



P.S. 216

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 21K216
ADDRESS: 350 AVENUE X, BROOKLYN, NY 11223
TELEPHONE: 718-645-2862
FAX: 718-645-2610

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 216 **SCHOOL NAME:** Arturo Toscanini

SCHOOL ADDRESS: 350 Avenue X, Brooklyn, NY 11223

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Reggy Sonsino

PRINCIPAL: Celia Kaplinsky

UFT CHAPTER LEADER: Kathleen Klein

PARENTS' ASSOCIATION PRESIDENT: Cecile Iacono

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** 605

NETWORK LEADER: Wendy Karp

SUPERINTENDENT: Isabel DiMola

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

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

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

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

In collaboration with the Inquiry Team, current available data is used to plan Individualized and small group differentiated instruction. Teachers meet by grade once each week on Thursdays during the 37.5 minutes to study trends and patterns of student performance in math and literacy.

Various assessments as well as individual student classwork used to plan whole group, small group, 1:1 differentiated instruction.

The study of data empowers teachers to make decisions that impact their work with students.

Focusing on their best teaching practices, powerful, collaborative learning takes place during these important data meetings.

The extended day, 37.5 minutes (Monday – Wednesday), and our afterschool programs provide additional in depth instruction to our ELL students as well as our struggling 3rd, 4th and 5th graders.

We support and offer an excellent arts education curriculum to our students. This includes chorus, instrumental music (violin, keyboard, band) and dance. Our children perform in music and dance productions several times during the school year. Due to current budget cuts we were forced to eliminate our formal visual arts program for the 2010-2011 year. However, with the monies from several grants, select classes participate in art projects with the Puppetry in Practice organization. Classroom teachers program art related projects in several curriculum area.

All students in grades 2-5 have access to a personal laptop and all classrooms K-5 are equipped with SmartBoards (interactive boards). Teachers receive regular instruction in the information, fluency skills to enable them to use technology successfully for teaching and learning.

Our physical education program focuses on sportsmanship, teamwork and maintaining a healthy lifestyle. The children have many opportunities to hone their physical and athletic skills in our gym, schoolyard and in our newly constructed playground.

We are the only school in District 21 who has asked to participate in the USDA's Fresh Fruit and Vegetable Program. Our students do not bring snacks from home. They have learned to enjoy fresh fruits and vegetables as snacks. We have increased the number of children who eat breakfast in school and offer our students a choice of vegetables and fruits from our salad bar each day during

lunch. In addition to our Pre-K students who have always participated in eating “family style” breakfast in the classrooms, we have expanded this program into all of our kindergarten classes. We believe that a healthy, nourishing breakfast is a prerequisite to good learning. In conjunction with our science curriculum, we have instituted a schoolwide recycling program and are working with our children and parents to help make our environment “green”.

On October 15, 2010, we celebrated the groundbreaking of The Edible Schoolyard, N.Y.C. at P.S. 216. In addition to a cover crop, kale and garlic, a variety of pear and apple trees have been planted on the opening day. Two garden teachers will work collaboratively with the classroom teachers to link the study of horticulture, fresh fruits and vegetables with our standard based curriculum. We welcome the first Four Season Edible Schoolyard in New York City, an official affiliate of the Edible Schoolyard in Berkeley, California under the auspices of the well known chef, Alice Waters.

We are extremely proud to announce the official opening of our new State of the Art Science Lab September 2010. It features an incubator, planting stations, and technology all within a spacious, well equipped, beautifully designed huge space. In conjunction with science, our science teacher implemented a successful schoolwide recycling program.

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

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

One 5th grade class visits the Shorefront Nursing Home each week and participates in the Adopt-A-Grandparent Program. This is our way to teach respect and appreciation for the elderly for their wisdom and knowledge.

Each year we plan an Extravaganza for our Veterans from our neighboring Marlboro Post as well as the Veterans throughout the borough of Brooklyn. We pay tribute and acknowledge their service to our country with special performances, song and dance. We believe in teaching our children the importance of giving back to our community and respecting those who helped make our country great.

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

Our state of the art, magnificent Robin Hood Library has been the envy of all our guests and visitors. Our library and media center houses a vast collection of multifarious book titles and reference materials that reflect the academic goals and interests of P.S. 216. The children are captivated with the expanse and beauty of the space and look forward to frequent the library at every opportunity.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 216				
District:	21	DBN #:	21k216	School BEDS Code:	332100010216

