

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**21K216**

**School Name:**

**P.S. 216 ARTURO TOSCANINI**

**Principal:**

**DONNA NEGLIA**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: P.S. 216 School Number (DBN): 21K216  
Grades Served: PK, 0K,01, 02, 03, 04, 05, SE  
School Address: 350 Avenue X Brooklyn, New York 11223  
Phone Number: 718-645-2862 Fax: 718-645-2610  
School Contact Person: Donna Neglia Email Address: DNeglia@schools.nyc.gov  
Principal: Donna Neglia  
UFT Chapter Leader: Marie Yvette Abreu  
Parents' Association President: Karen Ercole  
SLT Chairperson: Joanne Allotta  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
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

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Cheryl Watson-Harris  
Director's Office Address: 415 89<sup>th</sup> Street Brooklyn, New York 11209  
Director's Email Address: CherylWatson@schools.nyc.gov  
Phone Number: 718-759-4862 Fax: 718-759-4960

## 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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Karen Ercole	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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	
Nancy Melchiorri	Member/Teacher	
Jessica Oechsner	Member/Teacher	
Gina Dellolio	Member/Parent	
Jeannie Bonvino-Guzman	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Danielle Minetti	Member/Parent	
AnnMarie Stabile	Member/Parent	
Diane DiBiase	Member/ Parent	
	Member/	
	Member/	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### **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:

*Public School 216 is a vibrant learning community where every child is known and supported. We foster strong partnerships with parents and community that enhance learning. Through developmentally appropriate learning practices, students will become lifelong achievers and stewards of the earth and it's resources.*

*On the path to becoming globally aware citizens and leaders of the 21<sup>st</sup> century, we provide excellence in academics, a forum for positive social and emotional growth with an emphasis on civic and environmental responsibility.*

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

- We are extremely proud to have been chosen among twenty-seven schools citywide as a showcase school for the 2015-2016 school year by the chancellor. Administrators and teachers from all over the city will visit our school to learn about our practices and how we have embraced the garden and kitchen classrooms.
- Our Leader in Me, social-emotional process, based on the work of Stephen Covey's Seven Habits of Highly Effective People has put a focus on making good choices, treating classmates with respect and having personal responsibility for actions.
- 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 throughout 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. Opportunities are provided for our students to take on leadership roles such as our fourth grade farm stand leaders and our fifth grade leadership program.
- 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.
- Select grades participate in Puppetry in Practice, an arts organization that utilizes STEM principles to enrich the educational program.
- 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.

Teachers plan “brain breaks” within the classroom to utilize physical activity as a means to seamless transitions.

- 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.
- Two online programs, Raz-Kids for reading and IXL for math have been purchased. All students have an active account. These programs provide reinforcement and enrichment for our students outside of the school day. The programs automatically adjust the level of difficulty based on the number of questions that are correct. Children may access these programs during the school day and at home. Full access to these programs will be available throughout the summer to prevent summer slide. Teachers prepare customized vacation learning packets for summer and all extended holidays.
- 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 645 students. 50.85% are female and 49.15% are male. 98.45% of our students are in general education. In 2014-2015, 14.11% of our student population was English as New Learners. 14% of our students have an IEP. 1.09% of our students are in a least restrictive environment and 0.47% are in a most restrictive environment. 19.84% of our students are Asian, 4.81% are Black, 17.21% are Hispanic and 52.87% are White.

## **2. Special Student Populations and Their Specific Needs**

Our special student populations include English as a New Language Students and Students with Disabilities.

- We have an increasing English as a New Language student population. These students are provided support with a blended model of push-in and pullout instruction. As per the new mandates, a highly qualified teacher will service former ENLs for two years. As this population has increased, classroom teachers have been collaborating to share effective practices. A study group has been formed among teachers who are interested in learning strategies, specific to teaching ENLs.
- We have Students with Disabilities (SWD) who have not shown significant growth when monitoring their progress as measured by their Individual Education Plan (IEP). To remedy this situation, we have created two multi-grade part-time self-contained classes. As per their IEP, carefully selected children spend the morning receiving customized intense ELA and Math instruction in a reduced register class by a highly qualified teacher daily. In the afternoon they return to the general education population or an Integrated Co-Teaching (ICT) classroom for content area subjects. The 2015-2016 school year will be the second year we have implemented this model. At this time classroom data and close progress monitoring have shown improvement in their academic performance.

## **3. Elements of the Framework for Great Schools in Which We Made the Most Progress and Key Area of Focus**

Our School Quality Review conducted by our Superintendent, Isabel DiMola, on March 6, 2015.

Our Strengths Include:

### **Instructional Core**

- 1.1 All curricula are aligned to the Common Core Learning Standards with units of study and tasks being planned and refined through the analysis of data and student work products (Proficient).
- 2.2 Teachers across content areas use common assessments, rubrics, and ongoing checks for understanding and track student progress, making adjustments to curricula based on their findings (Proficient).

### **School Culture**

- 3.4 High expectations are communicated to the entire school community including teachers, students, and families. Professional development, parent workshops, and teacher feedback place students on the path to college and career readiness (Proficient).

Area of Focus:

Instructional Core

- 1.2 The use of strategic entry points to provide access to all learners that fosters deep reasoning in student work products varies across the school. This has been identified as an area of focus. Across the school, teachers provide multiple entry points inconsistently. As a result, some students including students with disabilities and English as a New Language learners, do not have daily opportunities during lesson to tackle challenging and engaging tasks that enable them to demonstrate higher-order thinking skills in their work (Developing).

Area of Celebration:

Systems for Improvement

- 4.2 Teachers engage in inquiry-based professional collaborations that support analysis of classroom practice and assessments, and implementation of the Common Core Learning Standards, embedding processes that allow teachers to have input on key decisions about curricula and teaching practice. The work of the teacher team is resulting in growing school-wide instructional coherence improving teacher practice and student progress with distributed leadership structures that affect learning throughout the school (Proficient).

Our Accomplishments of Progress Include:

Instructional Core

1.1 Curriculum

- Quality Indicator 1.1 aligns to Rigorous Instruction in the Capacity Framework. Units of study across content areas integrate the Common Core Learning Standards and instructional shifts. Planned activities require students to engage in multi-step problem solving, argumentative writing, text-based response, and content specific vocabulary. Units embed tasks and extension activities to push student thinking including more complex math problems and the incorporation of additional texts to support or create a claim.
- Curricula articulates skill development at each grade level, clearly demonstrating the ladder of complexity, specific learning targets and academic and personal behaviors, such as responsibility, perseverance and organization in grade appropriate ways that are necessary in order for students to be on a path of college and career readiness.
- Planning is refined using data from student work and assessment including conference notes, on demand writing, exit slips, and formative and summative tasks. Teacher lesson plans evidence purposeful planning to engage all learners using a Universal by Design model of differentiation. These include flexible grouping, guided group activities, leveled readings, differentiated tasks and manipulatives.

## 2.2 Assessment

- Quality Indicator 2.2 aligns to Rigorous Instruction in the Capacity Framework. The school utilizes common assessments across the school including student portfolios, Fountas and Pinnell reading assessments, conference notes and running records, pre and post assessments in mathematics, benchmark assessments, on demand writing. At regulated intervals during the school year, administrators analyze data through item analysis to measure student performance and progress along the standards by grade, class, sub-group, and for individual students.
- Rubrics are created that align to assessments and are used to provide clear expectations to students as well as to inform students of their level of performance with feedback providing clarity on how they can progress. Data from rubric aligned tasks as well as formative and clarity on how they can progress. Data from rubric-aligned tasks as well as formative of summative assessments inform the teaching and learning cycle of assesses, teach and adjust.
- Across content areas, teachers use entry and exit slips, conferring and teacher and student checklists to assess student work and make adjustments throughout lessons. Throughout classrooms teachers use ongoing checks for understanding that include student turn and talks, medial summary questions, use of thumbs up, thumbs down and conferencing.

## School Culture

### 3.4 High Expectations

- Quality Indicator 3.4 aligns to Supportive Environment in the Capacity Framework. Articulation of high expectations as well as professional learning lies in the domains of the Danielson Framework for Teaching and includes data driven planning and purposeful pedagogic choice that make sense for students. Professional learning focuses on purposeful planning, effective questioning and increasing student engagement and promoting discussion in classroom.
- Systems to communicate with families include E-mail, texting, newsletters, phone calls and written notes as well as report cards and progress reports. This provides parents with clear understanding of expectations and students' progress.
- Workshops for parents build an understanding of college and career readiness skills the schools stresses to support student growth.

We made the most progress in:

## Systems for Improvement

### 4.2 Teacher Teams and Leadership Development

- Quality Indicator 4.2 aligns to Collaborative Teachers in the Capacity Framework. Teachers across all grades collaboratively plan and design units of study and lesson plans that reflect alignment to Common Core Learning Standards and the instructional shifts.
- Inquiry teams use multiple sources of data including student work, Fountas and Pinnell reading level assessment and pre and post unit assessments in math and English Language Arts, to understand trends across the grades, classes and for individual students.
- Teacher leads collaborate with administrators in creating and implementing a professional development plan, receive support in building leadership and facilitate skills, and are emerging as leaders of the professional learning communities.

## Instructional Focus 2015-2016

In congruence with the Chancellor's Vision for School Improvement, we will center our efforts on continuous learning to ensure that all our students are on track to succeed. We will make purposeful adjustments to the curriculum and instruction that increases overall student engagement based upon our knowledge of students. Teachers will support the needs of all learners as they guide them toward meeting specific learning targets.

