



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S. 216  
**DBN (i.e. 01M001):** 21K216  
**Principal:** CELIA KAPLINSKY  
**Principal Email:** CKAPLIN@SCHOOLS.NYC.GOV  
**Superintendent:** ISABEL DIMOLA  
**Network Leader:** LISA GIGOUX

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Celia Kaplinsky	*Principal or Designee	
Marie Yvette Abreu	*UFT Chapter Leader or Designee	
Maria Rivas	*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/Chairperson	
Lori Accovelli	Member/ Teacher	
Merrie Levine	Member/ Teacher	
Rosanna LaFroschia	Member/ Teacher	
Sandra Ali	Member/ Parent	
Gina Dellolio	Member/ Parent	
Karen Ercole	Member/ Parent	
Suzanne Olney	Member/ Parent	
AnnMarie Stabile	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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 1 – Comprehension

By June 2014 students in grades K-5, including ELL's and SWD's, will demonstrate a 3% increase in ELA comprehension as evidenced in the reading of fiction and nonfiction units, including performance based assessments, NYS ELA assessments and schoolnet results.

### 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.

Analyzing our 2012-13 ELA scores and noting the minimal progress we achieved, our school community decided that a change in our Reading program, which is 100% aligned to the Common Core, would be a better choice.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Pearson Ready Gen will be used as our resource to help us meet our goal.
2. Ongoing assessment and inquiry work will help identify and address students' areas of need.
3. Pre and Post testing will help monitor specific skills that are being targeted.
4. Ongoing professional development, specific to each grade, will be presented as needed.
5. Our school community will continue to build upon close reading and text dependent questioning to foster greater comprehension in fiction and nonfiction reading.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Key personnel include the Principal, Assistant Principal, our three instructional lead teachers and data specialist. They will ensure the implementation of our new common core aligned curriculum.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Feedback on the successes and challenges are discussed during Principal Cabinet Meetings with lead teachers and the data team.
2. Collection of actual data (i.e. googledocs) will verify the effectiveness of each strategy/activity.
3. Lead teachers are afforded the opportunity to attend professional development sessions and are requested to bring back key elements and suggestions that will help further the success of the Reading Program in each grade.
4. Formal and informal observations by the supervisors will help further evaluate student improvement and progress.

#### D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Three hours each month is dedicated to Charlotte Danielson's Framework for Teaching. This will help improve pedagogy, higher order thinking and targeted strategies.
  - Our lead teachers facilitate two grades each (K-1, 2-3, 4-5) to analyze student work, assessment results, identify patterns and trends, to ensure that progress is being met for our entire school population.
  - Ongoing pre and post assessments will help further identify specific students demonstrating difficulty in making progress.
  - Ongoing assessment serves as a yardstick to help us reach our targeted goal.
  - Collaborative planning time is allotted each week, with the express purpose for teachers to plan together and share best practices.

### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Our parents play a major role in our school community and the staff takes pride in welcoming our parents, giving them a voice in their children's education. Examples of parent involvement include the following:

- Parents are notified of the need to provide their children with at risk intervention and support to reinforce the common core classroom instruction.
- Bimonthly progress reports are sent to the home with a notation on what parents can do to support their children.
- Parents are encouraged to monitor their child's daily reading log.
- Overview of all school initiatives have been discussed at:
  - Grade Teas – parents are introduced to all grade specific requirements with an overview of the year's work in literacy
  - Parent/Teacher Conferences
  - Open School Class Visitations – parents have the opportunity to observe a literacy lesson
  - Day/Evening Monthly P.A. Meetings – questions and concerns are addressed. Principal is present to discuss new initiatives, answer questions and/or address concerns
  - Monthly Parent Workshops – Parent Coordinator organizes literacy workshops and helps parents log on to ARIS

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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.

By June 2014 students in grades K-5, including ELL's and SWD's, will demonstrate a 3% increase in the understanding of math strategies as evidenced by performance based assessments, NYS Math assessments and schoolnet results.

**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.

Analyzing and comparing the Envision Math Program with the Go Math Program, the school community believed that there were more "Real World" problems and authentic math in the Go Math Program. Go Math is 100% aligned with the Common Core and the NYC scope and sequence, therefore, it was chosen as the best choice for our school.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. The key resource to help us meet our goal will be Houghton Mifflin, Harcourt Go Math!
2. Ongoing inquiry work will help identify students' areas of need that should be addressed.
3. Pre and Post Testing will help monitor specific skills to be targeted.
4. The implementation of I-Ready, an online assessment program, will help pinpoint specific areas of weakness, and will provide in-class small group instruction as well as reinforce individual skills.
5. Ongoing professional development will be provided to the staff based on need.
6. We will continue to build upon the student's capability to write and explain their inherent understanding of each concept.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principal and our three instructional lead teachers and data specialist will ensure the implementation of new common core aligned math program.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Feedback on the success and challenges are discussed at Principal's Cabinet Meetings with lead teachers and the data team. The results drive the professional development in the building.
2. Analysis of Pre and Post Tests from I-Ready will ensure students are making adequate progress.
3. Lead teachers bring back key elements and suggestions from Publisher trainings to ensure that the program is being implemented effectively.
4. Formal and Informal Observations will improve teaching and therefore improve student progress.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 through June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Children in grades 3,4,5 who are not showing significant growth will be invited to attend the Extended Day After School Program in ELA, Reading, Writing, and test taking skills.
2. Children in all grades who are at risk will be invited to attend morning tutoring.
3. Weekly Inquiry Meetings and the study of patterns and trends in assessment results will ensure progress is being made.
4. Three hours each month will be dedicated to deepening the teacher’s understanding of effective teaching by studying Charlotte Danielson’s Framework for Teaching.
5. Collaborative planning time is allotted each week for teachers to share effective practices.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- 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 when 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 requirements 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
    - Day/Evening Monthly P.A. Meetings – questions and concerns are addressed. Principal is present to discuss new initiatives, answer questions and/or address concerns.
    - Monthly Parent Workshops – Parent Coordinator organizes math workshops and helps parents log on to ARIS

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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.  
By June 2014 there will be a 75% increase in teacher effectiveness as evidenced by formal, informal observations and teacher goals that will impact the growth of student learning and performance.