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	45	53	50		93.5	93.9	93.3		
Kindergarten	61	66	86						
Grade 1	60	64	66	Student Stability: % of Enrollment					
Grade 2	42	61	64	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	63	45	75		90.8	89.7	TBD		
Grade 4	98	76	51						
Grade 5	57	93	62	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		63.7	63.7	78.2		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	14	TBD		
Grade 12	0	0	0						
Ungraded	1	0	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	427	458	455		8	9	7		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	23	15	0	Principal Suspensions	0	0	TBD		
No. in Collaborative Team Teaching (CTT) Classes	20	21	17	Superintendent Suspensions	0	1	TBD		
Number all others	30	43	39						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	69	64	74	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	1	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	35	36	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	10	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	94.3	TBD
American Indian or Alaska Native	0.0	.0	0.0	Percent more than two years teaching in this school	88.6	83.3	TBD
Black or African American	6.8	5.5	5.7	Percent more than five years teaching anywhere	74.3	63.9	TBD
Hispanic or Latino	17.1	16.6	16.0				
Asian or Native Hawaiian/Other Pacific Isl.	19.7	21.0	20.4	Percent Masters Degree or higher	94.0	92.0	TBD
White	56.4	57.0	57	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Multi-racial	0.0	0.0	0.0				
Male	52.7	50.7	49.0				
Female	47.3	49.3	51.0				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	-				
White	✓	✓	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	X	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓	-				
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

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

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	93.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	54.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher 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 your school's 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?
-

Student Performance Trends:

ELA

2010 test results indicate all grade 3 general education students met promotional criteria.

Four students (5.7%) ICT scored a level 1.

Grade 4

All general education students met promotional criteria.

1 ELL student (2.1%) was promoted on ELL criteria.

Grade 5

2 general education students did not meet promotional criteria; however were promoted by June 2010 promotional decisions.

2 SETTS students were promoted based on modified criteria.

Grades 3,4,5 shows an increase in level 1 from 2 students (0.9%) to 9 students (4.9%)

On the 2010 Progress Report, we received a grade A. Our median growth percentage is 73% as compared to our peer horizon schools which scored 56.8%.

MATH

2010 test results indicate 1 student scored a level 1 and in 2009, 3 students scored level 1.

This demonstrates a decline of children performing on level 1 from 1.8% to 0.5%

On the 2010 Progress Report in Math, we received a grade A. Our median growth percentage is 74% as compared to our peer horizon schools which scored 55.8%.

ELL

We are a multi-ethnic school. Many of our students in grades K-5 come to us from Russia, Ukraine, Pakistan, Egypt and Asia. Each year we welcome a cluster of students with ELL mandates classified as Beginners requiring 360 minutes of English language instruction. In our quest to strive towards excellence and following the mandates, we continue to work with

students in the Intermediate grouping (also requiring 360 minutes of English language instruction) and the advanced group (with 180 minutes of instruction) each week. Our goal is to help all of our students (and parents) gain English language fluency and become acclimated into our P.S. 216 community.

Our greatest achievements include:

Our Inquiry Team has been successful in supporting and meeting weekly with our teachers to use data to provide the best possible individualized differentiated instruction.

Edible Schoolyard

This fall we celebrated the opening of our $\frac{3}{4}$ acre Edible Schoolyard, N.Y.C., the first four season Edible Schoolyard in the East Coast. It has been built to follow the mandates of Alice Waters, renowned chef and author. It will definitely change the way children think about food and their environment. Children have already planted several apple and pear trees as a cover crop including kale, garlic, etc. Children will learn to plant and harvest fruits and vegetables. They will have the opportunity and joy to eat the foods they plant and nurture two designated 12 month teachers will be in charge of taking care of the garden. A curriculum will be set in place to support student learning with customized lessons to further their knowledge in science, food and the environment. Our school cafeteria/lunchroom was upgraded so that food grown in the garden can be integrated into the lunch menus.

Teachers' College

Our model Teachers' College literacy program – our K-5 staff receives ongoing support and training from Teachers' College staff developers. In addition, each staff member attends a minimum of two full days of specialized advanced professional development at Teachers' College Columbia. The teachers have internalized both the reading and writing workshop model. Student work is displayed throughout the school with pride.

A large portion of our budget is set aside for Teachers' College staff developers, professional development for staff at Columbia and providing sub teachers for teachers attending professional development days at Columbia.

Approximate total:

\$33,600 – staff developers and professional development for teachers, Assistant Principal and Principal

\$10,850 – 70 days for substitute teachers

Library Skills – Reading Proficiency

As recipients of a magnificent Robin Hood Library, our students have access to more than one million books and periodicals. Our goal is to support students to become proficient in researching educational resources in our library media center. Checking out books each week has made reading an intrinsic part of each child's life. The library has helped support a schoolwide culture for reading, renewed student interest and motivated classroom learning with demonstrated individual student gains and achievement.

Gym

To keep our students safe and active, we have secured special customized padding throughout our spacious gym.

Science Laboratory

The completion of a State of the Art Science Lab which opened in September has added a new excitement and love for science. The vast space and work stations allow students to be involved in collaborative, hands-on experiments. Technology in the science lab affords students opportunities to gain access to further research.

