

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): 21K216
School Name: P.S 216
Principal: DONNA NEGLIA, I.A.

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary Level School Number (DBN): 21K216
School Type: Elementary School Grades Served: PK, OK, 01, 02, 03, 04, 05, SE
School Address: 350 Avenue X
Phone Number: 718-645-2862 Fax: 718-645-2610
School Contact Person: Donna Neglia Email Address: DNeglia@schools.nyc.gov
Principal: Donna Neglia, I.A.
UFT Chapter Leader: Marie Yvette Abreu
Parents' Association President: Suzanne Olney
SLT Chairperson: Joanne Allotta
Student Representative(s): Not Applicable

District Information

District: 21 Superintendent: Isabel DiMola
Superintendent's Office Address: 1401 Emmons Avenue Brooklyn, New York 11235
Superintendent's Email Address: IDimola@schools.nyc.gov
Phone Number: 718-648-0209 Fax: 718-648-2169

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 605 Network Leader: Lisa Gigoux

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Donna Neglia	*Principal or Designee	
Marie Yvette Abreu	*UFT Chapter Leader or Designee	
Suzanne Olney	*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	
Marni Hagel	Member/ Teacher	
Merrie Levine	Member/Teacher	
Rosanna LaFroscia	Member/Teacher/Recording Secretary	
Gina Dellolio	Member/Parent	
Karen Ercole	Member/Parent	
Danielle Minetti	Member/Parent	
Alicia Mohammed	Member/ Parent	
AnnMarie Stabile	Member/Parent	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Narrative Summary

1. Our School community

The Arturo Toscanini School, Public School 216, is a community school where multi-generational families have attended. P.S. 216 is a school where teachers and children have a shared vision, working together in harmony to pursue excellence. High student expectations, coupled with ongoing, rigorous standard-setting work enable children to achieve their potential. Our school has a welcoming inclusive nature where parents, children and staff are made to feel welcome. Two television screens continuously showcase our proudest moments, events and student accomplishments. Our parents contribute to this culture with a dedicated Parents Association that works to support our school initiatives and goals. With a school environment that focuses on safety and respect and support for the entire community, we are able to successfully communicate and implement the teaching and learning expectations required for student achievement and progress. We are a uniform school. All students are required to wear uniforms Monday-Thursday. Fridays is our dress down day.

Our school mission statement is:

We believe that it is important to have high expectations and maintain high standards for all of our students. Academic excellence, positive social and emotional growth and the development of talents of each student are stressed by our daily activities. A strong bond between the school, home and community based on an actual concern for the welfare and success of the children is the foundation of our educational program.

We are proud of our school and all the changes that have made P.S. 216 a special place.

- We have a Robin Hood Library. Our beautiful library houses a multifarious selection of books. It is a hub for students to be enveloped by wonderful books and literature that entices students to love reading. Children borrow books and return books regularly. They use the library for research and to complete their reports. Teachers also have access and may make use of the many books that may be used for unit planning.
- Our State of the Art Science Lab provides children with a wonderful place to learn and explore all areas of study using an interdisciplinary, hands-on approach. Our school-wide Science Fair is open during Parent-Teacher Conference week so parents can appreciate the exemplary displays and high-level student work.
- We support and offer an excellent arts education curriculum to our students. This includes art, chorus, instrumental music (band) and dance. Our students perform in music and dance productions several times during the school year.
- We house the first Four Season Edible Schoolyard in New York City, an official affiliate of the Edible Schoolyard in Berkley, California under the auspices of the well-known chef, Alice Waters. Our Edible Schoolyard, is utilized to teach children about planting crops, harvesting, climate change, composting, insects and science related topics. Our parents participate in numerous garden related activities. Students and parents volunteer in the garden. They plant and harvest crops depending on seasonal growth. A farm stand is open to parents, students and the community. Our Culinary Classroom offers students unique opportunities to prepare foods, cook/bake and enjoy a sit down meal that they prepared. Two kitchen instructors and two garden teachers provide lessons that are prepared by Edible Schoolyard staff working with a team from Teachers College.
- Ballet Tech visits our school to observe students dance. Based on their assessment, outstanding students, that do not have any special training, are invited to participate in extensive ballet instruction for approximately 12 weeks.
- Each year we plan an extravaganza for our Veterans from our neighboring Marlboro Post as well as the Veterans throughout the borough of Brooklyn. We pay tribute and acknowledge their service to our country with special performances, song and dance. We believe in teaching our children the importance of giving back to our

community and respecting those who helped make our country great.

- Our physical education program includes students across the grades. Each lesson begins with a 2 part warm-up – stretching/movement and aerobics to increase heart rate and prepare the children for each activity, game and /or skill. Our physical education is involved in completing the Fitness Gram for grades 4/5, vision training for grades 2-5 and height and weight for students K-5. In addition to rigorous, well-planned physical education activities, our physical education teacher introduces a healthy habit for the week, i.e. substitute water for soda, wash hands before eating. Our gym is decorated with interesting fitness clues from A-Z.
- P.S. 216 has a School Incentive Store. Students receive school dollars for acts of kindness, effort, outstanding work, or “I was caught doing something good” to improve school-wide behavior.
- Our School has partnered with Wellness in the Schools (WITS) to create a School Wellness team. We have a chef here two days each week. Our students enjoy a huge assortment of salads, fruits or vegetables. Good nutrition is added to the curriculum to address long-term wellness. We offer two school-wide tasting events as well as incorporate wellness and nutrition in parent teacher conferences and various parent workshop and meetings throughout the year. Our Edible School Year plans healthy recipes from around the world using our fresh produce grown in our garden.
- We are able to offer our working parents who want their children to participate in extracurricular activities, additional hours in school with the Kings Bay Y – 2:20 P.M. – 5:45 P.M., Monday – Friday.
- We participate in charitable drives such as UNICEF, Pennies for Patients, Toy Drive, Coat Drive and the collection of canned goods for our local food pantry for character development or building social/emotional awareness.

Student Population Characteristics:

We have approximately 623 students. In 2013-2014, 13% of our student population was English Language Learners. 14% of our have an IEP. 59% of our students are eligible for free lunch. 22% of our students are Asian, 6% are Black, 16% are Hispanic and 56% are White.

2. School Strengths, Accomplishments and Challenges

We were rated *proficient* on our School Quality Review conducted by our Superintendent, Isabel DiMola, on April 11, 2013.

Our Strengths Include:

Instructional Core

- 1.1 Curricula across grades and subject area align to key standards providing all students with opportunities to engage in learning that promotes progress toward learning goals (Well Developed).
- 1.2 Teacher pedagogy demonstrated instructional coherence and practices that consistently engage all students in deep Higher-Order Thinking (HOT) and rigorous tasks that result in meaningful work across the school (Proficient).
- The school aligns assessments to curricula, uses on-going assessment and grading practices, and analyzes information on student learning outcomes to adjust instructional decisions at the team and classroom levels (Proficient).

School Culture

- 1.4 The school culture is extremely collaborative, supportive, and caring of student needs academically, socially, emotionally, resulting in an environment that is safe and conducive to high levels of learning (Well Developed).
- The School establishes a culture for learning that communicates high expectations to staff, students and families, and provide support to achieve them (Proficient).