**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.  
The identified need is based on the new instructional expectations and the new system of teacher evaluation and development which is to be fully implemented during the 2013 – 2014 school year.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. The staff will be engaged in an in-depth study of the Framework for Teaching Rubric to build a shared schoolwide understanding of what effective teaching looks like in all content areas.

**B. Key personnel and other resources used to implement each strategy/activity**

1. The Principal and Assistant Principal will participate in training offered by the city and the Network.  
➤ The Lead Teachers and the UFT Chairperson participate in training offered by the city.  
➤ Resources provided by the city such as ARIS video clips are utilized during training to help deepen teachers' understanding of how high quality instruction will advance student learning.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Feedback is provided to the staff following each informal and formal observation.  
2. School leaders will work with teachers individually, by grade and as a school community to develop a clear understanding of the model and expected outcome.  
3. School leaders will focus on changes to classroom practices. They will ensure teachers integrate the common core instructional shifts where appropriate.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 - 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The administration meets with staff each Wednesday morning to study the Danielson Rubric. The four domains (Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities), the elements of each component, indicators and possible examples are studied and discussed in depth. The administrators facilitate discussions on the implications to advance student learning.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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. Parents are notified of all school initiatives.
  - Parents are informed that all teachers at P.S. 216 are highly qualified
  - Overview of all school initiatives have been discussed at:
    - Grade Teas – parents are introduced to all the grade specific requirements with an overview of the year's work in literacy and math.
    - Parent/Teacher Conferences
    - Open School Class Visitations – parents have the opportunity to observe a literacy and/or math lesson
    - Day/Evening Monthly P.A. Meetings – questions and concerns are addressed. Principal is present to discuss new initiatives, answer questions and/or address concerns.
  - Monthly Parent Workshops – Parent Coordinator organizes literacy workshops and helps parents log on to ARIS

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.  
**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***  
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Components of literacy	Small groups – tutoring	During school day
	Sight words, word attack, decoding, reading comprehension	Small groups	During school day
<b>Mathematics</b>	Interactive math using Smartboard Multi-step math problems	Small groups, one-to-one, peer-to-peer guidance	During school day
<b>Science</b>	Project-based inquiry learning, hands-on delivery of instruction.	Small groups, pairs	During school day
<b>Social Studies</b>	Close reading in the content area. Chunking and annotating the text.	Small groups, guided reading, shared reading	During school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling strategies for problem solving, anxiety and frustration	One-to-one	During school day
	Counseling school related issues	One-to-one	During school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All members of our staff are highly qualified. To further the high performance of all teachers, ongoing professional development is provided throughout the school year.
Three school based lead teachers meet Monday and Tuesday of each week to initiate and implement instructional goals and initiatives as outlined in the citywide Framework for Teacher Effectiveness i.e. Depth of Knowledge, text dependent questions, close reading, text complexity, etc.
Should new teaching positions be needed, the administration will reach out to local colleges and attend hiring halls.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development is ongoing at P.S. 216. The lead teachers attend professional development sessions offered by the Department of Education and by the Network. The information is disseminated at Faculty Conferences, Grade Conferences and during collaborative planning.
In-depth inquiry work helps the staff become more knowledgeable in finding ways to reach each student and to maximize his or her potential.
Additionally, the Principal provides ongoing professional development to focus the staff on a deeper understanding of the best effective practices. Once a week, the staff focuses and studies a component from the Danielson Rubric with the purpose of bringing effective and highly effective instruction into the classroom.
Furthermore, in conjunction with the School Leadership Team, the staff voted to reduce the number of instructional days by two full days. These non-attendance days will be used for intensive professional development on topics most needed for our staff to move to a higher level of performance in the classroom.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Take home book bags were purchased for students in temporary housing. The book bags are filled with basic school supplies and books for the children to read on their "just right" levels. The books are frequently exchanged so that each child always has a new book to read.
At P.S. 216, we have a peer mediation program. This program teaches children to be respectful and accepting of each other's differences. Various topics are discussed, including bullying, anger management, etc.
We offer assemblies on bullying. The children learn what it means to bully someone and what it means to be left out by their peers. Some of our Book of the Month selections also incorporate the theme of bullying. Classroom discussions empower our students to be tolerant. Each morning our school announcements conclude with "Boys and girls work hard and remember to

be kind to one another.”

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Our preschool children coming from early childhood programs have a seamless transition to elementary school.

Our pre-kindergarten social worker works with teachers and our pre-kindergarten families to share strategies and best practices in parenting skills and teaching skills.

Our pre-kindergarten teachers are all highly qualified experienced teachers who understand the development of a child. The teachers attend professional development sessions and customize the information for our students so that they are prepared to read, write, speak and listen. Although there is no formal curriculum in pre-kindergarten, the teachers utilize the best resources to that our youngest community members are prepared for kindergarten and beyond.

#### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The Network provided professional to the staff on understanding the Measurement of Student Learning (MOSL) choices. Additionally, the Principal and Assistant Principal conducted professional development for the staff. The lead teachers along with the UFT Chapter Chairperson attended training in the summer and turn-keyed the information to the staff.

A committee was formed as per the Department of Education guidelines. The Principal selected members and the UFT Chairperson selected members. The members of the MOSL committee met, discussed the choices and voted. Through consensus, the final choices were made. The final choices were shared with the entire staff.

### **TA Schools Only**

#### **Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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 1<sup>st</sup> 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;
  - planned parent/student evening, weekend, and summer events in our Edible Schoolyard;
  - planned parent/student cooking events in our kitchen classroom;
- 
- to support working parents and/or parents wishing to provide homework support and extracurricular activities for their children. The Kingsbay “Y” is now based in our school Monday – Friday from 3 p.m. to 6 p.m. During that time they provide homework support as well as sports and creative activities.
  - providing written and verbal progress reports that are periodically to keep parents informed of their children’s progress;
  - developing and distributing school updated information designed to keep parents informed concerning school activities and student events;
  - providing specific school planners/folders to send home written communication from the school and/or teacher in native languages as is necessary.

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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;
- Complete libraries arranged by genre and leveled books are evident in every classroom;
- 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 1<sup>st</sup> 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 with 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 Standards.

Specifically, we will:

- Do my homework every day and ask for help when I need to;
- Read at least 30 minutes every day outside of school time;
- Give to my parents or the adult who is responsible for my welfare all notices and information received.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>216</b>
School Name <b>ARTURO TOSCANINI</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>CELIA KAPLINSKY</b>	Assistant Principal <b>SUSAN GLAZER</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>MICHELLE TANCREDI</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>ROSANNA LAFROSCIA-ESL Teacher</b>	Parent <b>type here</b>
Teacher/Subject Area <b>MARIANNE DILAURO-READING/DATA</b>	Parent Coordinator <b>HELENE SELTER</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>624</b>	Total number of ELLs	<b>68</b>	ELLs as share of total student population (%)	<b>10.90%</b>
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## Part II: 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
<b>Total</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	61	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	65	0	3	3	0	0	0	0	0	68
Total	65	0	3	3	0	0	0	0	0	68

Number of ELLs who have an alternate placement paraprofessional: 3

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	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: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	4	1	0	1	0	0	0	0	0	0	0	0	12
Chinese	3	2	0	1	1	0	0	0	0	0	0	0	0	7
Russian	11	5	6	2	6	0	0	0	0	0	0	0	0	30
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	1	2	0	1	0	2	0	0	0	0	0	0	0	6
Arabic	0	3	2	1	0	0	0	0	0	0	0	0	0	6
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	0	2	1	1	1	0	0	0	0	0	0	0	6
<b>TOTAL</b>	22	17	11	6	9	3	0	0	0	0	0	0	0	68

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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	4	0	2	5	1								20

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	7	4	2	1	2								16
Advanced (A)	14	6	7	2	3	0								32
Total	22	17	11	6	9	3	0	0	0	0	0	0	0	68

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	4	1		12
4	6	2			8
5	1	1			2
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	2	4						15
4	7	1			1				9
5	1		1						2
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		6		1		9
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

\*Early literacy skills are assessed using I-ready, Fountas and Pinnell, Orton Gillingham phonic assessment and the NYC writing prompt. Upper grades 3-5 use school net, I-ready, the NYC writing prompt, and ELL periodic assessment.

\*The data reveals that ELLs need instruction based on individual need. From phonics to fluency, ELLs need aural/oral modeled English language immersion.

\*This data will help to plan ongoing opportunities to hear and use language rich English, with an emphasis on vocabulary, grammar, and comprehension.

Using the data, teachers plan individualized, differentiated lessons to help each child progress to a higher level of achievement and educational growth.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? NYSESLAT subgroup breakdown not available at this time.

Historically, Lab-R results for newcomers reveal a beginning level of English listening and speaking vocabulary and phonic acquisition. (Listening, speaking and reading).

NYSESLAT results indicate weakness in reading and writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Results from the NYSESLAT modalities will be used to provide tailored instructional grouping. Instructional decisions are affected when planning and providing coherent learning activities and pairing students at different proficiency levels using Common Core aligned flexible grouped instruction.

This year we will be implementing the AMAO tool to drive instructional decisions. The AMAO estimator tool will be used to project academic achievement. PS216 will use the AMAO estimator to focus on the progress towards proficiency for specific ELL groups.

ELL teachers will use the AMAO estimator tool to filter data to create targeted grouping needs. The Advanced Early Warning Indicator will be used to identify students needing Response to Intervention RtI.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. In the ESL program, the patterns across proficiency and grades indicate that level of vocabulary influences writing. Also noticed is the need for the sustained ability to maintain comprehension across a variety of text genre of greater length and complexity, which influence and negatively affect ELA scores. In other words, having students read longer more challenging text and responding with content driven claims and supporting details.

b. and c. The school uses ELL Periodic Assessments as a valuable source of data. Teachers analyze their ELL's scores in reading, writing, and listening. This is usually given twice a year and the results notify us of the strengths and weaknesses of our students. We receive their score, school average, city average, and language proficiency level in tiers for each student. This insight allows us to further plan and implement individualized and small group instruction accordingly.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Patterns from data results of formal and informal assessments (in and out of the classroom) are used to qualify RtI tiered levels. As a result, Tier I receive core instruction, Tier II receive double dose small group tailored instruction and Tier III receive 1:1 intensive intervention administered by ELL teachers, Reading Teacher, AIS Teachers and classroom teachers..