Eating Healthy Foods

Our emphasis on eating healthy has helped us secure a daily fruit and vegetable snack program for our entire school population. To make certain that our young kindergarten children eat a healthy, well balanced breakfast, breakfast is served to our kindergarten children in the classrooms.

Recycling Program

The P.S. 216 community, science teacher, health teacher, custodial staff and parents have worked together to implement our schoolwide recycling initiative. The science teacher, in conjunction with the new core science curriculum and the FOSS curriculum is focusing on a greater concern and respect for our environment.

Computer Lab

We are awaiting new computers and a SmartBoard in our computer lab. Additional SmartBoards have been purchased so that all classrooms, K-5, have a SmartBoard for teacher use and instruction. Teacher support and professional development is provided to staff members, so that they, together with their students, can achieve maximum benefits. All students have access to laptops, enabling them to have a computer ready to do research and classroom work.

The Arts

In addition to our outstanding dance and music program, we have been successful in securing a grant from Puppetry In Practice for both our parents and children. Our students create life size muppets, miniature clay animals, flowers and objects using specialized tools. They also fashion life size paper mache animals made from recycled materials. The results of all these projects are showcased throughout our school building. Due to current budget cuts, we have a limited visual arts program for select students.

Air Conditioners

Air conditioners have been installed in our cafeteria and several classrooms. A majority of our rooms are now air conditioned.

Parents Association

Our Parents Association headed by our outstanding president and parent board, as well as our parent coordinator, has worked side-by-side with the entire school community reaching out to parents with ongoing workshops and special events.

ELL Adult Education

Our parents as well as community members receive free English Language instruction twice each week through the Shorefront "Y".

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

Due to budget cutbacks:

- The literacy coach position to support all teachers in Reading and Writing was completely eliminated.
- Our visual arts program has been limited to select students.
- Purchasing additional leveled books for classroom libraries will also be limited for the current 2010-2011 school year.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

1. Reading

By June 2011 the grade 4 student population performing at levels 1 and 2 will be reduced by 15%; 3 out of the current 21 students on levels 1 and 2 should make a minimum of 1 year's progress on the ELA exam.

This goal will help us demonstrate progress in both reading and writing.

2. Math

By June 2011, the grade 4 student population performing at levels 1 and 2 will be reduced 15%; 3 out of the current 21 students on levels 1 and 2 should make a minimum of 1 year's progress on the NYS Mathematics exam.

This goal will help us demonstrate progress in accuracy and showing student work in the completion of math problems.

3. Technology

By June 2011, 20% of students in grades 3 – 5 will demonstrate increased proficiency in the use of technology as measured by grade appropriate products.

This goal will help us support the work as aligned with the Common Core State Standards.

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 2010-11 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, PLA, 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): 1. Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the performance of level 1 and level 2 students in grade 4 on the 2011 English Language Arts State Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Beginning September 2010 - June 2011 the grade 4 student population performing at levels 1 and 2 will be reduced by 15%; 3 out of the current 21 students on levels 1 and 2 should make a minimum of 1 year’s progress. .</p> <p>Scheduling: All teachers are scheduled to provide daily literacy instruction for 90 minutes (time allocated includes: word work, mini lesson, independent reading, guided reading, conferencing, share) and Writing Workshop for 50 minutes daily. Provide teachers with:</p> <ul style="list-style-type: none"> • 30 days of professional development by Columbia, Teachers’ College, staff developers, focusing on specific goal oriented learning lab sites and individualized grade planning sessions. • Additional extended professional development/workshop sessions for staff to attend Teachers’ College. • Allocations for substitute teachers for staff attending Teachers’ College. • Provide professional books and Teachers’ College Units of Study as resources to implement instructional strategies. (Funding: Title 1 Schoolwide projects/Tax Levy Fair Student Funding) • Provide leveled classroom libraries to meet and exceed designated class related benchmarks (Fountas and Pinnell). (Funding: Title 1 Schoolwide Programs) • Allocate weekly blocks of common planning time for collaboration, Writing of Unit Plans and weekly Best Practice lessons. • Grade Conferences

	<ul style="list-style-type: none"> • Use of Student Reading Logs to monitor student stamina (time on task) and volume (number of pages) signed daily by parents. • Short/long term objectives to meet mandated I.E.P. goals for students with special needs – SETTS • Provide student support during extended day 37.5 minutes. • Provide afterschool instruction (utilizing funds from CEIS grant). • Daily small group – strategy lessons and focused differentiated instruction. • Display and collect student writing, including drafts and published work. • Individual students’ reading and writing conferences. • Comprehensive interpretation and reflective use of data to monitor progress to move students forward. These include: Predictives, ITA’s, Progress Reports, NYS ELA Exam results, on demand writing assignments, teacher-made tests. Running Records (TCRWP- Teachers’ College Reading/Writing Projects)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Staff Funding: Teaching Staff (4) TL Fair Student TL Temporary FY Shortfall School Support Supplement Title 11a Supplemental Teachers’ College \$33,600 Substitute Teachers (for teaching staff attending Professional Development at Teachers’ College) TL Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Standards Based/Best Practice lessons to include: specific-clear Teaching Points and Academic Rigor. • Focused whole group-small group – differentiated instruction. • Formal – informal observations. • Walk throughs – class visits • Student writing folders indicating volume and improved craft. • Progress indicated by students’ movement to more advanced reading levels. <p>Analyzing student work according to Teachers’ College, K-8 Continuum for the Assessment of Narrative Writing.</p> <ul style="list-style-type: none"> • An increase in stamina and volume as evidenced on daily Reading Logs (signed by parents each night). • Individual Reading/Writing Conferences. • TCRWP – Teachers’ College Running Records • Acuity ITA’s • WRAP

