



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 216 - THE ARTURO TOSCANINI SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K216

PRINCIPAL: CELIA KAPLINSKY **EMAIL:** CKAPLIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Celia Kaplinsky	*Principal or Designee	
Marie Abreu	*UFT Chapter Leader or Designee	
Cecile Iacono	*PA/PTA President or Designated Co-President	
	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	
Joanne Allotta	Member/Teacher	
Merrie Levine	Member/Teacher	
Rosanna Herinsky	Member/Teacher	
Lori Accovelli	Member/Teacher	
Marie Renna	Member/Parent	
Lisa Guarino	Member/Parent	
Yolanda Caputo	Member/Parent	
Alicia Mohammed	Member/Parent	
Denise Scotto	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Goal: By June 2012, 50% of students in grades K-5, will demonstrate mastery as measured by the completion of the culminating mathematical tasks (bundles), demonstrating the use of appropriate operations with precision.

Rationale: As per the Chancellor's Initiative, all students in grades K-5 will participate in a rigorous, grade appropriate mathematics task focusing on a problem solving strategy to include process of operation and/or mathematical thinking.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- After an in depth analysis of the student performance data 2010-2011 on the NYS Mathematics Exam, it was evident that the students proficient in math is 70%.
- 30% of our students are below grade level.
- The percentage of all students in levels 3 and 4 decreased by 5%. A percentage of level 4 students decreased by 5%.
- The percentage of proficient students (level 3 and level 4) in the 3rd grade cohort decreased between 2010-2011 by 7%.
- The percentage of level 1 and level 2 students in grade 4 cohort decreased in 2010 according to 5th grade results in 2011 by 6%.
- The current grade 5 cohort needs much support. Almost one third of the students are SWD.
- The difference between the percentage of girls who demonstrate proficiency compared to the boys is less that 2%. However, the percentage of level 4 male students is greater than females by 6%.
- As a result of these findings, coupled with the concern that The Everyday Math Program introduces new math concepts without checking for mastery, spiraling the topics at a rapid pace, our school community unanimously agreed to implement the Envision Math Program throughout all the grades.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

- Extended sessions of professional development to support the implementation of the new 2012 Pearson Envision Math Program linked to the grade specific CCLS.
- Extended professional development for staff to support instruction of ELL students and SWD.
- The use of topic assessment and benchmark placement tests to provide targeted differentiated instruction focusing on critical areas.
- Using Core Content with the aligned Common Core Standards, students will complete real world mathematical problems and activities to increase their conceptual and procedural skills.
- Students will explain their thinking and reasoning as it relates to each mathematical word and number problem.
- The use of math manipulatives, visuals coupled with technological features to help clarify the new domain.
- Our diverse populations, ICT, SWD, ELLs, and students performing on level 1 and 2, will be supported with data driven, small group differentiated instruction.
- To support teachers in analyzing and creating rigorous tasks.

b) staff and other resources used to implement these strategies/activities,

- All staff members servicing students in grades K-5 will participate in targeted specific, professional development to focus on strategies and activities that will address the needs of our lowest performing population – SETTS, SWD, ELLs.
- Common Planning time will be used to study ongoing performance data (daily quick checks, benchmarks, unit tests, Acuity and homework).
- Increased support in the use of technology/SmartBoards to learn Best Practices in providing mathematics instruction to increase problem based interactive visual learning.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Vertical and horizontal weekly data team meetings to study disaggregated student data and student performance on Envision Math and New York City Predictives November 2011, January 2012 and March 2012.
- Staff and administration meet to discuss which students in each class would benefit from tutoring and increase differentiated instruction with a specific focus.
- Teachers create a method for tracking groups of students indicating a need for additional support by focusing on a group of 2 – 5 students in each class for a period of six week cycles.
- Additional tutoring 37 1/2 minutes used to tutor students in a focus area is offered to our lowest achieving population in each grade.
- ELL students demonstrating need receive support after school for two hour sessions twice a week.
- Responsible staff members – Principal, Assistant Principal, Data Specialist, Inquiry Team Leaders, Staff K-5

d) timeline for implementation.

- September 2011 – June 2012

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Our parents are very much part of our school community and we take pride in welcoming our parents, giving them a voice in their children's education. Examples of parent involvement include the following:
- Parents are notified that their children have been assigned additional tasks on the PearsonSuccessNet.com website to support, reinforce and enrich current math topics, with a focus on what parents can do to support their children.
- Overview of all core programs/subjects have been discussed at:
 - Grade Teas – parents are introduced to all the grade specific requirement with an overview of the year's work in math
 - Parent/Teacher Conferences
 - Open School Class Visitations – parents have the opportunity to observe a math lesson
 - Monthly P.A. Evening Meetings – questions and concerns are addressed
 - Monthly Parent Workshops – the Parent Coordinator organizes math workshops and helps parents log on to ARIS

