through existing resources.
  - The school provides timely interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education.
  - School Aides, parents and teachers are available to assist.
  - Staff is paid on a per session basis.
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.
  - Interpretation services will be provided during school hours, and at special school functions including Parent/Teacher conferences. In addition, assistance is provided at registration.
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>.
  - The school will provide in-house interpretation services as well as acquaint parents with services provided by the Department of Education (DOE).
  - The school will provide each parent who requires assistance services with a copy of the Bill of Parent Rights and Responsibilities.
  - The school will post signs in conspicuous locations in covered languages indicating the availability of interpretation services.
  - The school's safety plan contains procedures for ensuring that parents in need of interpretation services are not prevented from reaching the school's administrative offices due to language barriers.
  - The school will direct parents to The Department of Education's website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such 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:	\$851,664	\$222,470	\$1,074,134.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,517		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,225	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$42,583		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$11,123	

6. Enter the anticipated 10% set-aside for Professional Development:	\$22,000	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):	\$11,123	\$

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. –N/A

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

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

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



## **P. S. 219 THE KENNEDY-KING ELEMENTARY SCHOOL**

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1060 Clarkson Avenue Brooklyn, New York 11212 - Telephone (718) 342-0493 Fax (718) 345-3065  
Annex-9517 Kings Highway Brooklyn, New York 11212 – Telephone (718) 342-4747 Fax (718) 342-8264

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**WINSOME G. SMITH**  
**PRINCIPAL**

*Mendis Brown*  
*Principal Assigned*

*Patricia Sabater*  
*Assistant Principal*

*Wanda Singletary*  
*Assistant Principal*

*Kimberly Chance-Pearl*  
*Assistant Principal*

### **P.S. 219 PARENTAL INVOLVEMENT POLICY** **September 2009- June 2010**

P.S. 219 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, in a language parents understand.
- The school will involve the parents of children served in Title I Part A programs(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

*Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring-*

- *That parents play an integral role in assisting their learning*
- *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child*
- *The carrying out of other activities, such as those described in Section 1118-Parental Involvement of the ESEA.*

1. P.S. 219 will involve parents in the joint development of the District Parental Involvement Plan (continued in the (DCEP Addendum) under Section 1112-*Local Educational Agency Plans* of the ESEA.
2. P.S. 219 will take the following actions to involve parents in the process of school review and improvement under Section 1116 – *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
  - Parents will participate in the school review and improvement through discussion and participation.
  - Parents will sit on other committees such as the School Leadership Team, Pupil Personnel Team, Discipline Committee and Safety Committee.
3. P.S. 219 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
  - Community Library
  - Reading is Fundamental (R.I.F.)
  - Learning Leaders
  - State-operated Pre-K Program –Universal Pre-K
4. P.S. 219 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 the quality of its Title I, Part A program. 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 finding of the evaluation regarding its parental involvement policy and activities to design strategies for more effective parental involvement, and revise its parental involvement policies (If necessary).  
Evaluation will be conducted during SLT meeting, PTA meetings. Evaluation data regarding Parent Involvement will be gathered using:
  - Surveys
  - Noting attendance at various school meetings
  - Looking at number of parents serving on policy advisory groups.

Person/s responsible for conducting the evaluation will include member of the SLT, & PTA Executive Committees.

Parents will come together with other community constituents to determine if involvement is ongoing and effective. Additionally, parents will be asked to help provide such services as assisting with language translations and availing themselves of local agencies that offer varied services.