- **NYS ELA Exam 2011**

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 2010-11 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, PLA, 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): 2. Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the performance of level 1 and level 2 students in grade 4 on The New York State Mathematics Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Beginning September 2010 - June 2011, the grade 4 student population performing at levels 1 and 2 will be reduced 15%; 3 out of the current 21 students on levels 1 and 2 should make a minimum of 1 year’s progress.</p> <ul style="list-style-type: none"> • Teachers are scheduled to provide daily math instruction for 90 minutes. • Continued implementation of the Everyday Math Program. • Use of hands-on manipulatives, Math Steps and enrichment materials. • Provide student support during the extended day 37.5 minutes. • Provide afterschool instruction (funds – CEIS grant). • Small group/1:1 differentiated instruction in the classroom focusing on individual needs of students. • Short/long term objectives to meet mandated I.E.P. goals for students with special needs. • Use of Smart Boards (funded with Title 1 Schoolwide Programs) provides student interactive participation with instant teacher/student feedback. • Use of student data (Predictives, Acuity, teacher-made tests, quizzes, homework to monitor student progress, accuracy and help provide information to plan for instruction.)

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Staff Funding: Teaching Staff (4) TL Fair Student TL Temporary FY Shortfall School Support Supplement Title 11a Supplemental Teachers' College \$33,600 Substitute Teachers (for teaching staff attending Professional Development at Teachers' College) TL Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Everyday Math Assessments, student open-ended responses, students' ability to solve problems using information provided. • Formal/informal observations • Focused whole group-small group-differentiated instruction • Walk throughs and class visits • Improvement on math assessments – Acuity, ITA's, Progress Reports, Homework, Report Cards. • New York State Math Assessments

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 2010-11 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, PLA, 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): 3. Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase students knowledge and use of technology to support their learning in alignment with the Common Core Standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Beginning September 2010 - June 2011, 20% of students in grades 3 – 5 will demonstrate increased proficiency in the use of technology as measured by grade appropriate products.</p> <p>Teacher Support</p> <ul style="list-style-type: none"> • To provide professional development to explore the role of technology in the Common Core Standards. • Provide ongoing professional development, instruction and support to teaching staff in the effective use of technology to further student knowledge, proficiency and achievement. • Support increased use of SmartBoards into the daily curriculum. • Teachers’ use of document cameras as an improved teaching and delivery tool. • Provide ongoing technical support to staff for the retrieval and interpretation of comprehensive student data to further optimum whole class, small group and one-to-one instruction. • Provide teacher support in the use of computers/laptops to access all applicable student data i.e. ITA’s, Predictives, ARIS, Attendance, NYS Test Scores. <p>Student Support</p> <ul style="list-style-type: none"> • Instruct and support students in the use of online interactive learning portals. • Improve efficiency and speed in student keyboarding skills. • Support students as critical users of internet resources. • Provide student support in the use of search engines and cyber safety.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Staff Funding Computer Cluster Teacher (1) Classroom Teachers (10) Inquiry Team Members TL Fair Student Funding TL Temporary FY Shortfall School Support Supplement Title 11a Supplemental</p> <p>NYSTL Hardware \$4,666 NYSTL Software \$4,070</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students will demonstrate proficiency in the appropriate use of software applications and completed product/activities. • Completed student projects will demonstrate proficiency in the use of software application. • Students will demonstrate grade appropriate, project based activities using the internet for research, analysis, spreadsheets/graphing, powerpoints and presentations via SmartBoards. • Student progress as documented by web based portals i.e. www.learning.com at the completion of each unit of study. • Technology focused walkthroughs. • Use of SmartBoards, document cameras and laptops during informal/formal observations and walkthroughs.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	0	0	N/A	N/A	0	3	0	1
1	0	0	N/A	N/A	2	3	2	0
2	4	4	N/A	N/A	0	5	1	2
3	12	12	N/A	N/A	3	4	0	0
4	9	9	6	0	4	3	2	1
5	10	10	0	0	3	2	0	1
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	All students K-3 – Orton Gillingham – during school day Small group – Wilson – school day Afterschool – at risk – grades 3-5
Mathematics:	Afterschool – at risk – grades 3-5 37 ½ minutes – grades 1-5
Science:	Afterschool – at risk – grade 4 37 ½ minutes – grade 4
Social Studies:	Small group 37 ½ minutes
At-risk Services Provided by the Guidance Counselor:	Services provided for at-risk students as needed during the school day.
At-risk Services Provided by the School Psychologist:	Services provided for at-risk students as needed during the school day.
At-risk Services Provided by the Social Worker:	Services provided for at-risk students as needed during the school day.
At-risk Health-related Services:	Services provided for at-risk students as needed during the school day.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 1-5 Number of Students to be Served: 30 LEP 0 Non-LEP