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

All members of our staff are highly qualified. To maintain the quality of all teachers, differentiated professional development will be provided. Teachers who are new to the building will receive a mentor. The administration will attend hiring halls and collaborate with local colleges to identify new teacher candidates if positions become available.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Nutrition programs are integrated with our Edible Schoolyard Program and curriculum. Students are served salads, as well as fresh fruit and vegetables daily.
- Their extensive (environmental curriculum) is interdisciplinary linking Science, Social Studies, Math and Reading.
- Anti-bullying programs, recycling programs and peer mediation are ongoing.
- Network 605 support and collaboration

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title 111, and human resources to implement this action plan from September 2011-June 2012 as indicated below:

Staff Funding:

- NYSTL funds to purchase new Envision Mathematics Program for grades K-5
- TL Fair Student Funding
- TL Temporary Shortfall
- Title III LEP – Afterschool program to support students in need of language to complete math problems and applications

- Principal - 1 day per session/Assistant Principal - 1 day per session (Title III)
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs (Title I, Title III)
- Teacher per session (2 days per week) to support ELL students in areas of need to complete their mathematics (Title I, Title III)

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Goal: By June 2012, 50% of students in grades K-5 will demonstrate mastery as measured by the completion of the culminating task (bundles) demonstrated by the reading of expository texts with the inherent habits essential to the reading of non-fiction. These skills coupled with the written elements of the genre will underscore the common core aligned unity of study.

Rationale: As per the Chancellor's initiative, all students in grades K-5 will participate in a rigorous, grade appropriate non-fiction literacy task focusing on analytical thinking and higher order questioning skills coupled with increased stamina and fluency.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- After an in depth analysis of the student performance data 2010-2011 on the NYS ELA Assessment, it was evident that the students proficient in ELA is 70%.
- The State Assessment and the Progress Report results indicate that we demonstrated an increase in the percentage in our 3rd grade cohort (2010-2011) as well as 3rd grade students who moved to grade 4. However, using this model, we declined in the percentage of students in the grade 4 cohort.
- Our analysis of the data on the achievement of males/females in the school reveals that girls outperformed boys in ELA, in 2011 by approximately 20%. Female students exceeded the percentage of level 4 male students by 9% in all grades in 2011.
- Overall, level 4 students decreased from 13.2 in 2010 to 7.2 in 2011.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

- The use Teachers' College, Common Core aligned non-fiction units focusing on expository texts to teach the skills and habits essential to reading non-fiction.
- The implementation of the Fountas and Pinnell Reading Assessment (2011-2012) to foster cohesiveness across the grades (as per staff request).
- To continue our work to collaborate during common preparation periods to unwrap the CCLS, create rubrics, student checklists, assess student work and identify areas of improvement.
- To use the Teachers' College numerous "bends in the roads" (scaffolding) to facilitate differentiated instruction.
- To focus on the elements of non-fiction genre: thesis statements, bold headings, subtitles, graphs and charts including embedded skills; determining importance, finding the main idea and recognizing content specific vocabulary to promote comprehension and fluency.

- To use google docs as a system to collect and analyze reading data.
- To reopen our Robin Hood Library/Media Center with full-time library teacher to provide rigorous, standards based extension lessons in reading and research, and provide circulation privileges for all our students.
- To provide increased support during reading workshop to classes demonstrating need, with an additional push-in teacher (2011-2012).
- To support level 2 students with several AIS periods each week.
- Our diverse populations, ICT, SWD, ELLs, and students performing on level 1 will be supported with data driven small group differentiated instruction.

b) staff and other resources used to implement these strategies/activities,

- Teachers will meet during their common planning periods to look at student written work as well as to choose reading disciplines to further literacy growth.
- Conference notes, teachers' plans, informal and formal observations and student work will evidence students' deeper thinking.
- Students will produce a culminating task that's nested in a unit a study, focusing on nonfiction/expository and informational materials.
- Teachers will incorporate a minimum of one Teachers College common core aligned unit of study, which may consist of a compare/contrast activity, focusing on ideas and details in two nonfiction articles.
- All staff members servicing students in grades K-5 will participate in targeted specific, professional development to focus on strategies and activities that will address the needs of our lowest performing population – SETTS, SWD, ELLs.
- Common Planning time will be used to study ongoing performance data (benchmarks, unit tests, Acuity and homework).
- After school academic support will be provided to strengthen ELL students' skills and reading strategies.
- Guided reading/writing lessons with a focus will be provided for whole groups, small flexible groups and individual students.
- Benchmarks assessments and on demand writing will be used to assess individual student needs.
- Reading/writing student conferences will support individual student needs.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Vertical and horizontal weekly data team meetings will be used to study disaggregated student data, student performance on Reading of Nonfiction and New York City Predictive November 2011, January 2012 and March 2012
- Staff and administration will meet to discuss which students in each class would benefit from tutoring and increase differentiated instruction with a specific focus.
- Teachers have created a method for tracking groups of students indicating a need for additional support by focusing on a group of 2 – 5 students in each class for a period of six week cycles.
- Additional tutoring 37 1/2 minutes used to tutor students in a focus area is offered to our lowest achieving population in each grade.
- ELL students demonstrating need receive support after school for two hour sessions twice a week.
- Responsible staff members – Principal, Assistant Principal, Data Specialist, Inquiry Team Leaders, Staff K-5

d) timeline for implementation.