Systems for Improvement

- 1.3 Leaders make effective strategic organizational decisions that align with school instructional goal and support efforts toward improved student learning (Well Developed).
- 3.1 The school establishes a coherent vision of school improvement that is reflected in a short list of focused, data based goals that are tracked for progress and are understood and supported by the entire school community (Proficient).
- 4.1 School leaders use the observation of classroom teaching with a researched-based common teaching

framework and the analysis of learning outcomes to evaluate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers (Proficient).

- 4.2 The school engages in structures professional collaborations on teams using an Inquiry approach that promotes shared leadership and focuses on improved student learning (Proficient).
- 5.1 School-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school with particular attention to the CCLS are in place (Proficient).

Our Accomplishments Include:

- By focusing on key strands of the Common Core Learning Standards, specifically text complexity, close reading comprehension, informational and argumentative writing, number sense and problem solving, there is cohesion across grades and content areas.
- Units of study embed a Universal Design for Learning model to ensure accommodations and scaffolds exist so that all learners including students with disabilities, English language learners and high achieving students are engaging in content that is appropriately challenging and provides opportunities to make progress toward reaching and exceeding standards.
- Curricula clearly articulate skill development at each grade level, with an understanding that students must achieve learning targets in order to be on a path toward college and career readiness.
- Curricula embeds differentiated access points for student engagement where all tasks align to the chosen standard and give all students appropriate entry to target specific skill development and formulate a clear path for every learner to progress through the learning goal through differentiated instruction.
- Ongoing collaboration between teachers and administration is paramount in the instructional coherence that is evident across the school.
- A balanced literacy model of instruction is representative of a shared pedagogic belief that modeling followed by opportunities for students to collaboratively or independently engage in high-level tasks with corresponding rubrics in effective timely fashion that result in students reaching and exceeding standards.
- Across grades, tasks promote student learning by asking for highly efficient work products that align to the Common Core Learning Standards.
- Classroom discussions align to the school's goals of engaging students in high-level discussions with accountable talk protocols evident.
- Strategic scheduling allows teachers to meet at least twice weekly in professional groups across grades and vertically to collaborate in inquiry and planning.
- Teacher leads act as the conduit of information between the administrative team and the grade teams ensuring that instructional practice is cohesive across the school.
- Lead teachers and administrators support the teams by assisting with agenda development, providing professional learning and guidance pm evaluating student work and curriculum development and effectively evaluating data, resulting in cohesive planning and high level teacher accountability.
- The principal makes it a priority to maintain a positive environment that is supportive of teachers, students and families with an "open-door" policy to address any needs and concerns.
- The school's philosophy is that "every student is everyone's student" and that there is a shared responsibility for the wellbeing social and emotional growth for all.
- The School Assessment Team works with faculty to understand student progress and create academic and social intervention plans for students.

What the School Needs to Improve:

- 2.2 Deepen the manner that teachers use assessments and rubrics to evaluate student work so data accurately informs feedback to students and adjustment to curriculum improving academic outcomes across the school. Although teacher feedback is actionable and relates to student achievement, teachers are working on norming their assessments of student work products along the rubrics to ensure reliability and accuracy in grading that creates a clear portrait of student mastery, and build uniformity in communicating next steps for students regarding overall outcomes. With the goal of students becoming accountable for their own learning.
- 4.2 Expand the work of teacher teams to ensure that analysis of student work and data results in an understanding of how pedagogy affects outcomes with the goal of ensuring mastery of goals for all students.

3. Key Areas of Focus

Student progress is measured by analyzing how much students at our school are learning each year. It is determined by comparing each student's test score in 2014 to the test scores of other students with the same test score in 2013 to see how much the student has grown academically. According to the Elementary School Quality Snapshot, our students made excellent improvement on the State math test in the category of all students. We made fair progress for lowest performing students. We made poor progress on the State ELA test for all students and poor progress for lowest performing students.

Instructional Focus 2014-2015

By consistently monitoring student progress and performance during the 2014-2015 school year, we will be able to make purposeful modifications to our units of study and inform professional learning for pedagogues in order to support productive struggle across all content areas.

We will continue to:

- Refine protocols for looking at school data and student work.
- Increase opportunities for independent reading and small-targeted group work.
- Further develop current formative assessment strategies to inform instruction that meets the needs of all learners.
- Create opportunities for students to engage in discussion and thoughtful questioning.
- Cultivate collaboration amongst all instructional teams to grow a community of learners.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

An analysis of our Elementary School Quality Snapshot (2013-2014) shows that our student achievement on the State tests in English and Math is above the city average and above the district average.

- In 2013-2014 42% of our students met State Standards on the State ELA Exam.
- In 2012-2013 43% of all students scored at Level 3 or above on the State ELA Exam.
- We had a slight decline of 1% between the 2013-2014 school year and the 2012-2013 school year.
- The average score was 2.8 out of 4.5.
- The City Average was 30%.
- The District Average was 36%.

- In 2013-2014 51% of our students met State Standards on the State Math Exam.
- In 2012-2013 42% of our students met State Standards on the State Math Exam.
- We had a 9% increase between the 2013-2014 school year and the 2012-2013 school year.
- The average score was 3.0 out of 4.5.
- The City Average was 39%
- The District Average was 49%.

- Our pass rate by our former 5th graders in their 6th grade courses in math, English, social studies and science is 99%.
- The City Average is 93%.
- The District Average is 98%.

Capacity Framework Element: Rigorous Instruction – According to our School Quality Review (April 2013):

- we provide rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards;
- we utilize research-based effective instruction that yields high quality student work;
- we align our resources to support instructional goals that meet students’ needs;
- structures for a positive learning environment, inclusive culture, and student success are in place.

We are approaching the target in student progress and meeting the target in student achievement. All of the above data from our School Quality Review indicated we have the basis to provide Common Core aligned rigorous instruction.

Therefore, our goal was developed to close the achievement gap so all students including high-need students will succeed on the NYS ELA assessment.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in

Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, all students, including English Language Learners (ELLs) and Students with Disabilities (SWD) will demonstrate progress towards achieving state standards as measured by a 3% increase in the number of students scoring at Level 3 & 4 on the NYS ELA assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Research-based instructional programs, professional Learning, and/or systems and structures needed to impact change are as follows:</p> <ul style="list-style-type: none"> • After analyzing our ELA scores and noting the minimal progress 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. During the 2013-2014 school year we chose to use ReadyGEN school wide. • Feedback to the administration on the successes and challenges of ReadyGEN during Principal Cabinet Meetings, meetings with lead teachers and the data team indicated that ReadyGEN was not meeting the needs of our students in K-1. Collection of actual data (i.e. googledocs) verified that the growth of independent and guided reading levels were minimal in grades K-2. • With the support of the administration, it was decided that K-1 will be using Wonders, a Common Core aligned reading program for the 2014-2015 school year. • Students will be engaged in Common Core aligned units of study in grade 2-5 using ReadyGEN and Wonders in grades K-1. • Embedded assessments within the programs for reading and writing will be utilized to monitor student progress and student growth throughout the school year. This includes Pre- tests and Post-tests. • Writing on Demand assessments and Fountas & Pinnell running records will be given 3x a year. • The reading program Wonders include project assessments that provide opportunities for student choice as well as written assessments. • The assessments from ReadyGEN as well as Wonders will enable teachers to meets students where they are and customize inclusive, motivating instruction. Moreover, we align practice and 	<p>All Students</p>	<p>September 2014 – June 2015</p>	<p>Classroom Teachers</p>