5. P.S. 219 will build the parents' capacity for strong parental involvement, support a partnership among the community, and improve student academic achievement, through the following activities specifically described below by promoting and understanding of the following topics:
  - The state's academic content standards
  - The state's student academic achievement standards
  - The state and local academic assessments including alternate assessments
  - The requirements of Title I, Part A
  - How to monitor their child's progress, and
  - How to work with educators
  
6. P.S. 219 will provide materials and training to help parents work with their children to improve their children's academic achievement by:
  - Implementing Computer Workshops
  - "Utilization" of State of the Art Library for research purposes
  - Providing Literacy and Math Workshops that will enable parents to effectively assist their children
  - Conducting Family Read-along night to foster a love of and enjoyment of reading
  
7. P.S. 219 will, with the assistance of the Parent Coordinator, educate its teachers, pupil services personnel, and other staff, in how to reach out to, communicate with and work with parents as equal partners and build ties in the community by:
  - Conducting Team building Workshops
  - Inviting parents to meetings of students participating in various programs
  - Convene meetings at a time convenient to parents and offer a number of flexible times for such meetings
  - Being mindful of parents/families with disabilities
  - Providing communication in languages that parents can understand
  
8. P.S. 219 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities. These may include:
  - Pre-K Programs, and Learning Leaders.
  - Providing workshops in various subject areas
  - Encouraging parents to volunteer in classrooms
  
9. P.S. 219 will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities are sent to the parents of Title I 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 written and oral communication translated into Home Languages
  - Regular meetings will be convened to allow for more flexible times
  - Information between home and school will be sent home in a "Parent Information Folder" to parents daily.

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

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



## ***P. S. 219 THE KENNEDY-KING ELEMENTARY SCHOOL***

---

*1060 Clarkson Avenue Brooklyn, New York 11212 - Telephone (718) 342-0493 Fax (718) 345-3065  
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### ***WINSOME G. SMITH PRINCIPAL***

*Mendis Brown  
Principal Assigned*

*Patricia Sabater  
Assistant Principal*

*Wanda Singletary  
Assistant Principal*

*Kimberly Chance-Pearl  
Assistant Principal*

### ***School Compact for Learning September 2009-June 2010***

- 1) This compact for learning is written with the spirit of cooperation among the entire school community-administrators, teachers, parents, students and concerned community members. All concerned understand that we must share responsibility for student learning and high achievement for effective, frequent communication between school and home, and for building capacity in the family-school community partnership through volunteering and training. This compact is based on our school vision, the Principles of Learning, the State's student performance standards, and our school's Comprehensive Educational Plan .
- 2) This compact serves as a written commitment among all members of the school community to share responsibility for student learning.
- 3) P.S. 219 will: Provide high quality curriculum and instruction in a supportive and effective learning environment that enable the participating children to meet the State's student academic achievement standards as follows:
  - Clear Expectations will be established.
  - Visible intermediate benchmarks of progress will be provided for each student and family via conferences, assessment results, Parent Information Folders and Parent Curriculum Conferences.
  - Books, materials, resources, and a state of the art school library that support high quality curriculum and instruction will be utilized.
  - Students will be encouraged to display Academic Rigor in a Thinking Curriculum by generating rubrics along with the teachers in all subject areas. This will allow them to effectively judge their work against the standards.
  - Teachers will be exposed to tried and proven methods of instruction and in turn, implement these strategies/methods in the classroom in all subject areas.
  - Students' standard setting, current edited work will always be celebrated. These products will also be utilized as teaching tools and proof of students' ability to "Achieve Excellence".

***"Achieving Excellence"***

- 4) P.S. 219 will hold parent-teacher conferences at least three times during the school year.  
September 23, 2009  
November 10, 2009  
March 16, 2010

During which, this compact will be discussed as it related to the individual child's achievement. Additionally, the spirit and intent of the Compact will be articulated at P.T.A. meetings and at students' special assemblies.

- 5) P.S. 219 will provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- Staff will be available to meet with parents during preparation periods, before and after school.
  - Parents and staff will communicate via the Parent Information Folder and set up a mutually convenient time for both parties to meet. The dates and times of the meetings will be relayed to the office staff who duly records the times of appointment.

- 6) P.S. 219 will provide parents with frequent reports on their children's progress. Specifically, the school will provide reports to parents as follows:

- Report Cards at the designated Parent/Teachers Conferences. Additionally, results of school generated tests will be made available to parents. The Citywide Interim Assessment results in English Language Arts and Mathematics will be backpacked and mailed to parents as they become available.