## 21K216 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	650	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		63.0%	% Attendance Rate	93.5%
% Free Lunch		64.4%	% Reduced Lunch	9.8%
% Limited English Proficient		11.1%	% Students with Disabilities	14.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	6.3%
% Hispanic or Latino		15.4%	% Asian or Native Hawaiian/Pacific Islander	24.2%
% White		53.9%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.08	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	7.19
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		42.0%	Mathematics Performance at levels 3 & 4	51.4%
Science Performance at levels 3 & 4 (4th Grade)		90.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

The NYS item analysis report indicates in 2014-2015, 37.2% of our students met or exceeded the Common Core Learning Standards on the State ELA exam.

English Language Arts		
Year	2014-2015	2013-2014
Level 3 and Above All Students	37.2%	41.7%
SWDs	13.6%	23.9%
ENLs	8.3%	5.6%

The NYS item analysis report indicates in 2014-2015, 43.9% of our students met or exceeded the Common Core Learning Standards on the State Mathematics exam.

Mathematics		
Year	2014-2015	2013-2014
Level 3 and Above All Students	43.9%	51.6%
SWDs	27.3%	28.3%
ENLs	17.2%	15.0%

Framework for Great Schools – Element: Rigorous Instruction – According to our School Quality Review (March 2015):

- Units of study across content areas integrate the Common Core Learning Standards and instructional shifts. Planned activities require students to engage in multi-step problem solving, argumentative writing, text-based response, and content specific vocabulary. Units embed tasks and extension activities to push student thinking including more complex math problems and the incorporation of additional texts to support or create a claim.
- Curricula articulates skill development at each grade level, clearly demonstrating the ladder of complexity, specific learning targets and academic and personal behaviors, such as responsibility, perseverance and

organization in grade appropriate ways that are necessary in order for students to be on a path of college and career readiness.

- Planning is refined using data from student work and assessment including conference notes, on demand writing, exit slips, and formative and summative tasks. Teacher lesson plans evidence purposeful planning to engage all learners using a Universal by Design model of differentiation. These include flexible grouping, guided group activities, leveled readings, differentiated tasks and manipulatives.
- Quality Indicator 2.2 aligns to Rigorous Instruction in The Framework for Great Schools. The school utilizes common assessments across the school including student portfolios, Fountas and Pinnell reading assessments, conference notes and running records, pre and post assessments in mathematics, benchmark assessments, on demand writing. At regulated intervals during the school year, administrators analyze data through item analysis to measure student performance and progress along the standards by grade, class, subgroup, and for individual students.
- Rubrics are created that align to assessments and are used to provide clear expectations to students as well as to inform students of their level of performance with feedback providing clarity on how they can progress. Data from rubric aligned tasks as well as formative and clarity on how they can progress. Data from rubric-aligned tasks as well as formative of summative assessments inform the teaching and learning cycle of assesses, teach and adjust.
- Across content areas, teachers use entry and exit slips, conferring and teacher and student checklists to assess student work and make adjustments throughout lessons. Throughout classrooms teachers use ongoing checks for understanding that include student turn and talks, medial summary questions, use of thumbs up, thumbs down and conferencing.

Framework for Great Schools – Element – Rigorous Instruction – According to our NYC School Survey (2014-2015):

88% positive responses were indicated in the area of Rigorous Instruction.

- 49% of teachers indicated they build students' knowledge through content-rich non-fiction almost everyday and 23% indicated they provide build students' knowledge through content-rich non-fiction a few times a week.
- 62% of teachers indicated that they are able to include opportunities to provide almost daily opportunities for students to interact with complex grade-level text in planning their last instructional unit.
- 67% of teachers indicated they provide almost daily opportunities for students to interact with academic language.
- 67% of teachers indicated they provide students reading and writing experiences grounded in evidence from text, both literary and information almost everyday.

According to the 2014-2015 State ELA scores we are below the Common Core Standards. All of the above data from our current School Quality Review indicates we have a solid basis to provide Common Core aligned rigorous instruction.

Therefore, our goal was developed to close the achievement gap in writing so all students including high-need students will make gains to meet or exceed Common Core Standards in Writing.

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year we will build an external partnership with Teachers College in writing. 70% of our targeted students including English as a New Language (ENLs) and Students with Disabilities (SWD) who are identified with a proficiency rating of 2.5-2.9 as per baseline / school wide assessments will make gains that allow students to meet or exceed Common Core Standards in writing.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></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"> <li>• After analyzing student writing samples and on-demand writing samples across grades we noted minimal progress achieved. Our school community decided that a change in our Writing program, which is 100% aligned to the Common Core, would be a better choice. For the 2015-2016 school year we chose to use Teachers College writing school wide.</li> <li>• Feedback to the administration on the successes and challenges of ReadyGEN writing and Wonders writing during Principal Cabinet Meetings, meetings with lead teachers and the data team indicated that ReadyGEN and Wonders was not meeting the needs of our students in K-5. Collection of actual data (i.e. googledocs) verified this claim. It was decided by the administration in conjunction with the staff Teachers College writing would be implemented.</li> <li>• Students will be engaged in Common Core aligned units of study in a particular genre.</li> <li>• Units of study will indicate the immersion of the same genre across grades. This will help the vertical team and the administration analyze the writing across grades.</li> </ul>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>Classroom Teachers</p>

<ul style="list-style-type: none"> <li>• Embedded assessments within the program for writing will be utilized to monitor student progress and student growth throughout the school year. This includes Pre-tests and Post-tests.</li> <li>• Writing on Demand assessments will be given 3x a year.</li> <li>• The reading program Wonders include project assessments that will be utilized to provide opportunities for student choice as well as written assessments.</li> <li>• The assessments from ReadyGEN such as responding to a prompt in reading as well as Wonders will enable teachers to meet students where they are and customize inclusive, motivating instruction. Moreover, we align practice and content to Common Core Strategies within and across grades.</li> <li>• Our school community will continue to build upon close reading and text dependent questioning of mentor texts to serve as a foundation and to foster greater comprehension of how genres work.</li> <li>• Formal and informal observations by the supervisors will help further evaluate student improvement and progress in writing.</li> <li>• Calendar days have been allotted for selected teachers to attend Teachers College professional learning sessions.</li> </ul> <p>Our MOSL selection team has selected the NYC Writing Performance Assessment as a local measure. We will use the baseline results to establish strengths and weaknesses in writing across grades.</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"> <li>• Various types of On-going cycles of Professional Learning include: Data-Analysis, Looking at Student work, Circle Club, Data Assessment, Reflect &amp; Refine Curriculum and Traditional Professional Development Workshops are provided to all staff including paraprofessionals.</li> <li>• Teachers meet to collaboratively plan rigorous and scaffold activities.</li> <li>• During the 2015-2016 school year, we will continue our 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.</li> <li>• 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. 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.</li> </ul>	All Students	September 2015 – June 2016	Administration Lead Teachers Grade leaders Content Area Leads

<ul style="list-style-type: none"> <li>• Leadership opportunities will be provided to teachers to attend four writing professional learning sessions offered at Teachers College. One teacher on each grade will volunteer or be selected by the administration to bring back key elements and suggestions that will help further the success of the Writing Program in each grade.</li> <li>• Teachers meet students where they are and customize inclusive, motivating instruction.</li> <li>• Teachers align practice and content to common core strategies within and across grades.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>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.</p>			
<p>3. Strategies to increase parent involvement and engagement include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Phone Messenger Service to provide information to parents that utilizes automated translation services to keep parents informed.</li> <li>• Preparing newsletters for parents to keep them up to date on what the children are learning in the classroom.</li> </ul> <p>Offering parents workshops that explain strategies, activities and rationales for what the students are expected to know and be able to do.</p>	All Teachers	September 2015 – June 2016	Administration Classroom Teachers
<p>4. Examples of Activities that Address the Capacity Framework of Trust include:</p> <ul style="list-style-type: none"> <li>• A survey was conducted on topics of professional learning that teachers feel would be most beneficial to increase their professional practice.</li> <li>• The Professional Development Team met with the administration, discussed our school goals and matched PD topics.</li> <li>• 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.</li> </ul>	All Teachers	September 2015 – June 2016	Administration Classroom Teachers

- 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.

#### **Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources Include:

- Scheduling adjustments will be made so that lead teachers and the professional development team can meet regularly with the administration and plan meaningful professional learning sessions for the staff.
- Calendar changes will be planned 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.
- 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.

Additional Funding Sources:

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

<b>Part 4b.</b> 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 SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>In February 2016 we will monitor the progress of our activities.</p> <ul style="list-style-type: none"> <li>On-Demand writing baseline assessment is administered in September. In February 2016 the mid-year On-Demand writing assessment be administered and compared to the benchmark results to ensure that students are showing growth.</li> <li>Additionally, by January/February, 2016 teachers will be complete at least one complete writing unit. It is expected that the students will move up at least one level on the rubric.</li> </ul>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In 2014-2015, 14.11% 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.

Framework for Great Schools – Element – Supportive Environment – According to our NYC School Survey (2014-2015):

93% positive responses were indicated in the area of Supportive Environment.

- 36% of teachers indicated that nearly all their students feel it is important to come to school everyday and 36% of teachers indicated that all their students feel it is important to come to school everyday.
- 36% of teachers indicated that nearly all their students feel it is important to pay attention in class and 33% of teacher indicated that all their students feel it is important to pay attention in class.
- 49% of teachers indicated nearly all their students think doing homework is important and 15% of teachers indicated that all their students think doing homework is important.
- 41% of teachers indicated that nearly all their students try hard to get good grades and 23% of all teachers indicated all their students try hard to get good grades.
- 44% of parents indicated that all students in their child’s class feel it is important to come to school everyday and 15% of parents indicated that nearly all students in their child’s class feel it is important to come to school everyday.
- 46% of parents indicated that all students in their child’s class feel it is important to pay attention in class and 15% of parents indicated that nearly all students in their child’s class feel it is important to pay attention in class.
- 48% of parents indicated all students in their child’s class think doing homework is important and 15% of parents indicated that nearly all students in their child’s class think doing homework is important.
- 47% of parents indicated that all their students in their child’s class try hard to get good grades and 15% of students in their child’s class try hard to get good grades.