<p>content to Common Core Strategies within and across grades.</p> <ul style="list-style-type: none"> • Our school community will continue to build upon close reading and text dependent questioning to foster greater comprehension in fiction and nonfiction reading. • Formal and informal observations by the supervisors will help further evaluate student improvement and progress. 			
<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups include:</p> <ul style="list-style-type: none"> • Various types of On-going cycles of Professional Learning include: Data-Analysis, Looking at Student work, Circle Club, Data Assessment, Reflect & Refine Curriculum and Traditional Professional Development Workshops are provided to all staff including paraprofessionals. • Teachers meet to collaboratively plan rigorous and scaffold activities. • During the 2014-2015 school year, flexible programming for SWD has been scheduled. As per their IEP, selected children receive their core subjects in a reduced register class by highly qualified teachers daily. For the remainder of the day they are in an Integrated Co-Teaching (ICT) or general education classroom. • We have full-time ICT classrooms include students with and without disabilities and have two teachers, a general education teacher and a special education teacher. The teachers work together throughout the day to adapt and modify instruction for the students and make sure the entire class has access to the general education curriculum. This service reduces the teacher-student ratio. • Lead teachers and selected 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. • Teachers meet students where they are and customize inclusive, motivating instruction. • Teachers align practice and content to common core strategies within and across grades. • Universal Design for Learning and the Depth of Knowledge Matrix will be utilized by grade teams, which will deepen differentiated instruction for ELLs and SWD to ensure mastery of the standards. • Ongoing observation cycles that include feedback to teacher on effective practices to support ELL's and SWD's through an analysis of the Danielson Framework • Professional learning opportunities that analyze and plan for best practices for 1e Planning Coherent Instruction and 3c Engaging Students in Learning to include the use of school/class level data to form flexible student groupings and differentiation of instruction. 	All Students	September 2014 – June 2015	Administration Lead Teachers Grade leaders Content Area Leads
<p>3. Strategies to increase parent involvement and engagement include:</p> <ul style="list-style-type: none"> • Having a regularly scheduled block of time (40 minutes) each Tuesday to meet with parents to discuss the progress or deficient areas of their children. 	All Teachers	September 2014 – June 2015	Administration Classroom Teachers

<ul style="list-style-type: none"> • Preparing newsletters for parents to keep them up to date on what the children are learning in the classroom. • Offering parents workshops that explain strategies, activities and rationales for what the students are expected to know and be able to do. • Phone Messenger Service to provide information to parents that utilizes automated translation services to keep parents informed 			
<p>4. Examples of Activities that Address the Capacity Framework of Trust include:</p> <ul style="list-style-type: none"> • A survey was conducted on topics of professional learning that teachers feel would be most beneficial to increase their professional practice. • All teachers take a shared responsibility on the grade. Grade teams plan content collaboratively. Grade leaders facilitate and act as liaisons to the administrative team. • Opportunities are provided by the administration for teacher input and making sound professional decisions about resources and content. • Vertical teams meet as well as Content Area Leads to plan and discuss the curriculum to ensure there are no gaps in the curriculum. • Our work is de-privatized as we learn from each other. Classroom doors are always open for intervisitations as well as sharing of innovative ideas and best practices. Teachers have frequent opportunities to provide feedback to colleagues on student work and instructional practices. 	All Teachers	September 2014 - 2015	Administration Classroom Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources Include:

- Scheduling adjustments will be made so that lead teachers can meet regularly with the administration and plan meaningful professional learning sessions for the staff.
- Calendar changes have been made to include two additional on-instructional days so that teachers can meet and plan units of study.
- New York Ready, a test preparation resource has been purchased for all students in grades 2-5 to help students to meet and exceed the standards.
- Collaborative planning time for teacher teams is allotted each week, with the express purpose for teachers to plan together and conduct on-going analysis of assessments. The teacher teams will help further identify specific students demonstrating difficulty in making progress. Teachers will use the findings to create, differentiate and modify instruction for groups of students and individual students including students with disabilities and English Language Learners.
- Ongoing professional learning and technical support from McGraw Hill/Wonders Program

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Purchase of Wonders materials
 Title III afterschool program/materials
 Readers Theater
 NYSESLAT preparation materials
 Blackboard Connect subscription
 Professional text utilized for professional learning cycles
 Title I SWP

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In January 2015 we will monitor the progress of our activities.

- ReadyGEN baseline assessment is administered in September. In January 2015 ReadyGEN end-of-unit assessments will be administered and compared to the benchmark results to ensure that students are showing growth.
- Additionally, in January/February, 2015 teachers will be administering a second Running Record to all students. It is expected that the students will move up at least one reading level on the Fountas and Pinnell Running Record Assessment.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our School Quality Guide 2013-2014, we noticed in the area of student progress, we received an English Median Growth Percentile of 58.0%. While this meets the target, our peer range average is 65.8% and the city average is 63.7%. In order to exceed the target we need to be 63.2 % or higher. Our Math Median Growth Percentile is 77.5%. This meets the target. Our peer range average is 65.6% and the city range is 61.7%. We are exceeding the target in Math.

In 2013-2014, 13% of our student population was English Language Learners. 14% of our students have an IEP. In order to make progress with these subgroups we need to make sure we are providing an environment in which these students feel safe, supported and engaged in ambitious intellectual activity. In addition we want to develop students who push and support each other.

Capacity Framework Element: Supportive Environment – According to our School Survey (2013-2014):

- 98% of the parents indicated the school has teachers who are interested and attentive when they discussed their children.
- 100% of the staff believes that all students can learn, including English language learners and students with disabilities.
- 100% of the staff indicated adults treat students with respect.
- 95% if the parents indicated there is an adult who their child trusts and can go to for help with a problem.

All of the above data from our School Survey is a solid basis for a supportive environment. In order to increase student achievement, we need to ensure that we have a system of learning supports in place so that each child may learn to his or her fullest potential.