- 7) P.S. 219 will provide parents opportunities to volunteer and participate in children's classes and observe classroom activities as follows:

- Parents may participate in workshops and become Learning Leaders. These series of workshops equip parents to effectively assist in classrooms as observers and volunteers. Parents (other than volunteers) who visit the school to see their children in the classroom environment may consult with their child's teacher regarding the delivery of instruction and their child's progress. Parents desirous of volunteering their services may contact a member of the P.T. A. Executive for details.

**Responsibilities of Teachers. We as teachers will:**

- Treat each child with respect and value the uniqueness of each child and his/her family.
- Provide an appropriate "print rich" environment that promotes learning.
- Provide an equal opportunity for each student's voice to be heard.
- Have clear expectations for students. They will know and understand the goals at each stage of learning. They will participate in setting these goals and evaluating progress.
- Recognize student accomplishments and hold both public and private celebrations of their work.

- Have fair and credible evaluations. See that the standards are clearly articulated to all students. Base assessments on progress toward them and be connected to curriculum and instruction.
- Provide an environment where students are engaged in thinking about a solid foundation of knowledge – the linking of process and content.
- Provide ample opportunity for accountable talk in order to allow students to develop ideas.
- Call on students to use problem solving skills to promote reasoning in order that they may make sense of the world.
- Have students engage in “authentic” activities that relate to the real world.
- Promote a strong home/school partnership with active, regular contact with parent/guardians.
- Invite parents into the classroom to volunteer for various activities (e.g., reading to students, sharing expertise in subject areas, celebrations of learning).
- Contact students’ families for positive reasons, keeping in touch about student progress.

### **Responsibilities of Paraprofessionals**

- Support and encourage an environment where students are engaged in thinking about a solid foundation of knowledge.
- Treat each child with respect and value the uniqueness of each child and his/her family.
- Abide by all of the principles of this School Compact for Learning.

### **As a Non-Teaching member (Custodians, Kitchen Staff, school Aides, etc, Responsibilities are to:**

- Treat each child with respect and value the uniqueness of each child and his/her family
- Abide by all of the principles of this School Compact for Learning

### **Responsibilities of Parents**

#### **We, as parents, will support our children’s learning in the following ways:**

- *Supporting my child’s learning by making education a priority in our home by:*
  - *Making sure my child is on time and prepared everyday for school.*
  - *Monitoring attendance.*
  - *Talking with my child about his/her school activities every day.*
  - *Scheduling daily homework time.*
  - *Providing an environment conducive to study.*
  - *Making sure that homework is completed.*
  - *Monitoring the amount of television my children watch.*
  - *Volunteering in my child’s school.*
  - *Participating, as appropriate, in decisions relating to my children’s education.*
  - *Promoting positive use of my child’s extracurricular time.*
  - *Participating in school activities on a regular basis.*
  - *Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school region either received by my child or by mail and responding, as appropriate.*

- *Reading together with my child every day.*
- *Providing my child with a library card.*
- *Communicating positive values and character traits, such as respect, hard work and responsibility.*
- *Respecting the cultural differences of others.*
- *Helping my child accept consequences for negative behavior.*
- *Being aware of and following the rules and regulations of the school and district.*
- *Supporting the school's discipline policy.*
- *Express high expectations and offer praise and encouragement for achievement.*

### **Responsibilities of Students**

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

- *Come to school ready to do our best and be the best.*
- *Come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *Listen and follow directions.*
- *Participate in class discussions and activities.*
- *Be honest and respect the rights of others.*
- *Follow the school's class/rules of conduct.*
- *Follow the school's dress code.*
- *Ask for help when we don't understand.*
- *Do our homework every day and ask for help when needed.*
- *Study for tests and assignments.*
- *Read at least 30 minutes every day outside of school time.*
- *Read at home with our parents.*
- *Get adequate rest every night.*
- *Use the library to get information and to find books that we enjoy reading.*
- *Give to our parents or to the adult who is responsible for our welfare the Parent Information Folder with all the notices and information we receive at school every day.*
- *Work to resolve conflicts in positive non-violent ways.*
- *Work hard to become a good citizen of my classroom as well as the school community.*

**SIGNATURES**

<b>School Staff (Print) Name</b>	<b>Signature</b>	<b>Date</b>
<b>Parent(s) (Print) Name(s)</b>		
<b>Student (if applicable ( Print ) Name</b>		

## 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.

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.