Number of Teachers 2 Other Staff (Specify) Supervisor

School Building Instructional Program/Professional Development Overview

P.S. 216 provides a supplemental Title111 Afterschool program to our ELL students. It will begin on (date to be determined) for approximately 21 weeks, twice each week, for 42 sessions (2 hours per session).

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

The program is open to all ELL students from grades 1-5. Students are grouped by grade and levels of proficiency (beginner, intermediate and advanced) based on LAB-R and NYSESLAT scores. The rationale for the program is to provide supplemental services to students who will benefit from additional time to support their acquisitions in all areas of English language development. The students receive instruction in all academic areas so they can achieve New York State Standards.

Socialization skills, coupled with academics and language enhancement, support student learning and achievement. Teachers are provided with leveled library books in all genres, fiction and non-fiction, as well as other supplemental teaching materials. Assessments used to determine the success of the program include: checklists, informal observations, running records and student work folders.

A supervisor is needed at all times when students are in the building to ensure their safety and well being. The ELL Title111 program is the only program being offered on 2 designated days. An ESL teacher will support ELL's in the Title111 program that the common branch teachers service.

Section II. Title III, Part A LEP Program Narrative

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.

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

Staff development is offered to teachers during grade conferences, faculty conferences and designated staff development days throughout the school year (i.e. Election Day, Brooklyn Day) and professional development provided through our Network. These workshops are facilitated by ELL teachers and other personnel. We focus on a variety of topics which include: instruction in the use of the 4 modalities (listening, speaking, reading, writing); conferencing with students to support reading/writing; differentiated instruction 1:1 and small group; ELLs with special education needs. Professional Development is also provided from Puppetry In Practice staff and artists to early childhood grade teachers in order to facilitate improved conversation and language fluency. Puppetry in Practice supports ELL children as well as non-mandated students in our early childhood classes during the school day. This program utilizes storyboarding, improvisation and puppet drama to create and share performances. The creation of a puppet theater and the retelling of stories through visual and performing arts offer numerous ways to express ideas. These hands on activities provide informal/formal opportunities for socialization and conversation between the ELL students and the non-mandated students.

For the 2010-2011 school year, we are offering Orton Gillingham training and staff development support once each week to support the ESL program. This support and training will help our ELL students increase vocabulary, word recognition and reading skills

Section III. Title III Budget

School: P.S. 216 BEDS Code: 332100010216

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,463.18	164 hours of per session for ELL and General Ed teacher to support ELL students: 164 hours x \$49.89 (per session with fringe) = \$8,181.96 1 supervisor at 164 hours at \$52.21 (per session with fringe) = \$4,281.22
Purchased services - High quality staff and curriculum development contracts.	\$2,250	Puppetry In Practice Puppetry In Practice supports ELL children as well as non-mandated students in our early childhood classes. This program utilizes storyboarding, improvisation and puppet drama to create and share puppet performances.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$286.82	Books on Tape Leveled Books
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

A language breakdown analysis using ATS was made to ascertain the ethnicity and language needs based on Home Language Survey forms for the total school population. Dominant student languages include: Russian, Spanish, Urdu, Chinese and Arabic.

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

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

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

Part B: Strategies and Activities

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

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

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

The available translators (3 paras from our staff) are used to provide Russian, Spanish and Arabic oral and written translations for distribution of notices and meetings. When needed, other translators addressing the major languages spoken will also be engaged free of charge from the Department of Education to service our staff or parents. Vendors are used for IEP purposes. Budgeting is provided for these services.

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

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

- a. Registration, application and selection
- b. Standards and performance (text of report cards)
- c. Discipline codes
- d. Special education and related services
- e. Transfers and discharges
- f. Health forms
- g. Safety forms (accident reports)
- h. Disciplinary matters
- i. Permission/consent forms
- j. Special placement letters (ELL and Special Education)
- k. Safety Plan
- l. Written documentation providing the procedures how parents could obtain translation services

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	260,199	153,033	413,232
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,609	1,530	4,139
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13,046	*	
4. Enter the anticipated 10% set-aside for Professional Development:	26,092	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