All of the above data from our School Survey provides a solid basis for building a supportive environment. In order to increase student achievement, we need to ensure that we create a culture that encourages students to support one another so each may learn to his or her fullest potential. We are proud that at P.S. 216, there is a collaborative feeling that “every child is everyone’s child” and that there is a shared responsibility for the well-being and social emotional growth for all students.

Therefore this goal was developed to ensure that we address the needs of the whole child by implementing a social-emotional program.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year we will implement *The Leader in Me*, a social-emotional process, to address the needs of the whole child and to develop fundamental life skills to put each child on the path to college and career readiness. As a result of our Professional Learning work with *The Leader in Me*, and the creation of Leadership Pathways, will see an increase in student engagement as measured by 3C, Engaging Students in Learning from the Charlotte Danielson Framework for Teaching as measured by the HEDI rating system. 75% of teachers will score an effective rating of 3.0-3.25 in this area.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></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"> <li>• During 2014-2015 a book study group was formed as a “think tank” on how to best rollout the Leader in Me program and encourage buy-in from the entire school community.</li> <li>• In May/June 2015 copies of The Leader in Me book by Stephen Covey was distributed to the entire school community.</li> <li>• In June 2015, through consensus, the book study group decided to make The Leader in Me a priority and it was agreed Monday professional learning time will be</li> </ul>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration Lead Teachers</p>

dedicated to a whole school book club on reading and discussing The Leader in Me book.

- In June 2015 an associate from Leader in Me gave the staff an overview of the philosophy of the program.
- During the summer of 2015, a two-day overview of the Leader in Me program was offered to the entire staff.
- During the 2015-2016 school year, a Lighthouse Team will be formed. This Lighthouse Team's role will be the "steering" team as we move forward in year one of the implementation of the Leader in Me
- A common school wide understanding will be adopted. Social-emotional learning is the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development.
- Teachers will expand each child's "toolkit" of responses that includes appropriate, pro-social strategies for effectively interacting with others.
- The skills will help prevent negative behaviors and the disciplinary consequences that may result when the students do not live up to behavioral standards.
- The explicit instruction in social/emotional skills will serve an overarching prevention strategy and a primary intervention strategy.
- Professional learning opportunities will be provided during the 2015-2016 school year.
- Continue our Toscanini School Dollars rewards for acts of kindness and exemplary displays of each habit.
- Continue our Peer-Mediation Program. Increase student leadership opportunities as mediators and decrease the number of mediated or repeat mediated situations.
- Provide a deeper understanding of Daniel's Framework for Teaching in component 3a – Creating an Environment of Respect and Rapport.
- Provide a deeper understanding of Danielson's Framework in component 2b: Establishing a Culture for Learning.
- Increase in the number of children who feel supported as a result of intentional planning for student engagement.
- The School Leadership Team will set guidelines for establishing a Leader of the Month.
- Students who are selected to be Leader of the Month will have a certificate with their picture on it placed outside the classroom. Parents/guardians of Leader of the Month will be invited to the monthly PA meeting where their children will be recognized and given a treat.
- We will continue our incentives program for wearing school uniforms and excellent attendance.
- Students will be empowered to take charge of their learning.
- Intervisitations will be offered to view promising practices.

<ul style="list-style-type: none"> <li>• Cycle of Professional Learning in data analysis to inform instruction will continue.</li> <li>• Book of the Moth will be “married” to the Seven Habits of the Leader in Me program.</li> <li>• Classroom Jobs will increase leadership opportunities and build student responsibility in all classrooms.</li> <li>• The development of individual mission statements in each classroom will further facilitate a supportive environment.</li> <li>• A Seven Habits Tree is in our lobby. A paper leaf is added to a tree when a student is “caught” exhibiting one of the seven habits.</li> <li>• Student Leadership opportunities such as Farm Stand Leaders, Garden Ambassadors, Recycling Team and Salad Rangers will be offered.</li> </ul>			
<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"> <li>• Trade books that offer examples of the seven habits will be utilized so the students have concrete examples to make personal connections.</li> <li>• Professional Learning opportunities will support deeper knowledge in the habits to infuse in daily lesson plans.</li> <li>• The recognition and managing emotions will be utilized to monitor the effectiveness of the program.</li> <li>• Offering a common language for our high-needs students affords them the opportunity to making responsible decisions.</li> <li>• Multiple positive effects are anticipated, as students will be able to handle challenging situations constructively and ethnically.</li> <li>• Focus on prevention, intervention, graduated/progressive discipline in addressing and correcting inappropriate behavior.</li> <li>• The PPT/SIT will review all IEPs for clarity.</li> <li>• Goals will be established for targeted and specific groups of children.</li> <li>• Results for Leader in Me surveys and teacher observation in student initiative and will be used to adjust instruction to ensure maximum student engagement.</li> <li>• Four graders and fifth graders have leadership opportunities such as Farm Stand Leaders and Fifth Grade Garden Leaders.</li> </ul>	All Teachers	September 2015 – June 2016	Administration Lead Teachers  Grade leaders  Content Area Leads  ENL Teachers
<p>3. Strategies to increase parent involvement and engagement include:</p> <ul style="list-style-type: none"> <li>• Parent understanding of social-emotional learning.</li> <li>• Offering workshops to parents during the day and in the evening to understand the expectations and the process of The Leader in Me.</li> </ul>	All Teachers	September 2015 – June 2016	Administration Lead Teachers  Grade leaders  Content Area Leads

<ul style="list-style-type: none"> <li>• Open School Week.</li> <li>• Parent Orientation.</li> <li>• Parent-Teacher Conferences (4x year as per contract).</li> <li>• Utilizing Parent Engagement time during Tuesdays for workshops on timely topics being taught in the curriculum.</li> <li>• Newsletters to parents.</li> <li>• Apps and website recommendations to parents to help students at home.</li> <li>• Translated Notices and Services.</li> </ul>			
<p>4. Examples of Activities that Address the Capacity Framework of Trust include:</p> <ul style="list-style-type: none"> <li>• Excellent teacher-Student Rapport.</li> <li>• Students feel safe to take risks.</li> <li>• Teachers utilize cooperative learning strategies.</li> <li>• Opportunities provided in the classroom to work in groups or with partners/buddies.</li> <li>• Increase in grand conversations in the classroom.</li> </ul>	All Teachers	September 2015 – June 2016	Administration Classroom Teachers

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Resources Include:</p> <ul style="list-style-type: none"> <li>• Mondays will be utilized for the work outlined in our action plan.</li> <li>• Tuesdays will be utilized for parent engagement activities.</li> <li>• Materials to implement the program.</li> </ul> <p>Additional Funding Sources:</p> <ul style="list-style-type: none"> <li>• Contracts for Professional Development to implement The Leader in Me</li> <li>• Per session for teachers to lead evening parent workshops</li> <li>• Per diem for teachers/paraprofessionals to attend outside trainings</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
--

In February 2016 we will monitor the progress of our activities.

- We will review Leader in Me surveys to ensure we are providing maximum engagement so that each child feel supported.
- Administration will review formal and informal observation along with walkthrough results to ensure teachers are demonstrating effective and highly effective practices in student engagement.
- We will measure the attitudes of self and others through a Leader in Me baseline survey and a follow-up survey.
- Reduced students' conduct problems, emotional distress and positive social behavior.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to our School Quality Review Report March 2015 this was an area of celebration. Quality Indicator 4.2 aligns to Collaborative Teachers in The Framework for Great Schools. 4.2 addresses teacher teams and leadership development.

- Teachers engage in inquiry-based professional collaborations that support analysis of classroom practice and assessments, and implementation of the Common Core Learning Standards, embedding processes that allow teachers to have input on key decisions about curricula and teaching practice.
- Teachers across all grades collaboratively plan and design units of study and lesson plans that reflect alignment to Common Core Learning Standards and the instructional shifts. Planning documents evidence opportunities for students to engage in challenging tasks.
- Inquiry teams use multiple sources of data including student work; Fountas and Pinnell reading level assessments and pre and post unit assessments in math and English language arts, to understand trends across the grades, classes and for individual students. Changes to curricula align to data as evidenced by the incorporation of guided reading practices to support progress in student literacy in response to data showing advancement in reading levels were not reaching predicted targets.
- Teacher leads collaborate with administrators in creating and implementing a professional development plan, receive support in building leadership and facilitative skills, and are emerging as leaders of the professional learning communities. As part of the instructional cabinet, they meet regularly with administration in a forum of discussion regarding instructional initiatives and monitoring of data to understand impact on teacher practice and student outcomes. As a result, teachers articulate that they feel they are valued and appreciate that they have voice in school-wide decision-making including input on the purchase texts and supplementary reading materials.

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.

Framework for Great Schools – Element – Collaborative Teachers – According to our NYC School Survey (2014-2015):

93% positive responses were indicated in the area of Supportive Environment.

- 43% of teachers indicated they strongly agree that teachers talk about instruction in the teacher’s lounge, faculty meetings, etc.
- 57% of teachers indicated that they strongly agree that teachers in this school share/discuss student’s work with other teachers.
- 60% of teachers indicated they strongly agree that teachers design instructional programs together.
- 43% of teachers indicated they strongly agree teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade levels.

- 56% of teachers indicated they strongly agree the principal, teachers, and staff collaborates to make this school run effectively.
- 56% if teachers indicated they strongly agree most teachers in this school are cordial.

All of the above data from our School Survey indicated that we are beginning to understand the benefits of collaborative planning coupled with inquiry. 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 would engage in units of study that are common core aligned.

### Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year, grade teams will continue to work together to use data to intentionally plan and implement instruction that support all learners based upon current student levels of performance and the Common Core Standards. Unit and lesson plans will address daily supports and include embedded assessments so that 70% of our targeted students including English as a New Language (ENLs) and Students with Disabilities (SWD) who are identified with a proficiency rating of 2.5 -2.9 as per baseline/school wide assessments will make gains that meet or exceed Common Core Standards as evidenced by NYC-English Language Arts Performance Tasks.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
1. Research-based instructional programs, professional Learning, and/or systems and structures needed to impact change are as follows:	All Teachers	September 2015 – June 2016	Administration Lead Teachers

<ul style="list-style-type: none"> <li>• The creation of pacing calendars, Units of Study, knowledge of the curriculum will support our goal to increase student achievement.</li> <li>• Teachers will become familiar the prerequisite skills before introducing a new topic.</li> <li>• Collaborative planning sessions are built into schedules.</li> <li>• Professional Learning refreshers on how to write a unit of study (backward planning) will be given.</li> <li>• A school wide belief system that is committed to student success in each classroom and improvement across the school will further support our goal.</li> <li>• All units of study will be grounded in the Common Core State Standards.</li> <li>• A strong Professional Learning Community rooted in common goals will be established as a result of this work.</li> <li>• Awareness amongst the staff in culturally responsive pedagogy.</li> <li>• A common belief system that teaching practice improves when working together through continuous and frequent professional learning is being established.</li> <li>• Ongoing collaboration between teachers and the administration is paramount in instructional coherence.</li> <li>• Vertical Teams meet and content area leads meet to identify gaps in the curriculum and ensure that all standards are being addressed.</li> <li>• We will continue to focus on making informed adjustments in our teaching based on the collection of school data through engaging of cycles of inquiry to gain knowledge of students.</li> <li>• Rubrics from NYC Performance assessments will be used to identify patterns and trends to meet the learning targets of identified groups.</li> </ul>			<p>Grade leaders</p> <p>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"> <li>• 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.</li> <li>• 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.</li> <li>• Curricula will clearly articulate skill development at each grade level, with an understanding that students must</li> </ul>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration</p> <p>Lead Teachers</p> <p>Grade leaders Content Area Leads</p>

<p>achieve learning targets in order to be on a path toward college and career readiness.</p> <ul style="list-style-type: none"> <li>• Units of study will offer suggestions on different graphic organizers and texts that support students with special needs and English language learners.</li> <li>• Carefully designed focus questions, across content areas will provide opportunities for students to think deeply about content.</li> <li>• 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.</li> </ul>			
<p>3. Strategies to increase parent involvement and engagement include:</p> <ul style="list-style-type: none"> <li>• Class Newsletters that inform parents of what is being taught in the classroom.</li> <li>• Sending home checklists and rubrics so parents understand the expectations and grading system.</li> <li>• Parent understanding of how to help students.</li> <li>• Offering workshops to parents during the day and in the evening to understand the expectations and the curriculum</li> <li>• Parent-Teacher Conferences as needed.</li> <li>• Utilizing Parent Engagement time during Tuesdays for workshops on timely topics being taught in the curriculum.</li> <li>• Newsletters to parents.</li> </ul>	All Teachers	September 2015 – June 2016	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"> <li>• Sharing of instructional strategies and effective practices.</li> <li>• All teachers take a shared responsibility on the grade. Grade teams plan content collaboratively.</li> <li>• Opportunities are provided by the administration for teacher input and making sound professional decisions about resources and content.</li> <li>• Vertical teams meet as well as Content Area Leads to plan and discuss the curriculum to ensure there are no gaps in the curriculum.</li> </ul>	All Teachers	September 2015 – June 2016	Administration Lead Teachers Grade leaders Content Area Leads

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources include:

- 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.

Additional Funding Sources:

- Per diem/per session to attend trainings and meeting for afterschool instructional teams
- Title I SWP

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016 we will monitor the progress of our activities.

- In collaborative groups, reflections on the impact of our units of study will be discussed. Plans will be adjusted and changed based on inquiry and analysis of assessments.
- Feedback is given by the administration and revisions will be ongoing as these are living documents.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We have completed the 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 has skillfully managed a seamless transition and it is difficult to believe she has only been our leader for only a year. 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 and feedback. In addition, units of study have been written and are revised on a need be basis.

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.

Framework for Great Schools – Element – Effective School Leadership – According to our NYC School Survey (2014-2015):

84% positive responses were indicated in the area of Effective School Leadership.

- 56% of teachers indicated they strongly agree the principal at this school makes clear to the staff her expectations for meeting instructional goals.
- 61% of teachers indicated they strongly agree the principal at this school communicates a clear vision for this school.
- 56% of teachers indicated they strongly agree the principal at this school understands how children learn.
- 66% of teachers indicated they strongly agree the principal at this school set high standards for student learning.
- 56% of teachers indicated they strongly agree the principal at this school sets clear expectations for teachers about implementing what they have learned in professional development.
- 53% of teachers indicated they strongly agree the principal at this school carefully tracks student academic progress.
- 51% of teachers indicated they strongly agree the principal at this school knows what’s going on in my classroom.
- 55% of teachers indicated they strongly agree the principal at this school participates in instructional planning with teams of teachers.

Our new principal leads by example 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 and the formation of a book study group, she has brought 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**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 teachers will possess a normed understanding of competency 1e, Designing Coherent Instruction from the Charlotte Danielson Framework for Teaching as measured by purposeful planning of lessons which target individual and group needs based on school data. This will result in 75% of targeted students meeting specific learning targets.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></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"> <li>• 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.</li> <li>• Our goal as educators is to provide each student with the appropriate tools to achieve success and become college and career ready.</li> <li>• 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.</li> <li>• We collect data from multiple sources such as NYC Performance Assessments in ELA and Science, F&amp;P, GO Math!, ReadyGEN and Wonders as well as the NYS exams. Grade teams meet to conduct item analysis reviews and plan for small group instruction accordingly.</li> <li>• During the 2015-2016 an intentional emphasis will be placed on skill and strategy small group instruction based on data.</li> <li>• The Professional Development Teams meets to ensure there is alignment of coherent instruction to Danielson and new ENL mandates.</li> </ul>	<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"> <li>• The CCLS helps guide instruction, as well as the scaffolding of skills and specific strategies, to meet the</li> </ul>	<p>Classroom Teachers</p>	<p>September 2014 – June 2015</p>	<p>Administration Lead Teachers  Grade leaders Content Area Leads</p>

<p>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 through the analysis of data, based on student performance, evidenced during and after each lesson.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Ingoing assessment during and after a lesson provides valuable feedback that will advance student learning.</li> <li>• Rigorous lesson plans will transform teaching and learning for all students.</li> <li>• 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.</li> <li>• There is evidence of differentiated instruction for individual learners and instructional groups.</li> <li>• Activities permit student choice.</li> <li>• Learning experiences connect to other disciplines.</li> </ul>			
<p>3. Strategies to increase parent involvement and engagement include:</p> <ul style="list-style-type: none"> <li>• The principal sends home monthly newsletters informing parents of what is happening in the school community.</li> <li>• Teachers send home newsletters informing parents of what is being taught in the classroom.</li> <li>• 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.</li> <li>• Parent engagement time on Tuesday is used to answer any questions or misconceptions about the curriculum</li> </ul>	<p>Classroom Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration Lead Teachers Grade leaders Content Area Leads</p>

<p>that parents may have. Teachers will regularly reach out to families to provide information about how their child is progressing throughout the school year.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>			
<p>4. Examples of Activities that Address the Capacity Framework of Trust include:</p> <ul style="list-style-type: none"> <li>• Administration meets with the staff in a timely fashion to give actionable feedback after a formal or an informal observation.</li> <li>• Teachers will self-evaluate their lessons and share their findings with the administration.</li> <li>• Intervisitations will take place and discussions will take place among colleagues and the administration.</li> <li>• The principal has an open-door policy and visits classrooms daily to provide ongoing informal and formal feedback.</li> </ul>	<p>Administration Classroom Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration Lead Teachers Grade leaders Content Area Leads</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Resources Include:</p> <ul style="list-style-type: none"> <li>• Danielson 2013 Rubric – Adapted to New York Department of Education Framework for Teaching Components.</li> <li>• Mondays will be utilized for the work outlined in our action plan.</li> <li>• Tuesdays will be utilized for parent engagement activities.</li> <li>• Strategic scheduling will enable teachers to have several common preps to plan and work collaboratively.</li> </ul> <p>Additional Funding Sources:</p> <ul style="list-style-type: none"> <li>• Professional Text</li> <li>• Per diem for substitutes for instructional planning</li> <li>• Per-Session for Instructional planning</li> <li>• Miscellaneous supplies for meetings</li> <li>• Subscriptions for professional journals</li> <li>• Subscription for Phone Messenger Service</li> </ul>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016 we will monitor the progress of our activities.

- In February 2016, the principal and the assistant principals will analyze the ratings of our teachers especially in element 1e, Designing Coherent Instruction.
- We expect to see an increase of 5% of teachers showing improvement in this area at this time of the year.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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 Schools Account 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.

Again, 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 to learn curriculum and our programs or how to best help their children at home.

We are very proud to be one of twenty-four schools that the Chancellor has selected to be a Showcase School. We will be sharing our promising practices that engage students, provide project-based learning and increase parent and community engagement.

Framework for Great Schools – Element – Strong Family-Community Ties – According to our NYC School Survey (2014-2015):

84% positive responses were indicated in the area of Strong Family-Community Ties.

- 51% of parents indicated they agree the school regularly that school staff regularly communicate with parents/guardians about how staff can help students learn.
- 47% of parents indicated they agree parents/guardians are invited to visit classrooms to observe instruction.
- 45% of parents indicated they agree that teachers work closely with families to meet students’ needs.
- 47% of parents indicated teachers communicate regularly with parents/guardians.
- 51% of parents indicated they agree that school staff encourages feedback from parents/guardians and the community.
- 51% of parents indicated they agree that teachers try to understand families’ problems and concerns.
- 54% of teachers indicated they agree that parent/guardians are invited to visit classrooms to observe the instructional program.
- 61% of teachers indicated that strongly agree there is an expectation that teachers communicate regularly with parents/guardians.