Therefore this goal was developed to ensure that all students will have access to the curriculum by scaffolding and aligning instruction to meet the needs of all students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year we will infuse Universal Design for Learning (UDL) strategies in our units of study in order to support and engage our SWDs, ELLs, former ELLs and struggling students to ensure access to the curriculum as measured by a 6% increase on our Student Progress English Median Adjusted Growth Percentile in order to exceed the target.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
<p>1. Research-based instructional programs, professional Learning, and/or systems and structures needed to impact change are as follows:</p> <ul style="list-style-type: none"> Teachers received UDL training from one of the Instructional Lead Teachers in the building and Network personnel gave a follow-up training during the 2013-2014 school year. Teachers received a refresher/review of UDL strategies at the beginning of the 2014-2015 school year from one of the Instructional Lead Teachers in the building. Teachers received training in understanding productive struggle during the 2013-2014 school year. This year will be continuing to understand the difference between productive struggle and frustration. Professional learning opportunities will be provided on how to best engage all learners. Provide a deeper understanding of Daniel’s Framework for Teaching in component 3c – Engaging Students in Learning. Provide a deeper understanding of Danielson’s Framework in component 1b: Demonstrating Knowledge of Students. 	All Teachers	September 2014 – September 2015	Administration Lead Teachers
<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups include:</p> <ul style="list-style-type: none"> ReadyGEN offers a scaffolded strategies handbook that offers strategies and techniques to assist teachers in removing barriers that students may face when accessing complex fiction and nonfiction text. Both Wonders and ReadyGEN offer scaffolds and strategies for English Language Learners. Professional Learning opportunities will support deeper knowledge in using these scaffolds in daily lesson plans and reviewing student work for effectiveness and overall student progress. Offering a small inclusive environment for our high-needs students affords them the opportunity to receive intense small group instruction in the major subject areas. The rest of the day is spent with their general education peers. A blended ESL program of pullout and push-in affords our LEP students the opportunity to read, write, speak and listen in a small setting (pullout) as well as a larger setting (push-in) with a co-teaching model. An After-School ESL program is offered to help students learn English so they feel confident with their new language and feel supported. Teachers assist students to make connections to prior knowledge. 	All Teachers	September 2014 – June 2015	Administration Lead Teachers Grade leaders Content Area Leads ESL Teachers

<p>3. Strategies to increase parent involvement and engagement include:</p> <ul style="list-style-type: none"> • Parent understanding of how to help students. • Offering workshops to parents during the day and in the evening to understand the expectations and the curriculum. • Open School Week. • Parent Orientation. • Parent-Teacher Conferences (4x year as per contract). • Utilizing Parent Engagement time during Tuesdays for workshops on timely topics being taught in the curriculum. • Newsletters to parents. • Apps and website recommendations to parents to help students at home. • Translated Notices and Services. 	All Teachers	September 2014 – June 2015	Administration Lead Teachers Grade leaders Content Area Leads
<p>4. Examples of Activities that Address the Capacity Framework of Trust include:</p> <ul style="list-style-type: none"> • Excellent teacher-Student Rapport. • Students feel safe to take risks. • Teachers utilize cooperative learning strategies. • Opportunities provided in the classroom to work in groups or with partners/buddies. • Increase in grand conversations in the classroom. 	All Teachers	September 2014 – June 2015	Administration Classroom Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources Include:

- Substitute teachers will be hired so that the grade two teachers will be available to meet with the principal in a three-week intensive deep dive into understanding what students are expected to know and be able to do.
- Two school calendar days will be benchmarked as non-instructional days so that the staff may have two extra full professional learning days to strengthen our units of study.
- Mondays will be utilized for the work outlined in our action plan.
- Tuesdays will be utilized for parent engagement activities.
- Googledocs will be used as a school-wide collection of data including Fountas & Pinnell Running Records Tracking, Pre/Post Writing Units and Pre/Post Math Units.
- SchoolNet Fall and Spring Assessments in ELA and Math for grades 3-5.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Contracts for Professional Development to deepen UDL strategies
 Per session for teacher to lead evening parent workshops
 Per diem for Grade 2 teachers to take part in learning cycle
 Per diem for teachers/paras to attend outside and network trainings
 Title I SWP

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In February 2015 we will monitor the progress of our activities.

- In January 2015, we will have a non-instructional day to enhance our units of study. Universal Design for Learning (UDL) strategies will be a part of those units of study. Feedback will be given by the administration after reviewing the units of study.
- Mid-year assessments will be given to track the progress of students and growth of students since the fall.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our Quality Review Report (April 2013), our school culture is extremely collaborative, supportive, and caring of student needs academically, socially and emotionally, resulting in an environment that is safe and conducive to high levels of learning (1.4). The schools’ s philosophy is that “every kid is everyone’s kid” and that there is a shared responsibility for the well being and social emotional growth for all students.

A standards-based unit of study is a coherent body of subject matter aligned with standards that focuses on a main topic or process that can last from a few days to several weeks. It makes sense to learners and links learning to real world situations and provides relevance to students’ lives. Units of study reflect efforts to design instruction best suited to individual learners. It makes the textbook a tool rather than the major force behind instruction.

Capacity Framework Element: Collaborative Teachers – According to our School Survey (2013-2014):

- 88% of the teachers indicated they were collaborating with school staff more often.
- 85% of the teachers indicated they are analyzing and discussing student data with school staff more often.
- 77% of the teachers indicated they are having more conversations about instructional practice.

All of the above data from our School Survey indicated that we are beginning to understand the benefits of collaborative planning. Although each class has unique needs, units of study ensure instructional alignment with standards. In order to increase student achievement, we need to ensure that we promote learners’ awareness of the “why” for learning.

Therefore this goal was developed to ensure that all students will engage in units of study that are common core aligned.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, grade teams will continue to work together to plan and implement instruction that engages students in units of study that are common core aligned as evidenced by a 3% increase in student achievement on culminating unit performance assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

<p>subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>1. Research-based instructional programs, professional Learning, and/or systems and structures needed to impact change are as follows:</p> <ul style="list-style-type: none"> The creation of pacing calendars, Units of Study, knowledge of the curriculum will support our goal to increase student achievement. Teachers will become familiar the prerequisite skills before introducing a new topic. Collaborative planning sessions are built into schedules. Professional Learning on how to write a unit of study (backward planning) will be given. A school wide belief system that is committed to student success in each classroom and improvement across the school will further support our goal. All units of study will be grounded in the Common Core State Standards A strong Professional Learning Community rooted in common goals will be established as a result of this work. Awareness amongst the staff in culturally responsive pedagogy. A common belief system that teaching practice improves when working together through continuous and frequent professional learning is being established. Ongoing collaboration between teachers and the administration is paramount in instructional coherence. Vertical Teams meet and content area leads meet to identify gaps in the curriculum and ensure that all standards are being addressed. 	All Teachers	September 2014 – June 2015	Administration Lead Teachers Grade leaders Content Area Leads
<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups include:</p> <ul style="list-style-type: none"> There will be cohesion across grades by focusing on key strands of the Common Core Learning Standards, specifically text complexity, comprehension, informational and argumentative writing, number sense and problem solving. Units of Study embedded in Universal Design for Learning model will ensure scaffolds exist so that all learners including students with disabilities, English language learners and high achieving students are engaging in content that is appropriately challenging and provides opportunities to make progress toward reaching and exceeding the standards. Curricula will clearly articulate skill development at each grade level, with an understanding that students must achieve learning targets in order to be on a path toward college and career readiness. Units of study will offer suggestions on different graphic organizers and texts that support students with special needs and English language learners. Carefully designed focus questions, across content areas will 	All Teachers	September 2014 – June 2015	Administration Lead Teachers Grade leaders Content Area Leads