TITLE 1 – SCHOOL PARENTAL INVOLVEMENT POLICY 2010-2011

1. P.S. 216 will take the following actions to involve parents in the joint development of its school parental involvement plan.
 - To convene monthly meetings of all parents and Title1 subcommittee members to inform them of schoolwide initiatives.
 - Supervisors will host a monthly meeting (PPL) with officers and members to provide congruence and discuss upcoming events that will impact upon the school population.
 - To work with parents to eliminate barriers to their attendance.
 - To actively involve parents in planning, reviewing and improving the parent involvement programs.
2. P.S. 216 will take the following actions to involve parents in the process of school review and improvement:
 - To provide performance profiles and individual student assessment results for each child and support schoolwide initiatives and student achievement.
 - To provide performance profiles and individual student assessment results for each child and other district information which support schoolwide initiatives and student achievement.
 - To provide for effective parent/school communication by giving sufficient notice of parent/teacher conferences, frequent reports to parents, reasonable means to speak with staff and varied opportunities to volunteer and participate in their child's classroom activities.
3. P.S. 216 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - The new Robin Hood Library will help support classroom instruction with the use of book collections and state of the art technology.
 - Computer instruction will be provided to parents (if requested) to enable them to better assist their children.
 - Parent workshops to familiarize parents concerning standardized tests, Acuity Assessments, ECLAS2 and test taking techniques will be provided.
4. **P.S. 216** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - Pre-K parents will participate in workshops to help prepare their children for kindergarten.
 - ESL Programs, Orton-Gillingham, New Standards (What parents need to know about reading and writing, literacy in kindergarten through 3rd grade) and Wilson Programs will be discussed and demonstrated.

5. **P.S. 216** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Surveys concerning committees, areas of interest and desired workshops will be distributed to parents at the first PA Meeting in September.
 - Evaluations of parent involvement and meetings will be conducted by secret ballot at PA Meetings. The Parent Coordinator, PA President and Parents will prepare and evaluate the responses. The information and results will be used to plan for the 2010-2011 school year.

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

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

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

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

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School Parental Involvement Policy Components

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

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

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

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

School-Parent Compact Provisions

School Responsibilities

P.S. 216 will:

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

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

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

Parent Responsibilities

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

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

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Give proper respect to my teachers and all adults who teach me and provide me with a standard setting education.
- Treat school property, materials, books and all persons with the proper respect.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Refer to the needs assessment on pages 11 – 13.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - 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 Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
Refer to the Action Plan on pages 15 – 20.
3. Instruction by highly qualified staff.
Our staff is 100% highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - Ongoing professional development is provided by staff developers from Teachers College and our teachers also receive grade appropriate specific staff development on the days they attend workshops at Teachers College Columbia University.
 - Professional development is also provided by staff from our 605 Network throughout the school year.
 - The staff also received professional development on designated professional days, i.e. Election Day and Brooklyn Day
 - Professional development is provided at all grade conferences and faculty conferences.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
 - Parent workshops are provided for parents in reading and math so that parents may support their children with the math curriculum in school.
 - ELL classes are provided for parents.
 - Interactive art programs focusing on literacy are provided to parents.
 - Numerous, ongoing workshops, based on need, are provided for parents at a minimum of once each month.
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.
 - Introductory workshops and a grade tea is organized for our Pre-K students (entering school for the first time) to familiarize parents with the early grade curriculum and school routines.
 - Workshops are provided for early childhood parents related to literacy and mathematics.
 - Several workshops are provided for parents to work together with their children in the classroom in order to create a share learning experience.
 - Towards the end of the school year a workshop to help prepare parents for the transition of their child into kindergarten.
 - We provide books for parents as a gift which they can share with their children at home.
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.
 - Inquiry team members and supervisors meet with classroom teachers during designated times each week to look at formal and informal classroom data and children's work to monitor progress of each child in each class as well as to provide support for teachers to move children to a higher level of academic achievement.
 - Informal and formal observations are used to work with teachers to support individual student's achievement.
 - Test data, both formal and informal, as well as student running reading records, designated assessment tools and teacher conference notes are used to improve achievement of students.
 - Technology is being used as a valuable tool to track and monitor student progress on a daily basis.

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.
 - AIS support, 37 ½ minutes designated for support and teacher differentiated instruction in all curriculum areas is used to provide effective, timely assistance.
 - Our monthly PPT meetings with our guidance counselor, social worker, school psychologist, supervisors and teachers meet to discuss strategies which may be helpful to provide assistance and support for children in a timely basis.
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.
 - Our new Edible Schoolyard curriculum provides nutrition programs for our children. In addition, our healthy fruit and vegetable snack program reinforces the importance of eating healthy.
 - We offer a beginner and advanced adult ELL program which has proved to be extremely beneficial for our parents and members of our community.
 - A conflict resolution program conducted in our school provides an informal forum where children can discuss conflicts or ask for support within a social setting.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			260,919	X	
Title I, Part A (ARRA)	Federal	X			153,033	X	
Title II, Part A	Federal	n/a					
Title III, Part A	Federal	n/a					
Title IV	Federal	n/a					
IDEA	Federal	n/a					
Tax Levy	Local	X			2,038,252	x	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

-
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2 students in temporary housing are currently attending our school.
2. Please describe the services you are planning to provide to the STH population.
Counseling services, Data collection, Academic programs and educational support services.