- 46% of teachers indicated that they agree that school staff encourages feedback from parents/guardians and the community.
- 56% of teachers indicated that they try to understand parent/guardians problems and concerns.

The above data collected from the School Survey indicated that parents some 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 participation at P.S. 216 through the customization of differentiated workshops on various timely topics.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year we will increase support for parents/guardians by offering differentiated workshops that specifically target students who scored a proficiency rating 2.5-2.9 on the on the NYS ELA exam including English as a New Language (ENLs) and Students with Disabilities (SWD). This will be measured by increased parent attendance and an increase of 70% of the targeted students who move to a proficiency rating of 3.0-3.25.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<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"> <li>• We will continue to welcome, value, and incorporate families and community into our classrooms.</li> </ul>	Parents	September 2015 – June 2016	Administration Parent Coordinator Classroom Teacher Kitchen and Garden Staff Parents Association

<ul style="list-style-type: none"> <li>• We will continue to build strong partnerships with community-based organizations such as Edible Schoolyard and KingsBay Y.</li> <li>• Teachers will increase the opportunities to invite parents to class celebrations – publishing parties, end-of-unit celebrations, multicultural celebrations, Fun Friday, etc.</li> <li>• Our PA will invite parents to general information meetings hosted monthly offering parent workshops and other incentives to increase attendance.</li> <li>• Meetings will be offered to showcase our new external partnership with Leader in Me.</li> <li>• Increased parent attendance monitored through sign-in sheets</li> <li>• Our culinary kitchen staff offers cooking opportunities where parents and their children cook together side by side.</li> <li>• To increase parent engagement our edible Schoolyard staff including the 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.</li> <li>• During 2015-2016, the principal has instituted “Fun Friday.” Teachers take twenty minutes and lead the class in an educationally fun activity each Friday. Teachers are encouraged to invite parents to attend. Each grade will invite parents to a Fun Friday activity a minimum of once during the school year.</li> <li>• The purchase of a school website, eChalk will create additional parent communication. It has a feature to translate in the parents’ preferred written language.</li> </ul>			
<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"> <li>• Translators will be on hand for parent workshops and meeting.</li> <li>• 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.</li> <li>• Each Tuesday, during parent engagement time, will be utilized for face-to-face or telephone meetings to keep parents informed on their child’s progress and performance. The administration encourages calls for students who are struggling as well as students who have shown progress.</li> </ul>	Parents	September 2015 – June 2016	Administration Classroom Teachers Paraprofessionals

<p>3. Strategies to increase parent involvement and engagement include:</p> <ul style="list-style-type: none"> <li>• Parents will be encouraged to fill out the School Survey.</li> <li>• Parents will be encouraged to share their needs with the Parent Coordinator.</li> <li>• Phone Messenger calls will be made to remind parents of school events.</li> <li>• PA created a Remind account. It is an app that allows parents/guardians to sign up for text or E-mail reminders for upcoming school events and PA meetings.</li> <li>• Many teachers have communication systems in place with parents such as blogs, texting, E-mails, etc.</li> <li>• Send reminders to parents to attend Open School Week, school events.</li> <li>• Continued communication through newsletters from the Edible Schoolyard, the principal and teachers.</li> <li>• 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 issued to determine which parent workshops will be offered throughout the year.</li> <li>• Teachers will have on-going communication with parents/guardians. Parents will be asked what topics they would like to learn about. Workshops will be created accordingly.</li> <li>• To ensure we are reaching the parents/guardians of our target population of 2.5 to 2.9, the parent coordinator will reach out to those families to ensure they know about our meetings and personally invite them to our differentiated workshops.</li> <li>• Differentiated workshops will be referred to as information sessions and/or conversations to make parents/guardians feel comfortable about attending these customized opportunities.</li> <li>• We will be varying the time workshops are offered. Day and evening meetings will be offered to reach a greater range and to increase attendance.</li> <li>• DoE services and or staff will be utilized to translate the information to parents who first language is other than English.</li> </ul>	Parents	September 2015 – June 2016	Administration Parent Coordinator Classroom Teachers
<p>4. Examples of Activities that Address the Capacity Framework of Trust include:</p> <ul style="list-style-type: none"> <li>• Translation Services.</li> <li>• Being accessible to parents.</li> <li>• Notices will be sent in different languages.</li> <li>• Phone Messenger Service calls will be scheduled in the preferred home language.</li> </ul> <p>Increased parent attendance monitored through sign-in sheets.</p>	Parents	September 2015 – June 2016	Administration Parent Coordinator Classroom Teachers Paraprofessionals

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and 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

Additional Funding Sources:

- Wellness in the Schools
- Title I SWP Translation Services
- Per session for teachers to lead evening parent workshops
- Phone Message Service
- Miscellaneous supplies for parent meetings
- eChalk Subscription

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016 we will monitor the progress of our activities.

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

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who are performing below the standards (class work/formative assessments), State ELA test scores	Components of Literacy  Sight words, word attack, decoding, reading comprehension	Small group tutoring	During the school day
<b>Mathematics</b>	Students who are performing below the standards (class work/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
<b>Science</b>	<ul style="list-style-type: none"> <li>• Students who are performing below the standards (class work/formative assessments), State Science test scores (grade 4)</li> <li>• Students in grade 4 who at at-risk for failing the State Science Test</li> </ul>	Project-based inquiry learning, hands on delivery of instruction	Small groups, pairs	During the school day  After-School Program
<b>Social Studies</b>	Students who are performing below the standards (class work/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
<b>At-risk services (e.g. provided by the</b>	Teacher/PPT recommendation,	Counseling strategies for problem solving,	One-to-one, pairs, triads	During the school day

<i>Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	repeat offenders of the Chancellor's Discipline Code, a significant change in the child's family life	anxiety and frustration  Counseling school related items		
--	---	--	--	--

## 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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

**Part 1: Title I Status**

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

**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.
<ul style="list-style-type: none"> <li>• 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.</li>   <li>• 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.</li>   <li>• 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.</li> </ul>

**2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• 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.</li>   <li>• In-depth inquiry work helps the staff become more knowledgeable in finding ways to reach each student and to maximize his or her potential.</li> </ul>

- 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.
- A full time Pre-Kindergarten Family Assistant is on staff to support parents in the transition.

- 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 and Assistant Principals 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. Questions and concerns were addressed.

#### **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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	342,602.00	X	Page # 18, 23, 27, 32
Title II, Part A	Federal	80,006.00	X	Page #18
Title III, Part A	Federal	11,200.00	X	Page #18
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,856,861.00	X	Page # 18, 23, 27,32, 36

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 Phone Messenger 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 on assessments.

#### **1. School Responsibilities:**

*Provide high quality curriculum and instruction consistent with Common Core 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;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**2. 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 to 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;

### 3. **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.

**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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

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

## Part B: Direct Instruction Supplemental Program Information

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

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

## Part C: Professional Development

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.

- 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

### Part C: Professional Development

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 LaFroschia, 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

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,

**Part D: Parental Engagement Activities**

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 reached 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)

Title: Title III- Preparing for the NYSESLAT

Provider: Rosanna LaFroschia, 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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials	_____	_____

**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.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>216</b>
School Name <b>Arturo Toscanini</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Donna Neglia</b>	Assistant Principal <b>Susan Glazer</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Rosanna LaFroscia, ENL Teacher</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>Jillian Wagner, ENL Teacher</b>	Parent <b>Karen Ercole, PA President</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Helene Selter</b>
Related-Service Provider <b>Marianne DiLauro, Reading/DATA</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>596</b>	Total number of ELLs	<b>97</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	------------	----------------------	-----------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	97	<b>Newcomers</b> (ELLs receiving service 0-3 years)	94	<b>ELL Students with Disabilities</b>	18
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	94	0	16	3	0	2	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

## C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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	2	7	5	3	0								0
Chinese	1	3	1	0	0	0								0
Russian	8	8	2	3	2	3								0
Bengali														0
Urdu	4	5	2	2	0	2								0
Arabic	1	4	4	3	1	2								0
Haitian														0
French			1											0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	5	3	1	2									0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	7	8	4	3	1	1								0
<b>Emerging</b> (Low Intermediate)	4	6	3	2	1	1								0
<b>Transitioning</b> (High Intermediate)	5	3	4	1	2	1								0
<b>Expanding</b> (Advanced)	5	10	9	8	4	4								0
<b>Commanding</b> (Proficient)	14	5	3	8	2	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	6	6	11	4	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	2	2	0	0
4	5	1	0	0	0
5	6	1	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	5	0	4	0	3	0	0	0	0
4	4	0	3	0	0	0	0	0	0
5	5	0	2	0	1	0	1	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	0	3	0	2	0	1	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Paste response to questions here:

Across all grades, kindergarten through fifth grade, early literacy skills are assessed using Fountas and Pinnell Running Record levels, Orton Gillingham phonics assessments (grades 1-3), Foundations (Kg), On-Demand writing assessments, teacher-created pre-and post-assessments, and the NYC writing prompts as they are provided.

The data reveals that English language learners need individualized instruction based on their English language proficiency level, as well as their individual strengths and weaknesses to meet and achieve the Common Core State Standards in ELA and across the content areas. Our goal is to provide multiple pathways and entry points for English language learners to have access to the curriculum and to ultimately become college and career ready.

This data informs teacher instructional plans as we plan unit and curriculum. It helps us to create data-based instructional expectations in ELA and across content areas for students based on individual strengths and weaknesses to accelerate student learning across the grades. Using data, teachers plan individualized instruction, 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 performance levels (on the NYSITELL and NYSESLAT) and grades?