- September 2011 – June 2012

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Our parents are very much part of our school community and we take pride in welcoming our parents, giving them a voice in their children's education. Examples of parent involvement include the following:
- Parents are informed about current Units of Study,

- Daily Reading Logs indicating title, number of pages read and time spent reading by the student requires a signature by a parent/guardian each night.
- Overview of all core programs/subjects have been discussed at:
 - Grade Teas – parents are introduced to all the grade specific requirement with an overview of the year’s work in math
 - Parent/Teacher Conferences
 - Open School Class Visitations – parents have the opportunity to observe a math lesson
 - Monthly P.A. Evening Meetings – questions and concerns are addressed

Monthly Parent Workshops – the Parent Coordinator organizes math workshops and helps parents log on to ARIS

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All members of our staff are highly qualified. To maintain the quality of all teachers, differentiated professional development will be provided. Teachers who are new to the building will receive a mentor.

The administration will attend hiring fairs and collaborate with local colleges to identify new teacher candidates if positions become available.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Our collaboration with Teachers’ College supports our professional development and instruction in ELA.
- Network 605 support and collaboration

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- NYSTL funds to purchase literacy leveled books
- TL Fair Student Funding
- TL Temporary Shortfall
- Title III LEP
 - Principal - 1 day per session/Assistant Principal - 1 day per session
 - Professional instructional materials to support curriculum development during the regular school day
 - Consumable instructional materials for use during extended day programs
 - Teacher per session (2 days per week) to support ELL students in areas of need to complete their mathematics

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Goal: By June 2012, 75% of classroom teachers will demonstrate improved teacher effectiveness and outstanding classroom practices as observed by the Principal and the Assistant Principal, who will conduct a minimum of four (4) rubric-based observations, with the purpose of providing increased teacher support.

Rationale: Teachers will demonstrate rigorous lessons aligned to the Common Core.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- During the year 2010-2011, observations have not been focused on specific repeated areas to track teacher progress and build on coherence of teacher performance.
- Three staff members were denied tenure during 2010-2011 school year based on their performance portfolio.
- Based on the NYC School Survey results, the staff rated school leaders at 60%, indicating a lack of meaningful feedback.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,**
- The staff unanimously agreed that to make the most progress in their teaching, they should “self assess” their performance and then engage in a follow up discussion with the supervisor to determine their next steps.
 - Self evaluation demonstrates the staffs’ willingness to raise their expectations and accept ownership for their individual progress.
- b) staff and other resources used to implement these strategies/activities,**
- Supervisors, Principal and Assistant Principal, UFT Rep and teachers representing all constituencies collaboratively agreed on the use of the Framework for Teaching and the creation of a Rubric.
 - A professional library is available to the staff to support and enhance their teaching and learning.
 - Differentiated Professional development, to impact on student achievement, is provided on an as-need basis by supervisors.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
- The school cabinet, Principal and staff members representing varied grade levels, help design the Rubric and the methods for teacher self evaluation.
- d) timeline for implementation.**
- September 2011-2012

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

During SLT meetings, the parent representatives will be part of the conversation about steps being taken to help teachers improve their effectiveness and practice. The representatives will share this information with their constituent groups.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All our teachers are highly qualified. To maintain the quality of all teachers, differentiated professional development will be provided. Teachers who are new to the building will receive a mentor.

The administration will attend hiring halls and collaborate with local colleges to identify new teacher candidates if positions become available.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- NYC DOE and NYSED will provide guidelines for Teacher Effectiveness.
- Network 605 support and collaboration.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Professional Development – Title IIA
- Coverages for teacher conferences with supervisor – Title I, Title IIA

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	10	10	N/A	N/A	0	0	0	3
1	17	17	N/A	N/A	0	0	1	1
2	16	16	N/A	N/A	0	0	1	0
3	17	17	N/A	N/A	0	0	1	3
4	16	16	16	16	0	0	0	2
5	10	10	10	10	0	0	0	5
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • All students K-3 Orton Gillingham during school day • Small group – 37 ½ minutes • Small group – Wilson during school day • Afterschool ELL K-5
Mathematics	<ul style="list-style-type: none"> • Afterschool ELL K-5 • 37 ½ - small group
Science	<ul style="list-style-type: none"> • 37 ½ - small group
Social Studies	<ul style="list-style-type: none"> • 37 ½ - small group
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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

P.S. 216 will:

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.
- Well stocked classroom libraries arranged by genre and leveled books.

- Envision Math
- Comprehensive Social Studies/Science Program (Science Lab)
- Computer Lab and laptops for all students as needed with SmartBoards, Elmos and Airliners.
- Expansive arts program which includes dance (dance studio, music/orchestra/strings, Art – visual arts).
- Daily homework to reinforce content area learning.