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 216 Arturo Toscanini					
District:	21	DBN:	21K216	School		332100010216

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded		
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	53	50	51		93.5	93.9	93.5
Kindergarten	66	86	72				
Grade 1	64	66	74	Student Stability - % of Enrollment:			
Grade 2	61	64	67	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	45	75	71		90.8	89.7	92.9
Grade 4	76	51	78				
Grade 5	93	62	49	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		63.7	78.2	78.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	14	17
Grade 12	0	0	0				
Ungraded	0	1	0	Recent Immigrants - Total Number:			
Total	458	455	462	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	9	7

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	15	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	21	17	28	Superintendent Suspensions	0	1	0
Number all others	43	39	45				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	35	36	34
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	5
# receiving ESL services only	64	74	TBD				
# ELLs with IEPs	1	4	TBD	Number of Educational Paraprofessionals	3	3	8

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	94.4	97.0
				% more than 2 years teaching in this school	88.6	83.3	91.2
				% more than 5 years teaching anywhere	74.3	63.9	88.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	92.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	96.3
Black or African American	5.5	5.7	6.1				
Hispanic or Latino	16.6	16.0	14.9				
Asian or Native Hawaiian/Other Pacific	21.0	20.4	19.0				
White	57.0	57.4	58.9				
Male	50.7	49.0	52.2				
Female	49.3	51.0	47.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	55	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 605	District 21	School Number 216	School Name Arturo Toscanini
Principal Celia Kaplinsky	Assistant Principal Susan Glazer		
Coach	Coach		
Teacher/Subject Area Michelle Tancredi	Guidance Counselor		
Teacher/Subject Area Victoria Carrieri	Parent		
Teacher/Subject Area Donna Katz, SETSS	Parent Coordinator Helene Selter		
Related Service Provider Marianne DiLauro/FundedReading	Other		
Network Leader Wendy Karp	Other		

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	466	Total Number of ELLs	79	ELLs as Share of Total Student Population (%)	16.95%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part A. Language Allocation Policy

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

School Demographics

The total number of students attending P.S. 216 for the school year 2010-2011 is 466.

The total number of ELL students within P.S. 216 for the current school year 2010-2011 is 78.

The ELL students make up 16.9% of the total school population.

Steps Taken to Annually Evaluate ELLs

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

1. ELL Identification Process

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

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

2. To ensure that parents understand all three program choices being offered (Transitional Bilingual, Dual Language and Freestanding ESL) an orientation meeting is conducted in the fall and periodically as needed. At this meeting, program information and requirements (in native languages) via NYC-DVD is provided on an as-need basis. Translators, along with interpreters, are available to assist parents.

3. P.S. 216's Parent Coordinator, Helene Selter, attends all meetings and is available to assist all ELL parents to provide them with informative materials and resources in their native language. If parents do not attend this meeting, follow up letters and phone calls are made by ELL teachers and parent coordinator to ensure their knowledge of choice of placement for their child. To help keep track of returned parental program forms, ELL teachers keep a file/book of entitled students which shows Home Language Survey and their parent's choice of instructional program upon receipt.

4. P.S. 216 offers assistance to find a placement if a program is not available at our site. Parents are informed of transfers available if they wish their child to be instructed in either Dual Language or Transitional Bilingual Programs.

5. Historically, Parental Choice has been a free standing ESL program.

6. To help build alignment between parental choice and program offering, the parent is made aware that P.S. 216 at this time only offers freestanding ESL as a program choice. One of our ESL teachers is fully certified. The other teacher is without ESL certification. She is a special education teachers and is providing service in her licensed area 50% of the time.

The total number of ELLs attending P.S. 216 are 78. At this time, there are no SIFE students.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1	1	2	2	2	2								10
Push-In	1	0	0	0	0	0								1
Total	2	1	2	2	2	2	0	0	0	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	75	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	75	0	4	3	0	1	0	0	0		78
Total	75	0	4	3	0	1	0	0	0		78

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	2	3	2	1								15
Chinese	0	0	1	3	0	0								4
Russian	12	7	8	4	3	0								34
Bengali	0	0	0	0	0	0								0
Urdu	1	3	2	1	2	1								10
Arabic	2	2	1	3	1	0								9
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	1	0								1
Albanian	0	0	0	0	0	0								0
Other	2	2	0	0	0	1								5
TOTAL	19	19	14	14	9	3	0	78						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Instruction

a. Pull-out is the main organizational model; however push-in is often used when necessary with all instruction given in English only.
 b. The program model is homogeneous, in which ELL students are grouped according to their proficiency level. Advanced students are grouped together, and receive 180 minutes of mandated instruction per week. (No more than 2 continuous grades are placed in a group.)