6. How do you make sure that a child's second language development is considered in instructional decisions?

ESL language proficiency level is considered, in addition to years of service and results from informal, formal, interim and annual assessments. Thrown into this mix is culture, family history, prior formal education and character traits. Instructional decisions are planned for these students who are grouped for instruction based on needs and considerations.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Does not apply

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

ELL sub-group success is measured by showing individual yearly growth in standardized tests including the NYSESLAT, Math, ELA and Science in addition to informal and formal class assessments and student work and performance.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Initial identification of ELLs begins at registration. The ESL teacher, or another trained pedagogue, meets with the parents and students. The parents complete a form indicating their preferred language of communication. The HLIS form is then given to the parents in English and their native language, if available. Translators are available to assist parents with completing the HLIS form. If parents indicate, by checking at least one item in section one and two items in section two, that a language other than English is spoken in the home, then the trained pedagogue conducts an informal interview with the parents. Based on these results, the students are identified as eligible for LABR testing. If the native language is Spanish, the students are also administered the Spanish LAB to determine language dominance. Students are tested and if appropriate, a parent orientation is held and students placed in a program, within 10 days.
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.  
Within 10 days of admission, all students who have a home language other than English are administered the LABR. Parents of students who are not English proficient are invited to school for a Parent Orientation. Notices of the orientation are sent home in backpacks and phone calls are made to invite parents to attend. This Orientation informs parents of the three program options: Transitional Bilingual, Dual Language and Freestanding ESL. The Orientation sessions are facilitated by licensed ESL teachers and the Parent Coordinator. Translators are available at the orientation sessions. Parents watch a video provided by the Department of Education, in English and their native language, which explains the program options. Parents then make a selection of which program they want their child placed in.  
If parents are unable to attend the orientation session, additional sessions are offered. The ESL Teachers and Parent Coordinator contact parents by phone or meet with them at dismissal to make arrangements for a convenient time. Every effort is made to receive 100% of completed parent selection forms.  
As additional ELL students enroll throughout the school year, additional orientation sessions are held.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The ESL teachers are responsible to ensure that all entitlement, survey and selection forms are returned. A signed returned tear-off is added to entitlement letters when distributed to the home and collected as evidence of letter distribution. All notices are sent

home with students. If tear off sheets are not returned, additional copies are sent home. The Parent Coordinator also follows up with phone calls. A copy of the HLS and Program Survey and Program Selection form for each student is stored in a binder and secured in a locked closet. Original papers are returned to the student's cumulative folder.

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.

Following the Parent Orientation session, where program selection forms are completed, the ATS ELPC screen is completed within 20 days, for each student. This screen records the parent program choice. If parents select a program not available at our school, they are informed that as soon as there are 15 students, who speak the same language, in two contiguous grades, the program will be opened. If parents select a program we do not offer, they are given the choice of transferring their children to schools that offer that program.

Records are kept and reviewed to ensure that we meet all ASPIRA consent decree requirements are met.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

To determine NYSESLAT eligibility, the ESL teachers run the RLER, RNMR, and the RLAT reports in ATS. A checklist is also created listing all students by grade as well as modalities. As each modality is given, individual students are checked off on the list. The ESL teachers attended a workshop on the implementation of the NYSESLAT. All packing slips, examination certificates, test material security forms, Deputy and Proctor Certificates, Principal's Certification and any other forms are checked and rechecked by the ESL Teachers. Tests are counted and recounted to ensure all modalities from each grade are accounted for. In the event a student is absent, the make-up date can be any time within the designated testing period of one month. No official make-ups for any subtest may be administered after the designated testing period. Any student who is absent for any part of the assessment and does not make up that part will not receive a scale score or overall proficiency level for the test.

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

Historically the trend in program choice is the English as a Second Language model.

These are the numbers for the current 2013-2014 school year, out of 68 total ELL students in grades K-5 :

- |                                       |                            |
|---------------------------------------|----------------------------|
| * 47 ESL as their program choice      | * 10 Russian Dual Language |
| * 1 Chinese Dual language             | * 2 Russian Bilingual      |
| * 1 Arabic Bilingual                  | * 1 Chinese Bilingual      |
| * 6 Transitional/Bilingual by default |                            |

The same trend of parents choice being dominantly ESL shows in the following data.

These are the numbers for the 2012-2013 school year, out of 70 total ELL students in grades K-5 :

- |                                  |                            |
|----------------------------------|----------------------------|
| * 41 ESL as their program choice | * 10 Russian Dual Language |
| * 1 Chinese Dual language        | * 1 Urdu Dual Language     |
| * 5 Russian Bilingual            | * 2 Hebrew Bilingual       |
| * 3 Urdu Bilingual               | * 2 Arabic Bilingual       |
| * 2 Chinese Bilingual            | * 1 Uzbek Bilingual        |
| * 1 Hindi Bilingual              | * 1 Hungarian Bilingual    |

PS 216 offers a free standing ESL program model which is aligned with parent request. If a minimum of 15 parents of students who speak the same language, on two contiguous grades, select either bilingual or dual language programs, such program will be opened. Parents will be informed by the ESL Teacher, Parent Coordinator or school administrator via telephone and letter. Parents will also be invited to come to school for an orientation to facilitate the transition to the new program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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)?