<p>provide opportunities for students to think deeply about content.</p> <ul style="list-style-type: none"> Across grades and subjects, all students will have opportunities to engage in paired and class discussions that forge student thinking toward high level concepts, leading to the formation of ideas and arguments supported by facts. 			
<p>3. Strategies to increase parent involvement and engagement include:</p> <ul style="list-style-type: none"> Class Newsletters that inform parents of what is being taught in the classroom. Sending home checklists and rubrics so parents understand the expectations and grading system. Parent understanding of how to help students. Offering workshops to parents during the day and in the evening to understand the expectations and the curriculum Parent-Teacher Conferences as needed. Utilizing Parent Engagement time during Tuesdays for workshops on timely topics being taught in the curriculum. Newsletters to parents. 	All Teachers	September 2014 – June 2015	Administration Classroom Teachers
<p>4. Examples of Activities that Address the Capacity Framework of Trust include:</p> <ul style="list-style-type: none"> Sharing of instructional strategies and effective practices. All teachers take a shared responsibility on the grade. Grade teams plan content collaboratively. Opportunities are provided by the administration for teacher input and making sound professional decisions about resources and content. Vertical teams meet as well as Content Area Leads to plan and discuss the curriculum to ensure there are no gaps in the curriculum. 	All Teachers	September 2014 – June 2015	Administration Classroom Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Resources include:</p> <ul style="list-style-type: none"> Schedules are arranged so that teachers have a minimum of two collaborative planning periods each week. Professional Learning opportunities are set-aside for 80 minutes each Monday in order to increase teacher effectiveness. Vertical team, content team leads, lead teachers, and parent engagement time is used to articulate and make adjustments and revisions to our units of study. Two school calendar days will be benchmarked as non-instructional days so that the staff may have two extra full professional learning days to strengthen our units of study.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Per diem/per session to attend trainings and meeting for afterschool instructional teams Title I SWP									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In February 2015 we will monitor the progress of our activities.

- At least one full Unit of Study will be completed in either the area of ELA or Math.
- Feedback will have been given by the administration and revisions will be ongoing as these as living documents.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We are in a transition phase in our administration at P.S. 216. On October 1, 2014 our principal began her new leadership role and shared her vision with the staff. She had skillfully managed a seamless transition and it is difficult to believe she has only been our leader for such a short time. The creation of administrative memos and her daily news memos posted for the entire school community ensures there is consistent and clear communication of expectations. In addition, monthly newsletters sent home to the parents ensures a strong communication system between the home and school.

One of our principal’s Immediate focus in the school is to develop a culture of meaningful professional learning sessions. As a result, our professional learning sessions have taken on varied styles of delivery and a multitude of topics. Additionally, school leaders provide timely, meaningful actionable feedback to teachers during daily classroom visits, informal and formal observations. The principal encourages open communication on important school issues. Furthermore, the principal avails herself to teachers to discuss innovative and creative ideas to increase engagement and the quality of instruction in the classroom. Using Danielson’s Framework for Teaching as a common lens, teachers are encouraged to try effective practices “risk-free”.

A second major focus of the principal is the units of study teachers are developing. Pacing calendars in ELA and Math developed by each grade team have been submitted to the principal for review. In addition, units of study have started to be developed.

An analysis of formal and informal observations, a pattern and trend when looking at the overall HEDI rating system of the staff, is that Danielson’s Element 1e, Designing Coherent instruction, needs improvement. Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and of the students in the class. There is a disconnect between the construction of lessons that contain cognitively engaging learning activities and the incorporation of appropriate resources, materials and the intentional grouping of students.

Capacity Framework Element: Effective School Leadership – According to our School Survey (2013-2014):

- 95% of the teachers indicated the principal communicates a clear vision for our school.
- 96% of the teachers indicated that school leaders place a high priority on the quality of teaching.
- 95% of the teachers indicated that the principal knows what’s going on in his or her classroom.
- 98% of the teachers indicated that the principal participates in instructional planning with teachers.
- 98% of the teachers indicated that the principal makes clear to the staff her expectations for meeting instructional goals.
- 92% of the teachers indicated that the principal is an effective manager who makes the school run smoothly.

Although the above data from the School Survey is reflective of our former principal, our new principal has a strong foundation on which she can build. Our new principal leads by examples and has shown us she is willing to participate in all areas of planning along side with us. She supports teacher development and seeks input from the school community. She believes “the answer is always in the room.” With the support of the School Leadership Team, she is in the process

of bringing a social-emotional learning program into the building to help build a coherent instructional program and improve student achievement.

Therefore our goal was developed to continue to improve teacher effectiveness by developing a common understanding of instructional excellence.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 teachers will possess a normed understanding of competency 1e, Designing Coherent Instruction from the Charlotte Danielson Framework for Teaching as measured by a 10% increase of teachers who will increase one level in this area on the HEDI rating system.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Research-based instructional programs, professional Learning, and/or systems and structures needed to impact change are as follows:</p> <ul style="list-style-type: none"> • Our school’s definitions of rigor encompasses expectations of excellence pushing students’ thinking beyond their comfort level, as we strive to create an environment in which students are supported with instruction aligned to the Common Core Learning Standards. • Our goal as educators is to provide each student with the appropriate tools to achieve success and become college and career ready. • Danielson’s Framework for Teaching assists us in developing coherent instruction, with questioning and discussion techniques and data driven lessons. This guides us in our work to help students become independent, lifelong learners. 	<p>Classroom Teachers</p>	<p>September 2014 – June 2015</p>	<p>Administration Lead Teachers Grade leaders Content Area Leads</p>
<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups include:</p> <ul style="list-style-type: none"> • The CCLS helps guide instruction, as well as the scaffolding of skills and specific strategies, to meet the needs and learning styles of all students. To this end, multiple points of entry for individual students and/or groups of students will be addressed 	<p>Classroom Teachers</p>	<p>September 2014 – June 2015</p>	<p>Administration Lead Teachers Grade leaders Content Area Leads</p>

<p>through the analysis of data, based on student performance, evidenced during and after each lesson.</p> <ul style="list-style-type: none"> • Working and planning cooperatively, teachers address students’ individual learning styles, interest levels, and entry points to engage them in rigorous activities and tasks that foster a high level of cognitive learning. With clearly defined expectations of tasks, rubrics and checklists, our students will master grade appropriate skills and will demonstrate real progress. • In response to the shift in Literacy, teachers design and ask text dependent questions to help students access Literacy and informational complex texts as they engage in close analytical reading across all grades and subject areas. • Focusing on the needs and learning styles of each student, our school community provides intervention strategies for all at-risk students utilizing RtI as a model to customize instruction and intervention to support students where academic and behavioral needs were previously not being met adequately. • Ingoing assessment during and after a lesson provides valuable feedback that will advance student learning. • Rigorous lesson plans will transform teaching and learning for all students. • The sequence of learning activities will follow a coherent sequence and is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. • There is evidence of differentiated instruction for individual learners and instructional groups. • Activities permit student choice. • Learning experiences connect to other disciplines. 			
<p>3. Strategies to increase parent involvement and engagement include:</p> <ul style="list-style-type: none"> • The principal sends home monthly newsletters informing parents of what is happening in the school community. • Teachers send home newsletters informing parents of what is being taught in the classroom. • Parent engagement time on Tuesday is used to answer any questions or misconceptions about the curriculum that parents may have. Teachers will regularly reach out to families to provide information about how their child is progressing throughout the school year. • Provide training for parents in how to use the GO Math! And Wonders website(s) to make tools accessible for parents to assist their children in meeting grade level goals. • Parent Orientation Meetings and workshops will be scheduled monthly to provide information to parents on a regular basis in coordination with our parent coordinator, parents association, teachers and administrative team. 	Classroom Teachers	September 2014 – June 2015	Administration Lead Teachers Grade leaders Content Area Leads
<p>4. Examples of Activities that Address the Capacity Framework of Trust include:</p> <ul style="list-style-type: none"> • Administration meets with the staff in a timely fashion to give actionable feedback after a formal or an informal observation. • Teachers will self-evaluate their lessons and share their 	Administration Classroom Teachers	September 2014 – June 2015	Administration Lead Teachers Grade leaders Content Area Leads

findings with the administration. <ul style="list-style-type: none"> • Intervisitations will take place and discussions will take place among colleagues and the administration. • The principal has an open-door policy and visits classrooms daily to provide ongoing informal and formal feedback 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources Include:

- Danielson 2013 Rubric – Adapted to New York Department of Education Framework for Teaching Components.
- Two school calendar days will be benchmarked as non-instructional days so that the staff may have two extra full professional learning days to strengthen our units of study.
- Mondays will be utilized for the work outlined in our action plan.
- Tuesdays will be utilized for parent engagement activities.
- Strategic scheduling will enable teachers to have several common preps to plan and work collaboratively.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Professional Text
- Per diem for substitutes for instructional planning
- Per-Session for Instructional planning
- Miscellaneous supplies for meetings
- Subscriptions for professional journals
- Subscription for Phone Messenger Service

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In February 2015 we will monitor the progress of our activities.

- In February 2015, the principal and the assistant principal will analysis the ratings of our teachers especially in element 1e, Designing Coherent Instruction.
- We expect to see an increase of 10% of teachers showing improvement in this area at this time of the year.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

P.S. 216 views parents as partners in education. We have a home-school partnership that is built with the help of our parent coordinator. The parent coordinator is available to assist parents with any questions or needs that they have. She makes sure every parent has access to ARIS and works with families to understand the data. She arranges for workshops based on parent need and requests. In addition, we have a very dedicated Parents Association (PA). The executive board of the PA volunteers regularly to plan activities such as picture day, bake sales, snack sales, pumpkin patch, holiday boutiques, just to name a few.

This year we are afforded built in parent engagement time. Teachers use this time to outreach to parents by conferring or having a phone conversation to update parents on student progress. Parent-Teacher conferences take place 4x year. In addition teachers now have 40 minutes each Tuesday to write newsletters or conduct workshops for parents on curriculum and our programs or how to best help their children at home.

Our 2013-2014 School Survey report indicates that 90% of the parents indicated that the school makes them feel welcome. However, only 31% of the parent indicated that they have been invited to an event (workshops, program performance, etc.) in our school.

Capacity Framework Element: Strong Family and Community Ties – According to our School Survey (2013-2014):

- 96% of the parents indicated the school keeps them informed about what their children are learning.
- 95% of the parents indicated that school keeps them informed about services for themselves or their child, such as after-school programs or workshops at school.
- 98% of the parents indicated the school communicates with them in a language that they can understand.
- 97% of the parents indicated the school is responsive to parent feedback.

The above data collected from the School Survey indicated that parents feel welcome and respected in the school. We would like to see an increase in the number of parents who participate in school functions.

Therefore this goal was developed to improve and enhance parent engagement opportunities to further increase parent engagement at P.S. 216.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year we will implement multiple events for parents to be invited to our school in order to increase parent engagement as measured by a 10% increase in parent attendance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
<p>1. Research-based instructional programs, professional Learning, and/or systems and structures needed to impact change are as follows:</p> <ul style="list-style-type: none"> We will continue to welcome, value, and incorporate families and community into our classrooms. We will continue to build strong partnerships with community-based organizations such as Edible Schoolyard and KingsBay Y. Teachers will increase the opportunities to invite parents to class celebrations – publishing parties, end-of-unit celebrations, multicultural celebrations, etc. Our PA will invite parents to general information meetings hosted monthly often offering parent workshops and other incentives to increase attendance. To increase parent engagement our edible Schoolyard staff and culinary kitchen staff offers family events. The garden staff offers after-school and parent/child workshops. These workshops provide opportunities for families to come together and do gardening and compost work that supports the Edible schoolyard initiative. Our culinary kitchen staff offers cooking opportunities where parents and their children cook together side by side. 	Parents	September 2014 – June 2015	Administration Parent Coordinator Classroom Teacher Kitchen and Garden Staff Parents Association
<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups include:</p> <ul style="list-style-type: none"> Translators will be on hand for parent workshops and meeting. If there is no one in the building to translate for the parent, we will use the telephone translation services that are provided by the DoE. Tuesday will be utilized for face-to-face or telephone meetings to keep parents informed on their child’s progress and performance. 	Parents	September 2014 – June 2015	Administration Classroom Teachers Paraprofessionals
<p>3. Strategies to increase parent involvement and engagement include:</p> <ul style="list-style-type: none"> Parents will be encouraged to fill out the School Survey. Parents will be encouraged to share their needs with the Parent Coordinator. Robo calls will be made to remind parents of school events. Many teachers have communication systems in place with parents such as blogs, texting, E-mails, etc. Send reminders to parents to attend Open School Week, school events. Parents are encouraged to attend PA meetings through written notices and Phone Messenger Service call reminders. In addition to the NYC Survey, a parent interest survey will be 	Parents	September 2014 – June 2015	Administration Parent Coordinator Classroom Teachers

issued to determine which parent workshops will be offered throughout the year.			
4. Examples of Activities that Address the Capacity Framework of Trust include: <ul style="list-style-type: none"> • Translation Services. • Being accessible to parents. • Notices will be sent in different languages. • Phone Messenger Service calls will be scheduled in the preferred home language. • Increased numbers on our attendance sheets. 	Parents	September 2014 – June 2015	Administration Parent Coordinator Classroom Teachers Paraprofessionals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources Include:

- Tuesday parent engagement time
- Garden Staff
- Per Session for Staff Members to Translate at meetings and parent-teacher conferences
- DoE translation services department

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Wellness in the Schools
Title I SWP Translation Services
Phone Message Service
Miscellaneous supplies for parent meetings

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In February 2015 we will monitor the progress of our activities.

- We should see an increase in the number of parents attending school programs and celebrations.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who are performing below the standards (classwork/formative assessments), State ELA test scores	Components of Literacy Sight words, word attack, decoding, reading comprehension	Small group tutoring	During the school day
Mathematics	Students who are performing below the standards (classwork/formative assessments), State Math test scores	Interactive math using SMART board and Multi-step math problems	Small group tutoring, one-to-one, peer-to-peer guidance	During the school day
Science	Students who are performing below the standards (classwork/formative assessments), State Science test scores (grade 4)	Project-based inquiry learning, hands on delivery of instruction	Small groups, pairs	During the school day
Social Studies	Students who are performing below the standards (classwork/formative assessments), State ELA test scores	Close reading in the content area, chunking and annotating text	Small groups, guided reading, shared reading	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher/PPT recommendation, repeat offenders of the Chancellor's Discipline Code, a significant change in the child's family life	Counseling strategies for problem solving, anxiety and frustration Counseling school related items	One-to-one, pairs, triads	During the school day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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 learning is provided each Monday and throughout the school year.
- Three school based lead teachers meet with the administration to initiate and implement instructional goals and initiatives as outlined in the Citywide Framework for Teacher effectiveness.
- Should new teaching positions be needed, the administration reaches out to local colleges, our school substitute pool and attends hiring events through the Department of Education

2b. 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 learning is ongoing at P.S. 216. Selected staff based on their professional goals and needs attend professional learning sessions offered by the Department of Education and by the Network. The information is disseminated during our Monday Professional Learning sessions 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 learning to focus the staff on a deeper understanding of the best effective teaching practices. The staff regularly focuses and studies components 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 to reflect upon and refine the curriculum to move all of our students to a higher level of performance in the classroom.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not Applicable

3b. 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).