School wide reform strategies that:

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

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.**

**Help provide an enriched and accelerated curriculum.**

**Meet the educational needs of historically underserved populations.**

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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Are consistent with and are designed to implement State and local improvement, if any. – See Section III – School Profile

Section IV – Needs Assessment

Appendix – Academic Intervention Services

3. Instruction by highly qualified staff.

The school will continue to align curriculum to the School/City/State standards. Teachers will be encouraged to stay abreast with current educational practices. Various methodologies will be integrated into the curriculum. Adequate and appropriate materials and resources will be provided to support the teaching and learning.

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

High quality and ongoing professional development, aligned with the State and City standards (see guide). The school provides high quality and ongoing professional development aligned with the state and City standards through Staff Development and Study Groups.

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

Strategies to attract highly qualified teachers. We will continue to articulate high expectations of the school and its goals and objectives. Candidates will be apprised of the flourishing arts program, collegial atmosphere and support of the administrative staff. In addition, P.S. 219 will continue to collaborate with colleges and universities.

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

P.S. 219 will coordinate and increase parental involvement strategies through various means such as, Reading Plus, Learning Leaders, and State operated Pre-K Program and Parent workshops.

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.

The school's plan for assisting pre-school students is as follows: school visits, parent articulation, child care agency providers, family orientation workshops and Parent Corps.

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.

Measures taken to include teachers in decisions regarding the use of academic assessments are: faculty conferences, grade conferences, articulation with Coaches and AIS Team members.

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.

Students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with academic intervention services. These students are identified by State Test scores, ECLAS, DRA, teacher generated tests and teacher judgment.

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.

As a Title I School- Wide Program school, flexibility of funding streams support educational strategies that increase the quality of learning time. Title I, PCEN, Academic Intervention Services, and English Language Learners each utilize the Pull-Out/Push-In Model of instruction in all classes that are serviced, additional programs such as PBIS, enables P.S. 219 to successfully build a school environment which encourages effective partnerships between the school, parents and community support systems.

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to

all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

## **1A. English Language Arts**

### **Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>1</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and

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<sup>1</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum

the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to
- the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**  
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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.

The ELA curricula in use are fully aligned to state standards. Teachers display the standards in classrooms and include them in lesson planning. The Making Meaning Program is used throughout the grades. This was a program that was introduced to their "Region 6" schools. Teachers have been trained in this approach. Students in the lower grades engage in uniform phonics/word study program (Foundations and Words Their Way). These programs assist with accuracy and fluency thus, increasing comprehension. Monthly writing assignments are tied to metacognitive skills and strategies and augment the program. Children have the opportunity to do research, perform experiments and participate in spoken presentations. The use of a series of readers called "Novel Ties" allows for further home-school connections. Students read particular genres and respond nightly to the reading. THE ELL teacher works closely with the classroom teacher to ensure that the best instruction occurs.

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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.

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

Applicable  Not Applicable

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

The resources/materials are aligned to the state standards and allow children to read, write, listen and speak for information, literary expression, critical analysis and social interaction. The programs are unified across the grades to allow for seamless continuity. The test preparation and A.I.S. materials, Wilson, Reading Plus (a differentiated computer reading program), and Kaplan K-12, support the read, written, listening and speaking curriculum

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.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process 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.

The Mathematics curriculum in use at P.S. 219, are fully aligned to the state standards. The Everyday Mathematics program (the revised edition), has been in use for over twelve years at the school. Staff is required to match the lesson being taught with the particular standard and acquaint students with the same. The program is supplemented with the "Write Math" program. This program reinforces the steps in problem solving. Test preparation materials closely mirror that of the New York State curriculum and assessment, hence, the use of Kaplan K-12 program.