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

We, as students, will share the responsibility to improve our academic achievement and achieve the Common Core State 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 o school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Wendy Karp	District 21	Borough Brooklyn	School Number 216
School Name Arturo Toscanini			

B. Language Allocation Policy Team Composition [?](#)

Principal Celia Kaplinsky	Assistant Principal Susan Glazer
Coach type here	Coach type here
ESL Teacher Michelle Tancredi	Guidance Counselor type here
Teacher/Subject Area Rosanna Herinsky, ESL	Parent type here
Teacher/Subject Area Marianne DiLauro, Reading	Parent Coordinator Helene Selter
Related Service Provider Donna Katz, SETTS	Other
Network Leader type here	Other type here

C. 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	2	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	539	Total Number of ELLs	70	ELLs as share of total student population (%)	12.99%
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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. 

1. Upon enrollment, Parents are greeted by the Pupil Accounting Secretary, Mrs. Santa Dumain. Prior to offering any enrollment documentation, the Pupil Accounting Secretary performs an initial screening by determining the preferred language of communication. As part of the enrollment procedure, a Home Language Survey is offered in the home language if available. Assistant Principal, Susan Glazer is trained to assist the initial screening process including the Home Language Survey and the administering of the informal oral interview to Parent and student. In addition, Certified ELL teachers, Michelle Tancredi and Rosanna Hersinsky conduct the informal oral interview when called upon and available. These pedagogues call upon Russian, Arabic, Spanish, Italian and Hebrew language interpretation (available in the school via Para and teacher pedagogues) when administering the informal oral interview of other than English language Parents. The cumulative folder of documentation is forwarded to one of the ESL teachers for determination of the Lab-R test eligibility and sign off on the HLS. If required, Lab-R (and Spanish Lab-R) are administered within 10 days of enrollment, with the score logged on a hand-scored list. Students scoring within the beginner through advanced levels are placed on the ESL roster for servicing as per CR Part 154 mandated number of units of ELL support. ESL teachers promptly offer parents a Parent Survey and Program Selection Form via Parent Orientation or by other contact means including inviting them back by telephone call or note, or waiting for parent pick-up at dismissal.

The following spring and annually thereafter, the NYSESLAT is administered by the two certified ELL teachers, Michelle Tancredi and Rosanna Herinsky to every ELL student. The RLER and RLAT are ATS reports used to determine NYSESLAT eligibility. ELL teachers work throughout the year to successfully promote second language acquisition in the four modalities: listening, speaking, reading and writing. This includes preparation for the NYSESLAT using the Empire State NYSESLAT Prep. book, Rigby Labeled Books, and listening to read alouds and recorded books. To ensure the four components of the NYSESLAT are administered, a charted list is created for all ELLs and a check mark is placed next to the student's name after each modality test is completed. The list is checked a second time when packing each student test grid.

2. Within 10 days of enrollment the certified ELL teachers invite ELL Parents/Guardians to a Parent Orientation via the Entitlement letter of invitation in both the home language and in English. After sign-in, certified ELL teachers give each Parent an agenda of the Orientation, a brochure of the three program choices, a Parent Selection form and a Parent Survey in their native language and English. Certified ELL teachers provide the 3 language choices of Transitional Bilingual, Dual Language and freestanding English as a Second Language by verbal, print and NYC-DOE Chancellor DVD. Languages are grouped and assisted by translators who sit with Parents speaking Spanish, Arabic, Russian, Italian and Hebrew. Copies of all Orientation documentation, Parent Surveys and Selection Forms are filed in a binder and kept in the ELL classroom, with the original form placed in the student cumulative folder. Parents of selected programs not available at the time of their choosing are made aware and informed of availability by letter and phone call when the program of choice becomes available.

3. P.S. 216 utilizes Mrs. Helene Selter, Parent Coordinator and the certified ELL teachers to distribute and insure return of all Program Selection and Survey. A list is generated of all ELL students and Parent program choice. ELL teachers re-issue surveys and often call

homes to insure return receipt from all ELL students. Documentation is stored in a binder in the ELL classroom.

4. To help alignment between Parent choice and program offering, parents are made aware that at the present time, P.S. 216 offers the freestanding ESL as a program choice, however, when the certified ELL teachers are made aware of a program of their choice that becomes available, they will be contacted and informed by letter and phone call. Parents are informed of all programs currently available via school transfers for Dual Language and transitional Bilingual. Placement letters and Continued Entitlement letters are distributed in the home language and English with a tear-off for parent signature. Returned signed tear-offs are filed in the ESL classroom for documentation.

5. Parents of P.S.216 students have historically opted in greatest numbers for the freestanding ESL instructional program as their first choice. Parent choice is as follows:

Kindergarten - 15 ESL ~ 4 Dual Russian ~ 3 Russian Bi-L

Gr. 1 - 10 ESL ~ 3 Dual Russian ~ 1 Hebrew Bi-L ~ 1 Urdu Bi-L ~ 1 Uzbek Bi-L

Gr. 2 - 4 ESL ~ 2 Dual Russian ~ 1 Dual Urdu ~ 1 Russian Bi-L ~ 1 Hindi Bi-L

Gr. 3 - 9 ESL ~ 1 Dual Russian ~ 1 Dual Chinese ~ 1 Chinese Bi-L ~ 1 Arabic Bi-L ~ 1 Hebrew Bi-L ~ 1 Hungarian Bi-L