Not Applicable

Part 4: SWP Schools Only

4a. 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 the 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 learning 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 so that our youngest community members are prepared for kindergarten and beyond.
- This year our pre-kindergarten teachers are assessing all of our pre-kindergarten students individually, three times a year (fall, winter, spring) using The Work Sampling System. This tool enables teachers to collect information on the child's work and compare it to grade-specific guidelines. The data will identify what children are learning, what they are beginning to master, and what they still need to work on. It also informs instructional planning. The assessment addresses the following areas: Personal & Social Development, Language and Literacy, Scientific Thinking, Social Studies, The Arts, Physical Development, Health and Safety. The Work Sampling System will also be utilized to ensure our pre-kindergarten students are fully prepared to meet the demands of the kindergarten program and beyond.

4b. 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.

- Our Network provided professional learning to the staff on understanding the Measurement of Student Learning (MOSL) choices. Additionally, the Principal, Assistant Principal conducted professional learning for the staff. A team of teachers along with the administration 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 to serve on the committee. The members of the MOSL committee met, discussed the choices and voted. Through discussions and consensus, the final choices were made. The final choices were shared with the staff.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$345,314	X	14, 22,27,30
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$79,404	X	18
Title III, Part A	Federal	\$11,200	X	14,18
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,620,335.00	X	14,15, 22,27,30

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **[P.S. 216]**, 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 the school and the families. The 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 the school community. **[P.S. 216]** 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 the school community;

The 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. The 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 the 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. The school will maintain this information.

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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- 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 desiring homework support and extracurricular activities for the children. The Kingsbay “Y” is based in our school Monday – Friday from 2:20 P.M. – 6:00 P.M. During that time they provide homework support as well as sports and creative activities.
- Scheduling Robo calls and distributing school memos with updated information concerning school activities and student events.

School-Parent Compact (SPC)

[P.S. 216], 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 an effective 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 gradual release approach (to-With-By)/Workshop Model approach following the ReadyGEN program in reading and writing in grades 2-5 and the Wonder program in reading and writing in grades K-1;
- Complete libraries arranged by genre and leveled books are evident in every classroom;
- GO Math!
- Comprehensive Social Studies/Science Program (Science Lab);
- Computer Lab and laptops for all students as needed with SMART boards, Elmos and Airliners;

- Expansive arts program which includes dance (dance studio, music, band);
- Daily homework to reinforce content area learning.

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and

Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Specifically, at P.S. 216, we will:

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



Department of English Language Learners and Student Support

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 New York, New York 10007
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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>PS 216</u>	DBN: <u>21k216</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
Total # of ELLs to be served: <u>80</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

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:

Rationale:

PS 216 provides a supplemental Title III after school program to help support the needs of our English language learners. The rationale of the ESL after school 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 the English language in all four modalities. We expect to accelerate student learning and enhance the students' acquisition of the English language. This program also supports the teaching of foundational and literacy skills and strategies in a small group setting or on a one-to-one basis, depending on students' needs and goals.

Subgroups and Grade Levels to be Served:

This program is available to all English language learners from grades K-5. As of now, the total number of ELL's to be invited into the program is 80. However, the number of students to be serviced in the Title III after school program may change as more students are enrolled into our school or if some ELL students do not take part in the Title III Supplemental Program. Students are grouped by grade band and by their ESL levels and needs, whether beginner, intermediate, or advanced. These levels are determined by the NYSESLAT 2014 and Fall 2014 NYSITELL scores. Information and data is also gathered through the AMAO Tool Estimator With Early Warning Indicators. This tool gives us valuable information as to student progress and proficiency. Students who did not meet AMAO 1, or did meet AMAO 1 but are flagged as at-risk students, will be the targeted, spotlight students through differentiated instruction and scaffolded support as direct instruction is provided. This data is used as a guide to plan for the Title III Supplemental Program. In addition, the Title III Supplemental program is intended to target subgroups such as, newcomers, beginners, and SIFE students. Newcomers will be engaged in differentiated activities to increase phonemic awareness and oracy throughout the program. Teachers will identify and assess SIFE students accordingly to determine where they are academically and then use this data to inform instruction in an effort to close an achievement gaps. The Title III Supplemental Program may also be opened to students who are former English language learners (FELLS), those who scored proficient on the NYSESLAT within the last two years.

Schedule and Duration:

The program for ELLs in grades K-5 will take place on Wednesdays and Thursdays, each session being two hours, each from 2:25-4:25pm. ELLs in grades 1 -5 will begin on November 19th, 2014 and end on

Part B: Direct Instruction Supplemental Program Information

April 1st, 2015. There will be 30 sessions for this group. ELL Kindergarten students begin on March 3rd, 2014 and ending on March 31st, 2014. There will be 7 sessions for this group.

Language of Instruction:

The language of instruction will be English.

Number and Types of Certified Teachers:

There are currently two ESL certified teachers on staff at P.S. 216, who provide ESL instruction during school hours. The Title III after school program will be instructed by Mrs. Rosanna LaFroschia, a licensed ESL teacher with TESOL certification K-12 and Childhood Education Certification 1-6. Mrs. 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 Title III after school program is Mrs. Kelly Kotropoulos, a licensed special education teacher. The third teacher is a licensed classroom teacher with an Early Childhood License (Birth-Grade 2). Since this is a two hour program, the two teachers will work for one hour of each session with each group and then switch groups consistently throughout the duration of the program. 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. A supervisor will be paid out of Title III for 40 hours, at cost to Title III, coming to a total of \$2,114 with fringe.

Types of Materials:

Materials will be purchased at cost to Title III and specifically for the Title III after school program, at cost to Title III. "Finish Line for ELLs" is a consumable student book that provides English proficiency practice in preparation for the NYSESLAT. Ninety of these student books are to be ordered to ensure that each student has their own copy, as well as five annotated teacher's editions. "Finish Line for ELLs" was selected because it aims to provide students with friendly, effective exercises that are designed to help improve language proficiency of five content areas across the four modalities of reading, writing, listening, and speaking. These five content areas are conversational language, academic language arts, academic mathematics, academic social studies, and academic science.

We will also be purchasing a "My Country" themed Reader's Theater kit, which is for grades K-5 and contains materials on a guided reading levels E-M. This will also be at cost to Title III. Reader's Theater kits aim to increase fluency through text selections that provide purposeful reading and rereading. Students are also given the opportunity to learn to adapt their speech through a variety of tasks, thus satisfying speaking and listening standards. The kit also includes scripts with differentiated roles, to help all students successfully participate, and embedded literacy links to content-area topics. We chose the themed kit "My Country" as it supports our school's initiative to deepen students' knowledge of social studies content through the new Social Studies Scope and Sequence.