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

Applicable  Not Applicable

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

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

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## **KEY FINDING 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.

Principal, Inquiry Team and consultants work with and monitor teachers' progress. Teachers intervisit and collaborate regarding lesson planning and implementation. Principal and Assistant Principal's observe lessons to ensure that instruction is varied. In other words, instruction is not only direct and dominated by seatwork, but students work cooperatively in centers and work at assignments specifically designed for them and complete projects.

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

Applicable  Not Applicable

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

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.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12

mathematics classrooms. *School Observation Protocol (SOM<sup>2</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent 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.

The process includes the following:

The school used the Everyday Math Program which is standard driven and based. Level of student engagement is evident as they work in groups at desks and in centers. Math games are utilized. Teachers are encouraged to develop and use the appropriate rubrics.

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

Applicable  Not Applicable

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

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.

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### **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:

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

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.

The school completes the BEDS report annually. In addition, the school report card is examined yearly to view highly qualified teachers and turnover rate.

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

Applicable  Not Applicable

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

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.

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#### **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.

Professional Development for classroom teachers was conducted extensively during the 2008-2009 school year. This professional development was conducted to assist teachers with ELL students in delivering effective instruction

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

Applicable  Not Applicable

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

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.

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### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

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.

- Teachers who teach ELL students and administrators who monitor classes, review data regarding ELL students. The data (assessment) distributed to staff reflects that of ELL students. In addition, the information is shared with cluster teachers who provide A.I.S.

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

Applicable  Not Applicable

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

- Classroom teachers have been focused on all students as per standardized scores. YSESLAT yearly scores are reported on the school's in-house spread sheets, looked at in detail by classroom teachers as they are by the ELL teacher and Administrators. The data is organized by proficiency level on the school's spread sheets.

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.

The school has begun to record all data including ELL by proficiency levels. Additionally, record students' scores, services, needs, etc., now have room to record scores, proficiency levels, time in country, primary languages, etc. This will allow teachers ready access to documentation that is centrally recorded and accessible.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

- Special Education teachers report via Special Education Department meetings that General education teachers have gained much understanding of how to implement the range and types of instructional practices that will help to increase access to the general education curriculum

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

Applicable    Not Applicable

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

There is a need for students with disabilities to make greater gains in closing the achievement gap. 44.2% of students with disabilities made exemplary gains in ELA, whereas, 32.6% made exemplary gains in mathematics.

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.

The school will address the issue in the following ways:

- General Education and Special Education teachers will meet to articulate monthly. SETTS teachers will attend grade conferences and share strategies with General Education Teachers. General Education Representatives will be sent to conferences given by the District and ISC to become familiarized with IEPs, accommodations and modifications.

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

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

Please respond to the following questions for Key Finding 7:

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

- IEPs are reviewed by the Principal, Assistant Principal, SST, IEP teachers and Special Education Liaison to ensure that there is alignment between goals/objectives and modified promotion criteria.

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?

- IEPs are scrutinized to ensure that all notifications/accommodations are clearly stated. The IEP teacher works to ensure that there is alignment between the goals and the modified promotion criteria.

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
  - Number of students in Temporary Housing -23
2. Please describe the services you are planning to provide to the STH population.
  - After school program with 2 Guidance Counselors and 1 teacher on Wednesdays 3:15-5:15p.m.
  - Parent Survey distributed to parents for suggestions on how we can address individual student needs.
  - Student Interest Survey will be used for students to generate individual goals to be assessed throughout the program in order to develop interim goals with a final assessment at the conclusion of the program.
  - Provide child/parent and individual counseling along with outside referral information.
  - Parent Workshops such as Positive Child Rearing Skills, Resume workshop, Family Night, Museum trips coordinated with PTA and offer opportunities for networking.
  - Parent Coordinator will provide City wide advocacy, referrals and workshops.
  - Medical support such as eye exams, physical, immunization, and dental referrals.

### **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.