Gr. 4 - 2 ESL

Gr. 5 - 2 ESL ~ 1 Urdu Bi-L ~ 1 Russian Bi-L ~ 2 Arabic Bi-L

6. Yes, P.S.216 aligns the Parent choice with the offering of the freestanding English as a Second Language program.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained														0
Push-In	0	0	1	1	0	0								2
Total	0	0	1	1	0	2								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	65	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	5	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. ①

	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	65	0	4	5		3				70
Total	65	0	4	5	0	3	0	0	0	70

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
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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2	2	1	1	2								11
Chinese	1	0	0	2	0	0								3
Russian	14	9	5	5	1	1								35
Bengali	0	0	0	0	0	0								0
Urdu	1	1	1	1	0	1								5
Arabic	2	1	0	4	0	2								9
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0

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
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	1	3	1	2	0	0								7
TOTAL	22	16	9	15	2	6	0	70						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1 a. The majority of ESL services for grades K to 5 are provided in a Pull-Out program model, with the balance as Push-In as per scheduling prepared by the Assistant Principal, Susan Glazer.

b. Classes are heterogeneously grouped as per scheduling prepared by the Assistant Principal, Susan Glazer.

2a. Students are provided services as per their instructional level, with beginner and intermediate level receiving 360 minutes per week (8 classes) and advanced level receiving 180 minutes (4 classes) per week following CR-Part 154 mandates.

3. ESL teachers provide content area instruction following the common core standards. All differentiated instruction is in English using Q-TEL strategies, scaffolding support and DOK levels of academic development. Vocabulary is enriched using Frayer maps, tiered synonym language ladders, and syntax examination while content area curriculum is delivered using graphic organizers, maps and charts. Collaborative posters, deconstructed reading, juicy sentences, T charts, jigsaws, reading with a purpose and individual and group work support content area instruction. Instruction is also provided following the Teachers College Reading/Writing workshop model for independent and guided reading. Orton Gillingham is used to teach phonic, spelling, handwriting, and decoding.

A. Programming and Scheduling Information

4. Spanish speaking ELLs are tested using the Spanish Lab-R following English Lab-R entitlement.

5a. SIFE students (if any) will receive additional services through 37 1/2 minute morning tutoring, after-school program when available, and AIS tutoring focusing on reading instruction using the Orton Gillingham multisensory approach and the Wilson Reading Program.

5b. Newcomers will receive phonic, vocabulary, reading and writing instruction in all content areas (both multi-genre fiction and non-fiction) to provide comprehensible rigorous academic education, with an emphasis on promoting oracy to literacy. An emphasis on reading comprehension and reading skills, along with writing mechanics and grammar, (embedded in lessons) will support ELA test taking practices for students in testing grades. ELLs will celebrate the cultural diversity and history of America through holiday study and events that take place throughout the year, as well as sharing their own culture with others.

5c. Long Term ELLs and Long Term ELLs with special needs will receive academic support from the AIS or SETTS teacher with instruction focused on meeting the individual educational needs and IEP areas of weakness.

5d. this does not presently apply

6. Teachers of ELL-SWDs follow the common core and Teachers College when planning content area, reading and writing instruction. Teachers use Orton Gillingham, Wilson Reading Intervention, and scaffolding methods including differentiated instruction using graphic organizers, visuals and manipulatives. Teachers of ELL-SWDs use leveled library books, Great Leaps, Big Books, Chants, Poetry, Smart Board access, lap-top computers. EnVision math instruction uses an on-line interactive Smartboard component. Small group and peer instruction are part of ELL teaching strategies. The IEP teacher, Donna Katz, ensures that ELL-SWDs receive all mandated services and test modifications as listed in the IEP.

7. All SWDs are ICT students and are involved in identical curricular, instruction and scheduling as their non-SWD peers. All students are itergrated when attending computer, gym, dance, music, science, library, garden, and lunch.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