The overall NYSESLAT Proficiency results are indicative of data patterns across performance levels and grades. We currently have 97 ELL students. There are 21 ELLs in Kindergarten, 27 ELLs in Grade 1, 20 ELLs in Grade 2, 14 ELLs in Grade 3, 8 ELLs in Grade 4, and 7 ELLs in Grade 5. The data shows that most of our ELL population are in the younger grades and the number of ELLs decreases as the grade level increases.

Vertically, the largest number of ELLs, 40, are at the Expanding level of proficiency. 24 ELLs are at the Entering level of proficiency. 17 ELLs are at the Emerging level of proficiency. 16 ELLs are at the Transitioning level of proficiency.

NYSITELL results reveal a beginning level of English listening and speaking, vocabulary, and phonemic awareness. NYSESLAT results indicate weaknesses in reading and writing, where speaking and listening are commonly displayed as strengths for our students.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

The AMAO tool provides us with a snapshot of all of our English language learners and is used to drive both instructional and school-wide decisions for our students. AMAO 1 provides data as to the annual increases in the percentage of English language learners making progress. AMAO 2 provides data as to the annual increases in the percentage of English language learners attaining English language proficiency. AMAO 3 provides data as to the adequate yearly progress (AYP) for English language learner subgroups in meeting grade-level academic achievement standards in ELA and mathematics. This resource of data helps teachers make informative decisions to target specific subgroups of our English language learner population that is based on the data. In addition, the AMAO tool also allows us to filter data to create targeted groups per grade level. The Advanced Early Warning Indicator will continue to be used to identify students needing Response to Intervention and/or Academic Intervention Services.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here:

a.) The patterns across proficiency and grades indicate that a level of vocabulary and phonemic awareness influence writing. We also noticed the need for the sustained ability to maintain reading comprehension across a variety of text genres of greater length and complexity. This has influenced the current trends of our teaching, where teachers are having students read longer, more challenging, and complex texts of various genres and giving students the language to respond with content driven claims and supporting details specifically from a text.

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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

For each English language learner who scores below specified levels of performance on the NYSESLAT, we determine the additional support services that will be put into place to provide to those student(s). The RtI model is a tiered, instructional model that aims to provide students with prevention or early intervention for at-risk ELLs. Patterns from data are used to determine if a student needs RtI. Tier 1 receives core instruction, Tier 2 receives a “ double dose ” of small group, targeted instruction, and Tier 3 receives one to one intervention administered by AIS teachers, ENL teachers, Reading teachers, and classroom teachers. Research-based strategies are practiced in the RtI model of instruction.

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

Paste response to question here:

A child ' s second language development is considered in instructional decisions. English language proficiency, as well as individual strengths and weaknesses, are analyzed by teachers to inform their instructional decisions, small groupings, scaffolds, and supports. The students ' years of service and prior, formal education are also taken into consideration. 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:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Paste response to questions here:

DOES NOT APPLY.

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

Paste response to question here:

In evaluating the success of our programs for ELLs, we analyze the AMAO as an indicative tool.

AMAO 1 provides data as to the annual increases in the percentage of English language learners making progress. AMAO 2 provides data as to the annual increases in the percentage of English language learners attaining English language

proficiency. AMAO 3 provides data as to the adequate yearly progress (AYP) for English language learner subgroups in meeting grade-level academic achievement standards in ELA and mathematics. In addition, we analyze the results of other State Exams including, Mathematics, ELA, and the fourth grade Science Exam. Even further, we monitor student progress in informal and formal class assessments and student work and performance on tasks.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Paste response to question here:

Initial identification of ELLs begins at registration. The ELL teacher, Rosanna LaFroschia, or another trained pedagogue, meets with the parent or guardian with the child present. At this time, the parents complete a Home Language Identification Survey in English or the preferred native language, if available. Translators are available to assist parents in completing the HLIS form and are present as necessary. If there is no translator available in a specific language, parents and students are brought to Helene Selter, our parent coordinator. Translation and Interpretation Unit is called and the parents are provided with language assistance and have their questions answered in their preferred languages. If parents indicate, by checking at least one item in section one and two or more items in section two, that a language other than English is dominant, then the trained pedagogue conducts an informal interview with the parent and child in English and their native language as necessary. In addition, we can determine eligibility to take the NYSITELL by reviewing student work if available and necessary.

Currently, the trained pedagogues are:

Rosanna LaFroschia, ELL Teacher  
Jillian Wagner, ELL Teacher  
Susan Glazer, Assistant Principal  
Kelly Kotropolous, Teacher  
Donna Katz, Director of Special Education

The home language is then determined based on the HLIS form answers and the results of the interview with the parent and child in both languages, as necessary. If the student is determined to have a home language of English, then the ELL intake process stops here. The student is not an ELL and we may request re-identification within 45 days. However, if the student is determined to have a home language other than English, then that student is eligible for the NYSITELL and after that point the NYSITELL is administered within 10 days. If a student is determined to be a Spanish-speaking ELL, they are also administered the Spanish LAB to determine language dominance during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and ENL services to these students. After the Spanish LAB is administered, answer documents are scanned into ATS within 10 days of school enrollment. If students are administered the NYSITELL and determined to be an English language learner, a parent orientation will be schedule to review programs and complete the Parent Survey and Selection form. The Program choice is entered into the ELPC screen on ATS to keep track of parent choices, within 10 days. Parent Letters are then sent home in both English and the native language including the Entitlement Letter or Non-Entitlement Letter within 5 days, as well as the Placement Letter within 10 days.

\*If the student has an IEP, the Language Proficiency Team follows protocol and meets with the parent, student, and necessary translators for review of the IEP and determines eligibility. Members of the LPT to be listed once the team is formed (Sept 2015).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here:

Upon initial enrollment, at the time of the completion of the HLIS form, parents are asked to indicate prior schooling. If there are indications that a student has had an interruption or inconsistency in their formal schooling, a protocol is followed to identify if the student is SIFE.

Assessments are used to identify SIFE students within 30 days of enrollment. Newly identified ELLs in grades 3 through 9 are monitored within the first 30 days of enrollment to determine SIFE status. The NYSITELL is administered as an assessment of their

English language proficiency. We look to see if the student scores at the beginner/entering or low intermediate/emerging level of proficiency. The SIFE identification process is as follow:

\*Administer the oral interview questionnaire

\*For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS).

Although SIFE status must be indicated within the first 30 days, schools do have up a year to make a final determination of SIFE status. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here:

The identification process for newly enrolled students with IEPs involves the entire Language Proficiency Team. If the student has an IEP and the home language is other than English, then the Language Proficiency Team, members to be determined, review evidence of the student's English language development. If the LPT recommends the student take the NYSITELL, then the student takes the NYSITELL to determine ELL status. The ELL identification process continues as with all students. If the LPT recommends the student NOT take the NYSITELL, the recommendation is sent to the principal for review. Upon review, the principal determines if the student should take the NYSITELL. If the student takes the NYSITELL to determine ELL status, then the process continues as will all ELL students. If, upon review, the principal determines the student shouldn't take the NYSITELL, the Principal's determination is sent to the superintendent or designee for review. Parents and/or guardians are notified within 3 days of the decision. Upon review, if the superintendent or designee determines that the student should take the NYSITELL to determine ELL status, then the ELL process continues as with all students. If, upon review, the superintendent or designee determines that the student should not take the NYSITELL, the parent is notified. At that time, the ELL process terminates. The timeline to accept or reject the LPT recommendation is 20 days. ELL service placement must be within 10 school days of enrollment.

Members of the Language Proficiency Team are as follows:

Rosanna LaFroschia, ELL Teacher

Jillian Wagner, ELL Teacher

Susan Glazer, Assistant Principal

Kelly Kotropolous, Teacher

Donna Katz, Director of Special Education

A student's parent/guardian.

\*Provided interpretation for parent.

In addition, at the time of the completion of the HLIS form, parents are asked to indicate prior schooling. If there are indications that a student has had an interruption or inconsistency in their formal schooling, a protocol is followed to identify if the student is SIFE. Assessments are used to identify SIFE students within 30 days of enrollment. Newly identified ELLs in grades 3 through 9 are monitored within the first 30 days of enrollment to determine SIFE status. The NYSITELL is administered as an assessment of their English language proficiency. We look to see if the student scores at the beginner/entering or low intermediate/emerging level of proficiency. The SIFE identification process is as follow:

\*Administer the oral interview questionnaire

\*For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS).

Although SIFE status must be indicated within the first 30 days, schools do have up a year to make a final determination of SIFE status. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here:

The ESL teachers are responsible to ensure that all entitlement and non-entitlement parent notification letters, in both English and the preferred home language, are distributed within 5 school days after the NYSITELL is scanned and the student's score is determined. A tear-off, that is to be signed and returned to us, has been added to the bottom of these letters when distributed home and collected as evidence of letter distribution. In addition, a copy of the letters are kept in the ELL Folder of Critical Documents and sorted by year.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Paste response to question here:

Parents will be orally informed, in their preferred language of communication, that they have the right to appeal ELL status within 45 days of enrollment and are provided with an explanation of the ELL Re-identification Process. This process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request that an ELL Identification Process be administered a second time, within 45 days. The school must initiate a review of the ELL status determination upon receipt of a written

request from a student's parent/guardian or the student's teacher, with consent of the parent/guardian.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Paste response to question here:

At our school, we ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation. Within 10 days of enrollment, all students who have a home language other than English are administered the NYSITELL. Parents of entitled students are then invited to our school for a Parent Orientation. Notices of this Parent Orientation are sent home in backpacks. The date, time, and location of the Parent Orientation are indicated on the Entitlement Letter, which is sent home in both English and the preferred language of communication. Phone calls are made home to parents to invite them to attend by our parent coordinator, as necessary.