Students are provided services as per their ESL instructional level. Beginner and Intermediate level students receive 360 minutes of ESL instruction per week, or 8 classes of 45 minutes each. Those students on the Advanced level receive 180 minutes of ESL instruction per week, or 4 classes of 45 minutes each in addition to a minimum of 180 minutes of ELA instruction per week. In addition, all students receive at least the minimum 25% of native language support during instructional time. This support includes translators/translators, language buddies and native language materials. These are all in compliance with the CR Part 154 mandates.

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 foster language development and meet the demands of the Common Core Learning Standards.

ESL teachers provide content area instruction that is completely aligned with the Common Core State Standards. Teachers use formal and informal data to inform instruction. We group students based on multiple entry points and scaffold students as necessary to get them to accelerate and achieve the rigorous Common Core State Standards. Some strategies that we implement as ESL teachers of the Common Core include DOK questioning and research-based RtI strategies, as per the DOE website. Students are scaffolded and supported with graphic organizers, webs, maps, charts, etc. to help them organize and produce their thoughts. Vocabulary development is enriched by using Frayer maps, tiered synonym language ladders, and analyzing grammar/syntax which is embedded in content instruction. ESL teachers, and classroom teachers, are trained in Orton Gillingham. Teachers utilize this training in the classroom and with small groups in order to teach phonics, spelling, handwriting, visual and oral blending, reading, etc. All of these teaching practices are implemented on an ongoing basis through explicit content instruction and aim to foster the language development of all students while achieving the Common Core.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are appropriately evaluated in their native language. Spanish speaking ELLs are tested using the Spanish LAB following administering of the English LAB-R to determine language dominance. In addition, students in grades 3-5 are able to take the Mathematics State Test in their native language as per specific accommodations. Finally, students, especially newcomers are informally assessed in their native language. Translators who are available in the building assist with these evaluations, utilizing bilingual books and materials.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

As a school, we must make sure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the school year. Both classroom teachers and ESL teachers formally and informally assess students' reading, writing, listening, and speaking development on an ongoing basis throughout the school year. Some of our informal assessments include teacher checklists, quizzes, and observations through conferences. Some of our formal assessments include unit tests, completion of performance tasks, rubrics, and Fountas and Pinnell running records.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All ELL subgroups are supported with differentiated instruction.

a.) SIFE students, of any, will receive additional services according to Response to Intervention protocol. Teachers implement research-based strategies through various groupings. Tutoring is offered through 37 ½ minutes, available Mondays-Wednesdays 8:00-8:37 am. After school programs are also available, as well as AIS for reading and mathematics.

b.) Newcomers, who have been in the school for less than three years receive phonics, vocabulary, reading and writing instruction in all content areas, both fiction and nonfiction, to provide comprehensible and rigorous academic education, with an emphasis on promoting achievement of the Common Core standards and expectations. An implicit focus on grammar and writing mechanics are embedded in lessons in order to support ELA test taking practice for students in testing grades. Newcomers also receive small group instruction, re-teaching, and scaffolding as we move through units of study to ensure they are receiving comprehensible input throughout the year.

c.) Long term ELLs, those receiving service for 4-6 years, are targeted for RtI, using research-based instruction to support them in areas of needs and taking the necessary steps to progress each student. Students with special needs will receive academic support from the AIS and SETTS teachers with instruction focused on meeting the individual educational needs and IEP areas of weakness.

d.) Currently we do not have any long term ELLs who have completed 6+ years. However, if we did, a plan is in place to meet their needs. We would look closely at the student data to identify the needs of each individual student and target instruction appropriately. We would concentrate on alignment of Common Core Literacy Standards within the four language modalities. All students would be offered placement in our extended day and Title III programs. As appropriate, they would be offered Response to Intervention services.

e.) Former ELLs are strategically in the same class as current ELLs to ensure that the ESL Push-In model is accommodating to both ELLs and FELLs. When the ESL teacher pushes in, she uses ESL strategies to support those students who scored proficient on the NYSESLAT. Therefore, they will be getting the scaffolding they need to further accelerate in content areas. In addition, these students receive all testing accommodations they are entitled to, as per NYS regulations.

7. 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?

As stated above, students with special needs will receive academic support from the AIS and SETTS teachers with instruction focused on meeting the individual educational needs and IEP areas of weakness. In addition, teachers of ELL students with disabilities align all content with the CCSS. Using various scaffolding methods, all students are given the same high expectations, coupled with quality, challenging lessons, to extend students' thinking and achievement beyond their comfort level. Therefore, pushing all students to accelerated learning. Some strategies are taught through shared reading and writing experiences, modeled writing, guided reading and writing, and access to technology through laptops and/or iPads. Teachers promote appropriate grade level contextual support through purposefully chosen texts and strategies accordingly. A focus on higher level questions through using the DOK wheel provides student accountability to accelerate content area comprehension and English language development. Alternate text sets, which provide grade level content on differentiated reading levels are utilized. Native language supports, including bilingual dictionaries and glossaries are also used.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL teachers are pushing in to co-teach with teachers of grades 1, 2, 3, and 4. Within each class, students are grouped for instruction. SWDs are placed in flexible groups with other ELLs and native speakers who may or may not have IEPs, based on data. Teachers collaborate on lesson planning and appropriate scaffolding and small groups that fit the needs of their group. Curriculum is fully aligned with the Common Core State Standards and the citywide expectations. All collaborative teaching practices and decisions are purposeful and data informed to ensure the progress and literacy of all students. Taken into consideration are the IEP goals and progress of those students with disabilities. This flexibility and diversity within classrooms enables diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment.