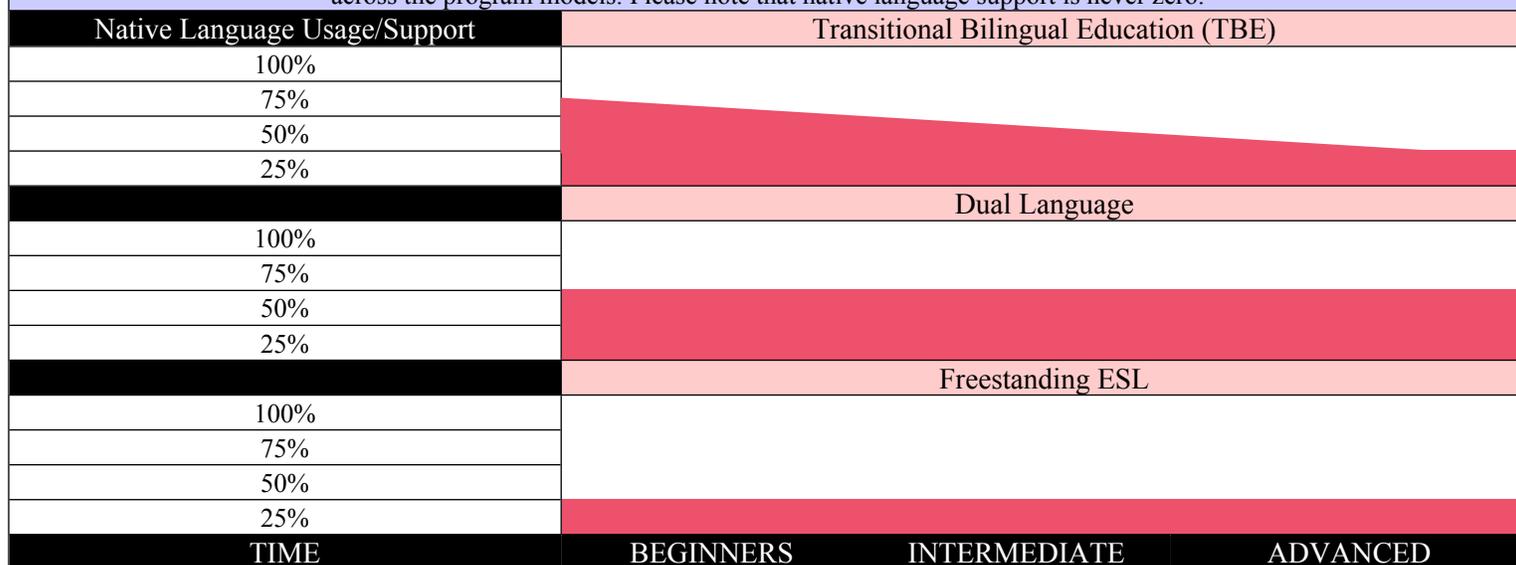
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 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	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

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

8. The English immersion targeted intervention program offered at P.S. 216 is available for beginner- intermediate and advanced ELLs. ELL teachers focus on following the common core when providing content area instruction in Teachers College reading and writing and EnVision math. The push is to teach subject areas via differentiated instruction through non-fiction and multi-genre fiction. Grades 3 -5 are provided standardized ELA and science test and NYSESLAT test preparation. Other intervention services available including funded reading support, speech, SETTS, AIS support and A.M. tutoring from 8:00-8:37A.M.

9. ELLs who have reached proficiency level on the prior spring NYSESLAT receive additional services for a two year period. Students are supported in various ways: AIS services with SETTS teacher or literacy teacher. Extended day, ELL title 3 after school enrichment and AIS push-in provides appropriate services to support these students needs.

Service providers collaborate with classroom teachers to discuss student work and review student assessments and data to identify needs. Service providers and classroom teachers collaboratively plan units of study using strategies from our literacy and writing units. This cohesive and collaborative process provides the support needed to narrow the achievement gap.

10. The new improvement this year is the student benefit of having ESL support in a Push-in model. This limits the in and out movement of the students and allows the ESL teacher to collaborate while co-teaching to provide in-class scaffolded support. Another new program is the addition of the Edible Schoolyard gardening classes, offering hands on experiences in a non-fiction and informational context. This helps support ELLs with scientific vocabulary and processes, as they work and learn in heterogeneous and cooperative groups. In addition, the recently new RobinHood Library supports all students, including ELLs. It's a print rich library with texts in both English and some other student native languages. It's equipped with SmartBoard technology and available laptops. Students can check out books of all genre promoting reading excitement.

11. does not apply - no services to be discontinued

12. ELLs are included in all schoolwide programs unless the ESL pull-out schedule prevents those students from attending with their class. The exception is Gym and/or Dance class which all ESL must attend.

After School Title III offers two ESL classes meeting the language support needs of younger and older students. AIS classes support at-risk students.

13. At P.S.216, there are many classroom technological modes of instruction. The use of SmartBoards, laptops, and internet access provide ELL students translations, visuals, and auditory support. The EnVision Math program has a huge online component supporting ELLs in the classroom and during pull-out classes.

14. In the ESL classroom native language support is delivered through a selection of reading genre in the native languages of Russian and Arabic. Also, the use of bilingual dictionaries and glossaries, internet access sites, labeling, and the use of cognates during instruction.

15. Required services are supported with resources corresponding to ELLs grade level and ESL level from beginner level to intermediate to advanced level as determined from the Lab-R or NYSESLAT.

16. At the end of May/beginning of June, parents of (the following September's) incoming Pre-K and transitioning Pre-K going into

B. Programming and Scheduling Information--Continued

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16. At the end of May/beginning of June, parents of (the following September's) incoming Pre-K and transitioning Pre-K going into

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?

1. Parent workshops are conducted a minimum of once a month involving all parents including ELLs. These workshops consist of math and reading for parents to help their children. Workshops on the Common Core Standards are given so that parents may better understand the rigorous content and application of knowledge their children are expected to attain. To this end, the Parent Coordinator continues to hold ARIS Parent Link Workshops and encourage parents to log in and review their child's academic progress. An annual meeting is held to inform parents of the schools participation in Title 1. Translators are available.

2. P.S. 216 collaborates with the Shorefront YMHA to provide an ELL program for parents and other extended family. This class meets two times a week, for approximately two hours each session during the school year, starting November thru June.