In addition, 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. 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

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:

Rationale:

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. In addition, professional development is offered to staff every Monday from 2:20- 3:40pm on various topics. These professional development activities are often administered by our administration as well as the Lead teachers. Extensive, ongoing support is also provided by ELL support personnel from our Network 605 through meetings and workshops on various topics. In addition, staff members are respectively assigned to professional development days in ReadyGen and GoMath, the literacy and math program in our school. Teachers and staff who attend these meetings gather content-specific information, collaborate with teachers from other schools, and develop their craft, only to turn-key this information to our P.S. 216 staff. During professional development sessions provided by teachers and administration, information is turn-keyed and given to other teachers and staff. These professional development sessions provide the opportunity for teachers to collaborate in an effort to progress units of study in literacy and math, analyze trends and data, and ensure alignment 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 Students with Disabilities and ELLs. This includes implicit and explicit instruction, conferencing techniques, differentiation and 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.

As stated above, there are weekly professional development sessions offered to staff on Mondays from 2:20-3:40pm. These sessions are purposefully planned and implemented to provide teachers of both ELLs and non-ELLs with more information and additional supports as needed, on an ongoing basis. The topics of these professional development sessions include Teacher Advance, SmartBoard Training, GoogleDocs training, STARS training, analyzing citywide and instructional expectations, MOSL, etc. All professional development activities and sessions are provided in an effort to expand teacher resources for student data, as well as to expand the teachers' repertoire of strategies, including implementing technology, to teach both ELL students and non-ELL students. Teachers and staff are also trained on the Common Core State Standards and the citywide instructional expectations to effectively plan instruction. Teachers and staff analyze the teacher Advance to increase awareness of expectations to overall improve teacher effectiveness. These professional development sessions have been provided by:

*Mrs. Donna Neglia, I.A. Principal

*Ms. Susan Glazer, Assistant Principal

*Marianne DiLauro, Data Specialist

*David Mittelman, Computer/Technology Teacher

*Lead Teachers (Joanne Allotta, Laura Adler, and Maria Sena)

Additional providers will be added to this list as professional development sessions are planned and implemented throughout the school year.

Part C: Professional Development

ELL Specific Professional Development Sessions: (Included are Schedule & Duration, Teachers to Receive Training, Topics to be covered, and Names of the providers)

Date: 10/21/14

Duration: 8:30-11:30

Title: ELL Instruction- Academic Language

Provider: Sheila Singer

Teachers to Receive Training: Rosanna LaFroscia, Michelle Tancredi (ELL teachers)

*at no cost to Title III

Date: 12/3/14

Duration: 2:25-4:25 pm

Title: Title III- Study Group: Setting up Systems and Expectations for Small Group Instruction

Provider: Susan Glazer

Teachers to Receive Training: Title III after school teachers- Rosanna LaFroscia, Kelly Kotropoulos

*at cost to Title III- per session

Date: 11/4/14

Duration: 10-11:30am

Title: Title III- Supporting ELLs in the Classroom (Teachers will turn-key information from a PD they attended)

Providers: Jessica Oeschner, Marni Hagel

Teachers to Receive Training: Classroom teachers, cluster teachers, and ELL teachers

*at no cost to Title III

Dates: 12/1/14, 1/5/15, 2/2/15, 3/2/15, 4/13/15

Duration: 2:20-3:40pm

Title: Title III- Study Group with Considerations for ELLs

Providers: Grade Leaders (Laura Adler, Joanne Allotta, Maria Sena) and ELL Teachers (Rosanna LaFroscia, Michelle Tancredi)

Teachers to Receive Training: Classroom teachers

*at no cost to Title III

Additional professional development sessions will be planned and implemented throughout the school year.

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

Part D: Parental Engagement Activities

Begin description here:

Rationale:

Parent engagement activities are targeted for parents of ELLs in an effort to impact the higher achievement of ELLs and provide parents with the information they need to ensure the success of their children. Aside from the mandated parent orientations that are offered on an ongoing basis throughout the year for parents whose children are newly admitted and identified as ELL's, parents will continue to be invited to parent workshops and parent engagement sessions throughout the year. (see below)

How Parents Will be Notified of these Meetings/Information:

Parents are notified of meetings in both their native language and in English via notices sent home with students, direct contact at dismissal, and/or phone calls. In addition, there are weekly sessions devoted to Parent Engagement on Tuesdays from 2:20-3:00pm. During these weekly sessions, teachers and staff are expected to contact parents, complete progress forms, set up meetings with parents, and any other activity that would foster parent involvement as necessary.

In addition to the above parent engagement activities, PS 216 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, including those who speak Spanish, Russian, and Arabic, who are able to provide translations when necessary. These translators aid us as we work to keep parents informed of their rights, choices, and accountability. Parents are also supported and encouraged to Log into ARIS to access their child's data. In addition, our school does reach out to the NYC Translation and Interpretation for support on an as need basis. There are also signs in the building regarding translation available, should there be a need.

Specific, Upcoming Parent Engagement Activities: (Included are Schedule & Duration, Topics to be Covered, and Providers' Names)

Date: Beginning 11/5/14

Duration: 9:00-11:00am

Title: Adult ESL Classes

Provider: Shorefront Y

Targeted Audience: PreK-5 Parents of ELLs

*at no cost to Title III

Date: 3/3/15

Duration: Morning Session: 9-10am, Evening Session: 5-7pm (evening-two hours at cost to Title III)

Title: Title III-Preparing for the ELA and Mathematics State Exam with Considerations for ELLS

Providers: To be determined

Targeted Audience: Grade 3-5 parents of ELLs

*at some cost to Title III

Date: 3/31/15

Duration: Morning Session 9-10am, Evening Session: 5-7pm (evening- two hours at cost to Title III)

Part D: Parental Engagement Activities

Title: Title III- Preparing for the NYSESLAT

Provider: Rosanna LaFroscia, ELL teacher

Targeted Audience: K-5 parents of ELLs

*at some cost to Title III

Additional parent engagement activities will be added to this list as they are planned and implemented throughout the school year.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 21	Borough Brooklyn	School Number 216
School Name ARTURO TOSCANINI		

B. Language Allocation Policy Team Composition [i](#) 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 CELIA KAPLINSKY	Assistant Principal SUSAN GLAZER
Coach type here	Coach type here
ESL Teacher MICHELLE TANCREDI	Guidance Counselor type here
Teacher/Subject Area ROSANNA LAFROSCIA-ESL Teacher	Parent type here
Teacher/Subject Area MARIANNE DILAURO- READING/DATA	Parent Coordinator HELENE SELTER
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	624	Total number of ELLs	68	ELLs as share of total student population (%)	10.90%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
Total	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	65	0	3	3	0	0	0	0	0	68
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

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
TOTAL	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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
TOTAL	22	17	11	6	9	3	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
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	68						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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:

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

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

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:			

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

Math:				
Science:				

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

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

Native Language Usage and Supports

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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 Rtl 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, Rtl, 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?

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.
4. How do your parental involvement activities address the needs of the parents?

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 enouraged 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

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

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.