**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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

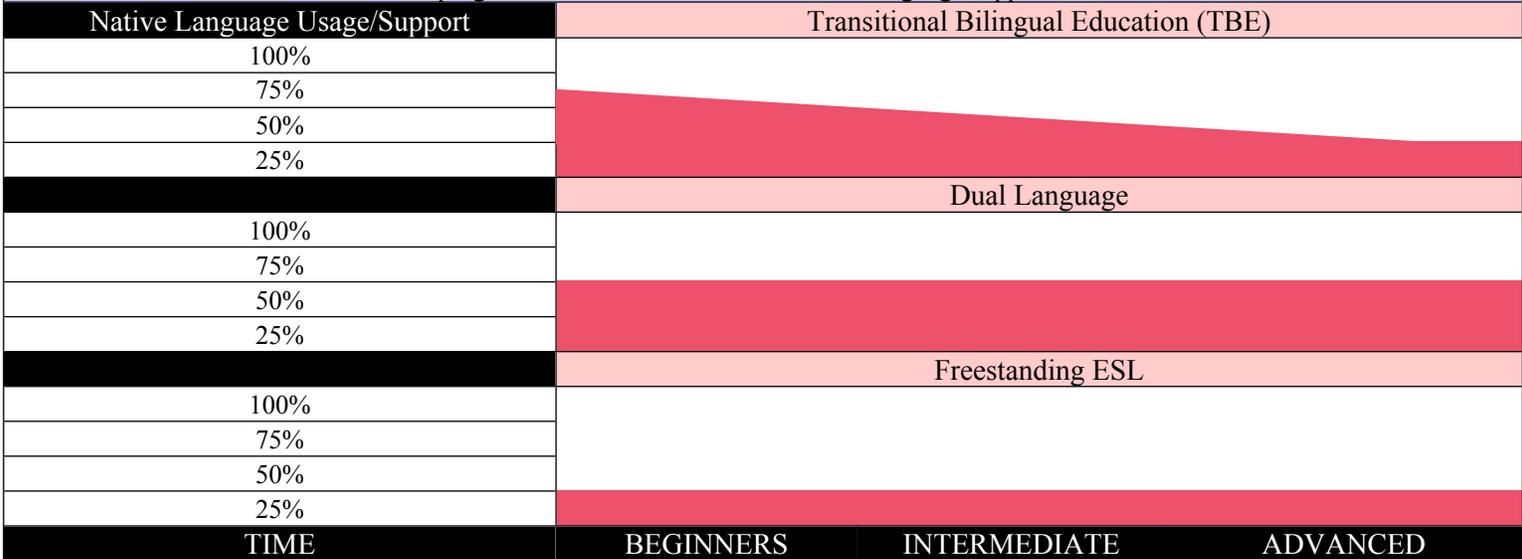
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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

9. 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.

There are intervention services offered at PS 216 for all students as well as for ELL's. This intervention is available for ELLs at the beginner, intermediate, and advanced levels of proficiency. Grades 3 through 5 are provided standardized ELA, Science, and Mathematics test preparation. Students throughout all the grade levels are offered test preparation for the NYSESLAT. Other intervention services include funded reading support, speech and language, SETTS, AIS in reading and/or math, and morning tutoring which takes place from 8:00-8:37am Mondays through Wednesdays. All instruction is aligned to the content areas of ELA, Math, Science and/or Social Studies. In additions, after school programs are offered throughout the year including a Supplemental Title III after school program, an enrichment after school program, and a state test preparation after school program. Throughout our school teachers are utilizing the RtI protocol to move students in and out of the spotlight, focus group.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Assessment is ongoing to ensure that all programs are meeting the needs of all ELLs. NYSESLAT and LABR data is reviewed to identify strengths and weaknesses in order to target instruction to individual students. Teacher teams look at performance assessments to identify trends and specific instructional strategies that are successful with our ELLs. Data from Periodic Assessments is analyzed to ensure students are making progress and grouped based on need. ALL ELLs are invited to attend our extended day and Title III programs. Former ELLs who have reached proficiency on the prior NYSESLAT receive funded reading support and standardized test support for two years. These ELLs are also offered services, as needed, such as, RtI, morning tutoring, Title III after school, etc. All of these supports and scaffolds are available to ELL students who tested proficient in order to continuously support them as they transition.

11. What new programs or improvements will be considered for the upcoming school year?

The new programs that are being considered for the upcoming 2013-2014 school year are as follows. ReadyGen is the new literacy program that will be implemented school wide. GoMath is the new mathematics program that will be implemented school wide. These programs were approved by the City of New York as programs that are fully aligned with the Common Core State Standards and are to prepare students to be College and Career Ready. In addition, iReady is an assessment tool and program that will help to assess students individually, informing teachers of their students' strengths and weakness, as well as informing them of the groups and subgroups that exist in their classrooms based upon skill sets and needs. This will be used in grades K-5. It is especially useful for ELL teachers, as you can create report groups that will inform those teachers of their specific student group data. Furthermore, we are continuing to practice the Push-In program 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. PS 216 will also continue to have the Edible Schoolyard gardening and kitchen classes. This offers hands-on experiences for students in and non-fiction and informational context. This helps to support the ELLs with scientific vocabulary and processes as they work and learn in heterogeneous and cooperative learning groups. Finally, the Robinhood Library will continue to be part of our school wide resource. It's a print rich library with texts in both English and some native language texts as well. It's equipped with SmartBoard technology and available laptops and desktops for students to navigate through the library's database and search for books. This technology is also available for students to utilize the internet when researching. As of Spring 2013, every classroom is now equipped with Smartboard and Elmo technology, as well as individual iPads available for upper grade students in each class.