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

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

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

Children who are transitional English Language Learners are eligible for funded reading services four periods each week. The funded reading program supports the classroom environment with small group differentiated instruction. Our goal is to help improve fluency, reading ability, comprehension and a love for reading.

4a. N/A

4b. Our plan for newcomers include emphasis on the acquisition of vocabulary and content area comprehension. Scaffolded lessons are planned to promote listening, speaking, reading and writing.

4c. The plan for ELLs of 4 to 6 years include the focus on content area comprehension, writing and test prep activities.

4d. N/A

4e. ELL teachers work with the SETSS (Special Education Support Service) and CTT (Co-Integrated Teaching) teachers to ensure that the ELL child with special needs receives instruction with a focus on auditory, visual or tactile, kinesthetic modalities. In addition, accommodations and modifications are used so that the ELL student with special needs is prepared to participate in identical school activities with their peers.

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

Intervention

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced

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

5. Intervention

An ELL afterschool program is offered to all ELLs for language support including intervention in content area subjects. It is offered Tuesdays and Thursdays 3:00 P.M. - 5:00 P.M. In addition to our afterschool program, the ELLs attend 37 ½ minute Extended Day for targeted intervention.

6. Children who are transitional English Language Learners are eligible for funded reading services four periods each week. The funded reading program supports the classroom environment with small group differentiated instruction. Our goal is to help improve fluency, reading ability, comprehension and a love for reading.

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

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

7. New Programs/Improvements

Edible Schoolyard, NYC at P.S. 216

Our newly opened 3/4 acre, four season Edible Schoolyard is an official affiliate of the Alice Waters Edible Schoolyard in Berkeley, California. With expert instruction from two garden teachers along with the classroom teacher, students are provided with a grade appropriate, interdisciplinary curriculum. The hands-on activities in the garden facilities and encourages collaboration and group work. This environment creates a "laboratory" which fosters increased conversation and knowledge for our ELL student population.

Our new, ultra modern Robin Hood Library provides students with multifarious books, technology to support and reinforce the skills and strategies initiated in the ELL classroom.

8. N/A

9. Activities

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

10. Resources and Support

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

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

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

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

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

12. Our required services support, and resources correspond correspond to ELLs ages and grade levels. Our guidance counselor and social worker are available to help children adjust to the school and community. All services are provided as per a child's IEP.

13. N/A

14. N/A

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. Staff Development

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

2. Support

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

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

3. Professional Development

Professional Development is ongoing at our school. Professional Development is provided by our ESL Department. Lessons are modeled during Push-in Sessions.

E. Parental Involvement

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

Parent Involvement

1. Helene Selter, P.S. 216's Parent Coordinator, attends all meetings and makes herself available to all ELL parents with specific materials and resources. Materials and resources are available in multiple languages. Translators are utilized to help bridge the language barrier.
2. A community based organization, the Shorefront Y, funds an Adult Program to help parents learn English as a Second Language. Parents are provided with English instruction and participate in hands-on projects twice a week on Tuesdays and Thursdays.
3. Parents are welcome to come to our school with their needs and concerns. Through conversations with the parents we evaluate these needs and provide assistance.
4. Parents are encouraged to express their wants and needs for future school events.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	5	2	3	2	0								16
Intermediate(I)	3	11	8	5	4	1								32
Advanced (A)	12	2	5	6	3	2								30
Total	19	18	15	14	9	3	0	0	0	0	0	0	0	78

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	1	0	0	0							
	I		1	0	0	0	0							
	A		8	4	0	0	1							
	P		5	8	10	3	0							
READING/ WRITING	B		4	2	0	0	0							
	I		9	6	4	2	1							
	A		1	5	6	1	0							
	P		0	0	0	0	0							

NYS ELA

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

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

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

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

New York State Regents Exam					
		Number of ELLs Taking Test		Number of ELLs Passing Test	
		English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:

2. Data

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

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

In Grade 1, the area of strength is in the listening/speaking modality. The majority falls in the advanced level with 5 proficient.

The area of weakness in grade 1 is in the reading/writing modalities. The majority of children fall in the intermediate level with only 1 advanced

In 2nd grade, their areas of strength is in listening/speaking modality with 8 proficient, 4 advanced and 0 intermediate and 1 beginner.

The areas of weakness in grade 2 fall in the reading/writing modalities with no students scoring at the proficient level and 5 children scoring at advanced level with 8 beginner/ intermediate level.

In 3rd grade, all 10 were proficient in listening/speaking while in reading and writing 4 scored at the intermediate level and 6 advanced.

In 4th grade, the area of listening/speaking had 3 proficient. In reading/writing, there are 1 advanced and 2 intermediate.

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

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

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

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

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

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

4. N/A

5. N/A

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

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		