3. In order to evaluate the needs parents may have for their children, Home Language Surveys are given in their native languages to determine the translation language needs of the year. The Parent Coordinator assists the Parents in resolving student/teacher issues. The Parent Coordinator provides translation services when needed. The Parent Coordinator acts as liason between child and school. The Parent Coordinator assists the ELL teacher when reaching out to Parents regarding paperwork or other school needs. The Parent Coordinator is at the door in the morning greeting parents and students and is available to answer any concerns. The Parent Coordinator has a separate phone number from the school's main number to be reached at all times.

4. P.S.216 has many options for all parents including parents of ELLs to be involved in their child's academic progress. At the start of the school year, all parents are invited to join the Parents Association. Twice a year, parents have the opportunity to meet with the teacher during Open School. Parents are invited to Class Teas during October to receive a comprehensive overview of their child's class, curriculum and teacher's objectives. Parents are invited to attend shows and programs throughout the school year including holiday programs. Parents are invited to Edible Garden parent/child shared experiences during the school year and during the summer. Parents are invited to join classes during class trip out of the building. Parents are invited to view their children in class performances, parades, showcases and schoolyard activities. Notices and letters sent home are in English and translated languages to meet the home language needs of the school.

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)?

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.

1.1. Ongoing professional development is offered to all staff to meet the demands of all students, including ELLs. Professional development is offered at Faculty Conferences, Grade Conferences, and on the Chancellor's Professional Development Days. In addition, staff participates in Professional Development opportunities offered by our Network Staff. Topics include: Strategies for Developing Academic Language, Looking at ELL Data, Universal Design for Learning, and Q-Tel Strategies. In addition, an Orton Gillingham mentor

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2. Support is offered to staff to assist ELLs as they transition from elementary to middle school. Our Guidance Counselor receives information, training and support from our Network Staff. Teachers are invited to attend meetings facilitated by the Guidance Counselor on the middle school application process, open houses, available programs, etc. Additional support is available at PA meetings, grade conferences, and faculty conferences.

3. As Per Jose P, all faculty receives the mandated 7.5 hours for general education ESL, 10 hours for special education ESL. This training is provided by our licensed ESL teachers and/or network staff. Attendance records and agendas are maintained at the school to ensure compliance. In addition, all staff has the opportunity to attend additional training offered by the Office of English Language Learners. Teachers are invited to attend Network provided ELL workshops and go to ELL Teachers College workshops. Teachers completing mandated hours (7.5 gen. ed./10 hrs. sp. ed.) receive a certificate of completion and are logged on a list filed in the ESL Data binder.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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2. P.S. 216 collaborates with the Shorefront YMHA to provide an ELL program for parents and other extended family. This class meets two times a week, for approximately two hours each session during the school year, starting November thru June.

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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)	8	1	1	1	1	1								13

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?

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

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.

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	1	1	0							
	I	2	0	0	0	0	1							
	A	14	0	3	4	2	0							
	P	6	19	11	8	5	2							
READING/ WRITING	B	7	1	1	1	1	1							
	I	11	1	3	2	3	0							
	A	2	4	2	3	3	1							
	P	2	13	8	7	1	1							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1	0	0	2
4	2	2	0	0	4
5					0
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	1		1		0		0		2
4	0		2		2		0		4
5									0
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		0		3		1		4
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
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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.

Part VI: LAP Assurances

School Name: PS216 Arturo Toscanini		School DBN: 21/K/7	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Celia Kaplinsky	Principal		11/9/11
Susan Glazer	Assistant Principal		11/9/11
Helene Selter	Parent Coordinator		11/9/11
Michelle Tancredi	ESL Teacher		11/9/11
	Parent		11/9/11
Rosanna Herinsky	Teacher/Subject Area		11/9/11
Marianne DiLauro	Teacher/Subject Area		11/9/11
	Coach		
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Donna Katz	Other <u>SETTS</u>		11/9/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 21K216 **School Name:** P.S. 216

Cluster: Jose Ruiz **Network:** Wendy Karp

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 entire school. Dominant languages include: Russian, Spanish, Urdu, Arabic, and Chinese.
To ensure that all parents are provided with immediate translation, when necessary, we have paraprofessionals that are bilingual in the building and we have ongoing access to the NYC Translation and Interpretation to ensure that parents always have access to a translator.

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 as needed. The parent coordinator is aware of the language needs of the community and responds to most parent needs. ELL parents are provided with appropriate translations through written and oral correspondence, these include:

- Notices in most native languages.
- Report cards in most native languages.
- Phone calls can be assisted by a translator.
- Translators are present and/or available during parent workshops.
- Translators are present during school meetings.
- Signs in all languages are posted in the front lobby of the building as well as outside the main office indicating access to interpreters and the translations which are available to support and meet the needs of all parents.
- ARIS Parent Link instructions are available in multiple languages.
- NYC Translation and Interpretation Phone Number is accessible for immediate translation needs.

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 and minutes of meetings/conferences are translated. The translators are 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 for them.

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.