The Parent Orientation informs parents of the three program options available. The Orientation(s) are facilitated by licensed ESL teachers and the Parent Coordinator. Translators are available at the Orientation(s). Parents watch a video provided by the Department of Education, in English and their native language, which thoroughly explains the program options. Parents are encouraged to ask questions for clarification and teachers, translators, and the parent coordinator will ensure their understanding of their choices. 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 on an ongoing basis. The ESL teachers and Parent Coordinator contact parents by phone or meet with them at arrival/dismissal to make arrangements for a convenient time for the parent. Every effort is made to receive 100% of completed parent selection forms. As additional English Language Learners are tested and determined entitled, additional orientation sessions are held.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here:

Parents of entitled students are then invited to our school for a Parent Orientation. Notices of this Parent Orientation are sent home in backpacks. The date, time, and location of the Parent Orientation are indicated on the Entitlement Letter, which is sent home in both English and the preferred language of communication. Phone calls are made home to parents to invite them to attend by our parent coordinator, as necessary.

After the orientation, parents make a selection of which program they want their child placed in and complete the Parent Survey and Selection Form. If this form is not completed at the orientation, parents are encouraged to complete and return it within 5 school calendar days, as it must be recorded in the ELPC screen within 10 school calendar days. The ESL teachers and Parent Coordinator contact parents by phone or meet with them at arrival/dismissal to ensure that the forms are completed and returned.

Our school monitors the parent program choices by inputting them into the ELL Parent Choice Update Screen (ELPC) in ATS. As per the CR-Part 154.2, if a form is not returned, the default program for ELLs is bilingual education. In addition, it is documented by the ESL teachers and kept on file. After the initial parent choice is documented in ELPC, parents may change their choice at any time by writing a letter to the principal or designee. All subsequent changes to parent choice are then made in the BNDC screen and the ESL teacher updates the information documented on file. The Parent Survey and Selection Form is photocopied and stored in a binder and secured in a locked closet. Original forms are returned to the student's cumulative folder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
POur school monitors the parent program choices by inputting them into the ELL Parent Choice Update Screen (ELPC) in ATS within 10 school calendar days. As per the CR-Part 154.2, if a form is not returned, the default program for ELLs is bilingual education, which can be entered in the ELPC screen on the 18th school calendar day after admittance. In addition, parent choice or default choice is documented by the ESL teachers and kept on file. Paste response to question here:

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here:

Our school ensures that placement parent notification letters are distributed by sending home placement letters in backpacks in both English and the home language. A tear-off, that is to be signed and returned to us, has been added to the bottom of the Placement letter when distributed home and collected as evidence of letter distribution. Dated and signed copies of these letters are kept on file in the ELL Folder of Critical Documents.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here:

All ELL-related documents must be kept in the student's cumulative record folder. The ELL documents must be forwarded to DOE

schools upon transfer to another DOE school. Originals of the Home Language Identification Survey (HLIS) and Parent Survey and Selection Form are both returned to the cumulative file. Copies of both stored in a binder and secured in a locked closet. Entitlement/ Non-Entitlement Letters and Placement Letters are sent home with an attached tear-off, which is to be signed and returned to us, and is collected as evidence of letter distribution. The signed and returned tear-offs as well as copies of the letters are retained and stored in the ELL Folder of Critical Documents, which are sorted by year.

11. 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.

Paste response to question here:

To determine NYSESLAT eligibility, the ESL teachers run the RLER and RLAT reports in ATS. A checklist is also created listing all students by grade as well as modalities. As each modality of the exam is administered, individual students are checked off on the list, for that specific modality. The ESL teachers attend the provided workshops regarding Implementation of the NYSESLAT. All packing slips, examination certificates, and any other forms are checked and rechecked by the ESL teachers. Tests are counted and recounted to ensure that all modalities from each grade are accounted for each student. In the event that a student is absent, the make-up date can be any time within the designated assessment window. No official make-ups for any subtest may be administered after the designated assessment window. Any student who is absent for any subtest(s) and doesn't make-up the subtest in the designated assessment window will not receive a scale score or overall proficiency level on that test.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here:

Our school ensures that continued entitlement and transitional support parent notification letters are distributed by sending home placement letters in backpacks in both English and the home language. A tear-off, that is to be signed and returned to us, has been added to the bottom of the Continued Entitlement/Transition letter when distributed home and collected as evidence of letter distribution. Dated and signed copies of these letters are kept on file in the ELL Folder of Critical Documents.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Paste response to question here:

PS 216 currently offers a freestanding ESL program model, now known as English as a New Language, which is aligned with parent program selection choices. If a minimum of 15 parents of students who speak the same language, on two contiguous grades, select either transitional bilingual or dual language programs, such program will be opened. Parents will be informed by the ESL teacher, Parent Coordinator, or the school administrators via telephone and letter. Parents will also be invited to come to school for an orientation to facilitate the transition to the new program.

Historically, for our school, the trend in parent program choice is Freestanding English as a Second Language, now known as English as a New Language.

The following are the numbers for the 2014-2015 school year, out of 91 total ELL students in grades K-5:

\*71 ESL

\*4 Transitional/Bilingual by default

\*2 Russian Transitional/Bilingual

\*1 Spanish Transitional/Bilingual

\*7 Russian Dual Language

\*2 Urdu Dual Language

\*1 Chinese Dual Language

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

\*47 ESL

\*1 Chinese Dual Language

\*1 Arabic Bilingual

\*6 Transitional/Bilingual by default

\*10 Russian Dual Language

\*2 Russian Transitional/Bilingual

\*1 Chinese Transitional/Bilingual

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

Paste response to questions here:

As per the CR-Part 154.2, integrated and standalone instruction are delivered to ELLs in our current ENL program, as mandated. As of September 2015, students at the Beginning/Entering level of proficiency receive a total of 360 minutes of ENL. A minimum of 180 of those minutes is standalone ENL and a minimum of 180 of those minutes is integrated ENL during an ELA block. Students at the Low Intermediate/Emerging level of proficiency receive a total of 360 minutes of ENL. A minimum of 90 minutes is standalone ENL and a minimum of 180 minutes is integrated ENL during an ELA block. There is flexibility with the remaining 90 minutes for students at this level, where these 90 minutes may be in standalone or integrated ENL during ELA or any other content area. Students at the Intermediate/Transitioning level of proficiency receive a total of 180 minutes of ENL. A minimum of 90 minute is integrated ENL during an ELA block. There is flexibility with the remaining 90 minutes for students at this level, where these 90 minutes may be in standalone or integrated ENL during ELA or any other content area. Students at the Advanced/Expanding level of proficiency receive a total of 180 minutes of ENL. A total of all 180 minutes is integrated ENL only during an ELA block or any other content area. Students at the Commanding level of proficiency receive a total of 90 minutes of ENL. A total of all 90 minutes is integrated ENL only during an ELA block or any other content area.

All scheduling is usually prepared by the assistant principal, Susan Glazer.

- a.) The organizational model of the ENL standalone groups includes heterogeneous groupings of students with mixed proficiency levels, within two contiguous grades, as per the assistant principal, Susan Glazer. The organizational model of the integrated program includes collaboration and co-teaching of both the classroom teacher and the ENL teacher in ELA and other content areas as applicable. Students are grouped homogeneously by grade but have mixed levels within.
- b. TBE program. *If applicable.*

Paste response to questions here: Not Applicable

- c. DL program. *If applicable.*

Paste response to questions here: Not Applicable

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here:

Students are provided services as per their ENL instructional level. Beginner/Entering and Low Intermediate/Emerging level students receive 360 minutes of ENL instruction per week, 8 classes of services. Those students at the Intermediate/Transitioning level and the Advanced/Expanding level receive 180 minutes of ENL instruction per week, 4 classes of services. In addition, students at the Proficient/Commanding level receive 90 minutes of ENL, 2 classes of services. These are all in compliance with the CR Part 154.2 mandates.

- a.) More specifically, students at the Beginning/Entering level of proficiency receive a total of 360 minutes of ENL. A minimum of 180 of those minutes is standalone ENL and a minimum of 180 of those minutes is integrated ENL during an ELA block. Students at the Low Intermediate/Emerging level of proficiency receive a total of 360 minutes of ENL. A minimum of 90 minutes is standalone ENL and a minimum of 180 minutes is integrated ENL during an ELA block. There is flexibility with the remaining 90 minutes for students at this level, where these 90 minutes may be in standalone or integrated ENL during ELA or any other content area. Students at the Intermediate/Transitioning level of proficiency receive a total of 180 minutes of ENL. A minimum of 90 minute is integrated ENL during an ELA block. There is flexibility with the remaining 90 minutes for students at this level, where these 90 minutes may be in standalone or integrated ENL during ELA or any other content area. Students at the Advanced/Expanding level of proficiency receive a total of 180 minutes of ENL. A total of all 180 minutes is integrated ENL only during an ELA block or any other content area. Students at the Commanding level of proficiency receive a total of 90 minutes of ENL. A total of all 90 minutes is integrated ENL only during an ELA block or any other content area.

All scheduling is usually prepared by the assistant principal, Susan Glazer.

3. Describe how core content is delivered in each program model. 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.

Paste response here:

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 provided scaffolds 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 home languages throughout the year?

Paste response to question here:

ELLs are appropriately evaluated in their native language. Spanish speaking ELLs are tested using the Spanish LAB following administering of the English NYSITELL. In addition, students in grades 3-5 are able to take the Mathematics State Test in their native language as per specific accommodations. Furthermore, as part of the ELL intake process, students who are new admits are informally interviewed in their native language through translators to determine their language dominance.