12. What programs/services for ELLs will be discontinued and why?

Does not apply.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are included as an asset in all school wide programs. The only exception is if the ESL Pull Out schedule prevents ELLs from attending a specific prep/class. However, all ELLs do attend Gym and/or Dance as their prep with their class. We make sure to never have ELLs miss these specific classes. In addition, if ELLs are pulled out during library, they are invited to Open Access periods in the library, which take place once a week. This way they still have access to our library, can do their research, and check out books. ELL students are also offered a Supplemental Title III after school program that takes place approximately from December through April of the school year, funding pending. This is open to ELL students who are at the Beginner, Intermediate, and Advanced level of proficiency. It is also offered to ELLs who tested proficient within two years.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

list ELL subgroups if necessary)?

At PS 216, there are many classroom technological modes of instruction. The use of SmartBoards, Elmos, laptops, iPads, and internet access provide students with the opportunity to use technology as a resource and provides teachers with multimedia components to their lesson plans.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In the ESL classroom, native language support is delivered through providing students with a selection of reading genres in their native languages including Spanish, Russian, and Arabic. These texts are in the ESL classroom libraries as well as in the Robinhood Library. In addition, teachers use bilingual dictionaries, glossaries, internet access sites, and the use of cognates during instruction.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The ELL required services support ELL students' ages and grade levels. Teachers are sure to align the curriculum with the Common Core State Standards as appropriate to grade level expectations. ELLs are held to the same standard as all other students present in a grade and are expected to succeed. The resources throughout the building are offered to ELLs throughout the grades.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

PS 216 offers an Open House each Spring to the families of incoming students. The Parent Coordinator also offers tours of the school to prospective families. These offer an opportunity for the students and parents to become familiar with the school prior to admission.

18. What language electives are offered to ELLs?

PS 216 is a total English immersion school with the exception of a few classes having American Sign Language as a prep period.

19. For schools with dual language programs:

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

Does not apply.

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. All teachers, including ESL and Classroom teachers, guidance counselors, coordinators, and other service providers, are offered professional development throughout the school year. ESL and classroom teachers attend Network workshops. These Network meetings have been focused on curriculum mapping, ELA, Math, Academic Language, BESIS, LAP, NYSESLAT administering and scoring, etc. ELL teachers are also invited to professional developments regarding our school's literacy and math programs. This allows us to inquire about the program model, experiment with any online components, and collaborate with classroom teachers. In addition, ELL teachers are invited to iReady workshops to further their knowledge about the new assessment tool that is used from grades K-5. This tool informs both in and out of classroom teachers of their student's progress on an individual and/or group basis. ELL teachers are also invited to professional development on Teacher Effectiveness and the new Teacher Evaluation system, as well as on the Common Core State Standards. We are also invited to attend SmartBoard training that allows us to experiment and plan using the technology that exists in our classrooms. This helps us to develop our lesson plans in a more technological way and gives our students this hands on advantage to work with this technology, ultimately to have them be College and Career ready. ELL Topics are also addressed at Network Principal and Assistant Principal Meetings. School secretaries are invited to attend Professional Development offered by the Office of English Language Learners, including the Nuts and Bolts workshop. The Parent Coordinator is invited to attend school based and network PD on topics including Parent Outreach, Bilingual Communication and Translation Services.

2. As stated above, ELL teachers are encouraged to attend all meetings having to do with the Common Core State Standards. Webinars are offered through the OELL and the DOE website such as the RtI for ELLs. All ELL instruction is aligned with the CCSS.

3 All staff including teachers, guidance counselors and the parent coordinator support ELLs as they transition from elementary to middle school. Staff is informed of school choice options for their students. In addition, professional development throughout the school year embeds college and career readiness skills, ie. resiliency and student engagement strategies.

4. All classroom teachers must have allotted training in ESL strategies to ensure they are infusing these strategies into their daily teaching practices. General education teachers must have 7.5 hours of ELL training, while special education teachers must have 10 hours of ELL training. In addition, the ELL teachers at PS 216 are available to answer questions and/or assist any classroom teachers on scaffolding and support for their students, whether they are ELLs or FELLs. General education teachers must have 7.5 hours of ELL training, while special education teachers must have 10 hours of ELL training.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. ELL parents are invited to workshops conducted a minimum of once a month. ELL parents are invited to ELL Parent Orientations and are encouraged to visit on Parent/Teacher meetings daytime and evening. Also, ELL parents are offered to join the PA and participate in Edible School Garden and other PA related parent/student events. Also, Mrs. Sarah Cymbal, Social Worker, offers parent workshops during the school year on a variety of student focused issues. In addition, parents are invited to workshops informing them of Standardized test requirements and needs and moving up to Kindergarten from Pre-K.

2. PS216 collaborates with the Shorefront YMCA to provide an ELL program for parents and extended family members. This class meets two days a week, for approximately two hours each session during the school year, starting November thru June. Also, the Shorefront YMCA provides in-school afterschool student homework help and activities Monday thru Friday.