Paraprofessionals and parent volunteers are available to translate in languages such as Russian, Spanish, and Arabic. Oral and written translations are available at meetings to translate information. If needed, translators can and will be hired for translation services. In the case of an immediate translation need, the NYC Translation and Interpretation Hotline can be reached to get a translator on the phone to speak to a parent. 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 the Chancellor's Regulations A-633, the school will comply with translations in the native and dominant languages. The school has posted 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. These include:

- Registration, application and selection
- Standards and performance (report cards)
- Discipline codes
- Special education and related services
- Transfers and discharges
- Health forms
- Safety forms (accident reports)
- Disciplinary matters
- Permission/consent forms
- Special placement letters (ELL and Special Education)
- Safety Plan
- Written Documentation providing the procedures of how parents can obtain translation services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 216	DBN: 21K216
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply): <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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S. 216 provides a supplemental Title III After school program to help support the needs of our English language learners. The program is scheduled to begin on December 6th, 2011 for approximately 15 weeks, two days each, for 30 sessions. Each session is scheduled for 2 hours. This program is available to all English language learners from grades K-5. Students are grouped by grade and by their ESL levels and needs, beginner, intermediate, or advanced. These levels were determined by the NYSESLAT and LAB-R scores. There are currently two ESL certified teachers on staff at P.S. 216, who provide ESL instruction during school hours. The After school program will be instructed by one of these licensed ESL teachers, who will infuse a repertoire of ESL strategies into instruction as a means to foster student learning and English language acquisition for students. The other teacher is a licensed early childhood teacher, with knowledge of ELL strategies and has fulfilled her ELL mandated hours. A supervisor is present at all times when students are in the building to ensure their safety and well-being.

The rationale of this ESL Extended Day Program is to provide instruction through supplemental, but direct, services for students. This additional time will support their acquisitions in all areas of English language development, including reading, writing, listening, and speaking. Students will receive instruction through interdisciplinary lessons that are aligned with the Common Core Learning Standards. They will experience language through the four modes of the English language; conversation, word work, and reading and writing strategies. We expect to accelerate student learning and enhance the students' acquisition of the English language. This program also supports the teaching of reading and writing skills and strategies in a small group setting or on a one-to-one basis, depending on students' needs and goals.

Materials provided for the students include leveled library books in all genres, as well as other supplemental teaching materials. Assessments that will be used to determine the success of the program include checklists, rubrics, student work portfolios, and ongoing formal and informal observations and conferences.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: In P.S. 216, professional development is offered to teachers via grade conferences, faculty meetings, data and inquiry, and network meetings as well as designated staff development days throughout the school year including Election Day and Brooklyn Day. Extensive ongoing support is provided by an ELL support person from our network. Professional development is geared toward and focuses on a variety of strategies and implementations for all students including ELLs. This includes implicit and explicit instruction, conferencing, differentiation, scaffolding techniques,

Part C: Professional Development

small group instruction, and guided reading. The use of hard and soft data is used to guide the instruction of all ELLs, including ELLs with special needs.

Professional development is also provided, from the Puppetry in Practice artists, in an effort to facilitate and improve conversation and language fluency for all students. Puppetry supports all students, especially ELLs 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 Puppet Theater and the retelling of stories through visual and performing arts offers students opportunities to express themselves orally and artistically. It provides hands on activities for students through informal and formal socialization and conversation, as well as cooperative learning in a heterogeneous setting.

In addition, during the 2011-2012 school year, Orton Gillingham training from The Reading Reform Foundation is being provided to one ESL certified teacher. The second ESL teacher received this training in 2010-2011. These teachers are receiving training from a special staff developer certified from the program twice each week. This program is a service to all students, particularly ELLs, as it increases vocabulary, sight word recognition, reading skills and comprehension, left-to-right reading, phonetic sounds, alphabet letter names and vowel-consonant recognition, oral and visual blending, segmenting of words and sounds, handwriting practice, etc. These skills are all being enhanced and developed as the teachers learning these strategies continue to implement this specialized program. These specific skills are a major component of teaching ELLs how to read, write, and spell in an auditory, visual, and kinesthetic manner.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent engagement activities are targeted for parents of ELLs in an effort to impact the higher achievement of ELLs. One of the parent orientations, which is mandated, was administered to ELL parents on 9/22/11. Parents were provided with a translator, supplied with information of parent program choices in both their native languages and in English. They were provided with the program choices and the rational of each including the Bilingual, Dual Language, and ESL programs. They were able to watch a video from the chancellor in English and other languages. All questions were addressed and answered.

Report cards for ELLs are in their native and English to ensure understanding and accessibility for parents to measure their child's progress, strengths and weaknesses. In addition, parents receive the NYCDOE "Suggested Questions for Families to Ask During Parent Teacher Conferences," which comes in multiple languages and is distributed accordingly. Other important notices/documents such as the program placement, program selection, program information, etc. are distributed in both the native language of the parent and in English.

We have several bilingual paraprofessionals in our school who are able to provide translations when necessary. We have translators available at all times since. We work to keep parents informed

Part D: Parental Engagement Activities

of their rights, choices, and accountability. Parents are also supported and encouraged to get onto ARIS to access their child’s data. Our school has reached out to the NYC Translation and Interpretation for support on an as need basis. There are signs in the building regarding translation available, should there be a need.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		