3 The needs of the parents are evaluated by Mrs. Helene Selter, Parent Coordinator, who is available to assistant parent needs including translation services. Mrs. Selter acts as the liason between the parent and teacher/school services. Mrs. Selter is available for all parent contact, as she has her own office and phone number and can be reached at all times including before and after school hours.

4. PS216 offers many options for all parents including ELL parents. At the start of the school year, all parents are invited to join the Parents Association and are encouraged to get involved with on-going school activities. Parents are informed of student expectations during an October tea, where they have the opportunity to view the classroom, meet the teachers and other school staff, overview the curriculum, hear school goals, Core Curriculum and Standardized testing objectives. Parents are invited to Edible Garden parent/child shared experiences after school and to volunteer in the garden. Parents are offered to join class trips and are invited to view class performances of readings, parades, showcases, and yard activities. Notices and letters sent home are in English and translated to meet home language needs.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: PS 216**

**School DBN: 21k216**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Celia Kaplinsky	Principal		10/21/13
Susan Glazer	Assistant Principal		10/21/13
Helene Selter	Parent Coordinator		10/21/13
Michelle Tancredi	ESL Teacher		10/21/13
Maria Rivas- PA President	Parent		10/21/13
Rosanna LaFrosia- ESL Teacher	Teacher/Subject Area		10/21/13
Marianne DiLauro- Reading/Data	Teacher/Subject Area		10/21/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 21k216 School Name: PS 216 Arturo Toscanini

Cluster: 6 Network: 605

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

### Part A: Needs Assessment Findings

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

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 available 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

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

Some of 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, Urdu, 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. The following notices are offered in English and translated versions:

- Registration documents including HLIS form, Parent Selection Form, program placement, entitlement letters
- 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.

## 2012-13 Comprehensive Education Plan (CEP)

### 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: <u>Arturo Toscanini</u>	DBN: <u>21k216</u>
Cluster Leader: <u>Jose Ruiz</u>	Network Leader: <u>Wendy Karp</u>
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>2</u>

## 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 will take place on Tuesdays and Thursdays beginning in November 2012 and ending in April 2013. There will be 30 sessions, each session being two hours each from 3:05pm-5:05pm. Each session is scheduled for 2 hours. This program is available to all English language learners from grades 1-5. As of now, the total number of ELL's to be served is 45. There will be 2 groups of 20-25 students. However, that may change as more students are enrolled or if these students do not enroll. Students are grouped by grade band and by their ESL levels and needs, beginner, intermediate, or advanced. These levels were determined by the NYSESLAT and LAB-R scores. This program is intended to target subgroups such as, newcomers, beginners, and SIFE students. This program may also be opened to students who are former English language learners (FELL's), who scored proficient on the NYSESLAT in the last two years. 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 Mrs. Rosanna Herinsky-Lafroschia, a licensed ESL teacher with TESOL certification K-12 and Childhood Education Certification 1-6. Mrs. Herinsky-LaFroschia 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 instructing the after school program is Mrs. Kelly Kotropoulos, a licensed Special Education teacher. Since this is a two hour program, two teachers will work for one hour each session with each group and then switch groups. This ensures that every student is being serviced by the licensed ESL teacher. 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 instructional services for students to help accelerate student learning and literacy development. 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.

In addition, during the 2011-2012 school year, Orton Gillingham training from The Reading Reform Foundation has been provided to one ESL certified teacher. The second ESL teacher received this training in 2010-2011. These teachers were receiving training from a special staff developer certified from the program twice each week. Provided that the ESL teacher staffing the after school program was trained, she will be able to utilize the program to fit the needs of the children enrolled. 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

## Part B: Direct Instruction Supplemental Program Information

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.

Materials provided for the students include leveled library books in all genres, as well as other supplemental teaching materials such as, Great Source lessons in literacy, leveled readers, books on tape, pencils, crayons, paper, etc. 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 605. Teachers are respectively assigned to professional development days at Teacher's College, where they gather content specific information, collaborate with teachers from other schools, and develop their craft in literacy, only to turn-key this information to our P.S. 216 staff. In addition, staff developers from Teacher's College come to P.S. 216, in an ongoing basis, to support the staff in planning and teaching. The staff developers also provide hands-on labsites in classrooms at each grade level. Present at the labsite are teachers from the entire grade, as well as students, so that lessons and conferences can be demonstrated and skills developed. The purpose of these meets and labsites is for teachers and staff developers to have the opportunity to collaborate in an effort to progress units of study in reading and writing workshop. This professional development is provided to help with the alignment of the Teacher's College reading and writing program, which is used by P.S. 216, with the Common Core State Standards. Particularly, professional development is geared toward and focuses on a variety of strategies and implementations for all students including those with disabilities and ELLs. This includes implicit and explicit instruction, conferencing, differentiation, scaffolding techniques, UDL strategies, 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.

### 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 9/21/12 by Mrs. Herinsky-LaFroschia and Mrs. Tancredi. 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. These parent orientations will be offered throughout the year for parents whose children are newly admitted and identified as ELL's.

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 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.

The following Puppetry in Practice workshops are to be held for parent involvement on January 9<sup>th</sup>, 2013 and January 16<sup>th</sup>, 2013. The presenter will be Jason Leinwand.

### Part E: Budget

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services		

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>Must be supplemental.</li><li>Additional curricula, instructional materials.</li><li>Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		