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

Paste response to question here:

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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Paste response to questions here:

All ELL subgroups are supported with differentiated instruction.

a.) SIFE students will receive additional services according to Response to Intervention protocol. Teachers implement research-based strategies through various groupings. 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 and across genres, 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.) Developing ELLs are supported with a combination of integrated and standalone ENL, as mandated by their level. Teachers aim to provide comprehensible input and rigorous academic education in ELA and in all other content areas.

d.) 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.

e.) Former ELLs are strategically in the same class as current ELLs to ensure that the ENL Integrated model is accommodating to both ELLs and FELLs. When the ESL teacher pushes in, she used ESL strategies to support those students who tested proficient. Therefore, they will be getting the scaffolding they need to further accelerate in content areas. As per the new mandates in the CR-Part 154, students who are at the Proficient/Commanding level of language proficiency will continue to receive 90 minutes of ENL services in an integrated setting in ELA or other content areas.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Paste response to questions here:

The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request that an ELL Identification Process be administered a second time, within 45 days. The school must initiate a review of the ELL status determination upon receipt of a written request from a student's parent/guardian or the student's teacher, with consent of the parent/guardian. If the student is re-identified as an ELL or non-ELL, schools move into phase 2 of the Re-identification process. Between 6 and 12 months, the principal reviews the process decision to ensure that the student's academic progress has not been adversely affected by the determination. The student's work products, teacher reports, report cards, language development, performance based assessments, and reading levels are evaluated to monitor academic progress. The principal consults with a qualified staff member in the school, the parent/guardian, and the student. The qualified staff members in the school are those members of the Language Proficiency Team:

Rosanna LaFroschia, ELL Teacher

Jillian Wagner, ELL Teacher

Susan Glazer, Assistant Principal

Kelly Kotropolous, Teacher

Donna Katz, Director of Special Education

\*Classroom Teacher, Pedagogue (as applicable)

These qualified staff members are to manage the initial and re-identification process.

8. 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?

Paste response to question here:

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 Common Core State Standards. 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.

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

Paste response to question here:

ELL teachers are using an integrated, co-teaching approach with teachers of grades K-5. 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.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

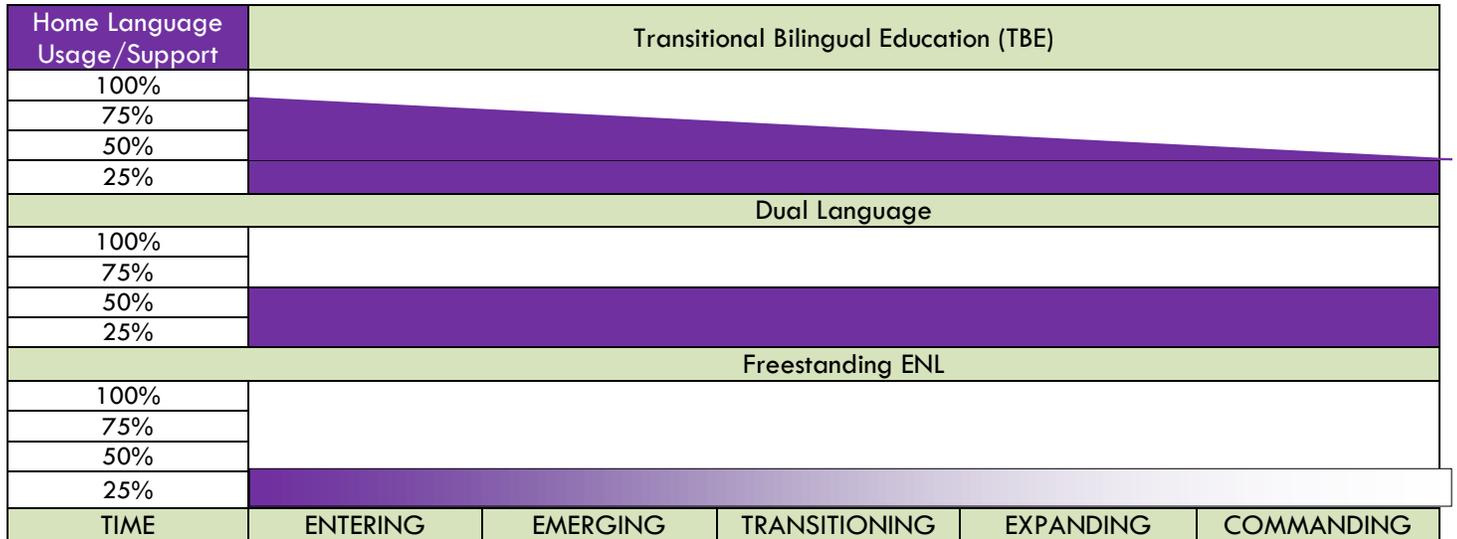


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

Paste response to question here:

There are intervention services offered at PS 216 for all students as well as for ELL's. This intervention is available for ELLs at all 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 supplemental after school programs. These after school programs are offered throughout the year including a Supplemental Title III after school program, an enrichment after school program, and a state test preparation after school program. Throughout our school, teachers are utilizing the RtI protocol to move students in and out of the spotlight, focus group.

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

Paste response to question here:

Our current ENL program is demonstrating effectiveness and meeting the needs of our ELLs in both content and language development. We analyze and implement instruction driven by data such as NYSESLAT/NYSITELL scores, pre & post unit assessments, performance-based assessments in science, social studies, and math, and Fountas & Pinnell Running Record reading levels. All teachers are equipped with professional development on ELL strategies and are expected to implement ELL strategies into their instruction as they are all teachers of ELLs in both content areas and ELA. Data is analyzed and implemented on a consistent basis both in grade teams and vertically across grades.

ELLs who have reached proficiency on the prior NYSESLAT receive funded reading support and standardized test support for two years. These ELLs are also offered services, as needed, such as, RtI, 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.

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

Paste response to question here:

The programs that are to continue with us for the upcoming 2015-2016 school year are as follows. ReadyGen is the literacy program that is implemented school wide. GoMath is the mathematics program that is 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. Wonders is a new ELA program that was used in Kindergarten and First Grade throughout the 1014-2015 school year as a new addition to our programs. This will continue to be used in those grades. In addition, RazKids is a leveled reading 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 ELA reading 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. PS 216 will also continue to have the Edible Schoolyard gardening and kitchen classes. This offers hands-on experiences for students in non-fiction and informational contexts. 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 sections of 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.

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

Paste response to question here:

Former ELLs used to receive extra support in reading with our reading teacher. However, due to the new mandates, Former ELLs will receive 90 minutes of ENL instruction by a licensed ESL teacher in an integrated setting in ELA or another content area.

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

Paste response to question here:

ELLs are included as an asset in all school wide programs. The only exception is if the ESL standalone 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 all levels of proficiency. It is also offered to ELLs who tested proficient within two years. After school programs are offered throughout the year including a Supplemental Title III after school program, enrichment after school program, and a state test preparation after school program. Students are provided equal access to all school programs as they become available and based on what is appropriate for each individual student.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Paste response to question here:

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 and extension activities. Applications such as RazKids is used. RAZ-Kids is an interactive reading tool for our students to practice reading fluency and comprehension. The students have a log in and a password to get into their reading account. Teachers are able to monitor the students' progress and change their reading level. These levels are all individually based on each child's reading level and are adjusted to reflect their abilities. The students can listen to a story, read a story out loud, record themselves reading, and then take a comprehension quiz. In addition, applications are used to translate and/or serve as a bilingual picture dictionary to increase vocabulary comprehension with the support of their native language. Content Area program materials are available for GoMath, as well as for our science and social studies programs. They are utilized in the classroom, during lessons, and even have at-home access for students and parents.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Paste response to question here:

In the ENL 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. Students are also grouped or paired with other students who speak the same language but are at a different level of English proficiency, to assist with peer to peer translation and communication as needed. In addition, we have many bilingual paraprofessionals in the building, some of whom are with specific ELL students as per their IEP.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Paste response to question here:

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. In addition, ENL standalone services are provided to students in groups who are in two contiguous grades.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Paste response to question here:

At this time, there are no activities planned before the beginning of the school year.

19. What language electives are offered to ELLs?

Paste response to question here:

PS 216 is a total English immersion school.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: DOES NOT APPLY.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Paste response to question here:

All teachers, including ENL and classroom teachers, guidance counselors, coordinators, and other service providers are offered professional development throughout the school year. ENL and classroom teachers will continue to attend school based professional development workshops as well as those provided by the Department of Education and network leaders.

Some of the professional development sessions that have been offered/provided include training and learning about the following topics:

- ELA and Mathematics Instruction
- Academic Language
- BESIS
- LAP
- NYSESLAT administration and scoring, etc.
- Teacher Effectiveness and Advance
- SmartBoard Training
- Looking at Student Work
- Using Student Assessments
- Book Study (various titles)
- Unit Planning & Curriculum Mapping
- Checking for Understanding: Designing Exit Tickets
- Using Questioning and Discussion Techniques
- Bloodborne Pathogens
- Changes to the CR-Part 154
- Bloodborne Pathogens
- Citywide Instructional Expectations
- AMAO Training
- Leader In Me Book Study

As we develop our professional learning plan for next year, we include ELL personnel at the school, as well as all members of our staff. We are also open to suggestions and topics that staff would like to learn/develop in, as well as facilitators on topics of expertise. The future Professional Development Plan will be included as it becomes available.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Paste response to question here:

Professional development is offered to teachers of ELLs in supporting ELLs as they engage in the Common Core State Learning Standards, as all teaching is aligned with the CCSS. ELL teachers are encouraged to attend all professional learning activities in an effort to enhance their practice to accelerate the learning of our ELL students and get the students to meet the standards. Similar professional learning activities as those listed above are to be offered. In addition, teachers are encouraged to attend any professional development sessions offered by the Department of English Language Learners and learn from the Educator Resources provided as well.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Paste response to question here:

All staff, including teachers, guidance counselors, and the parent coordinator support ELLs as they transition from elementary to middle school. Staff is informed of their students' school choice options and assist and support students in preparing their middle school applications. In addition, professional development throughout the school year includes embedded college and career readiness skills to prepare them. Guidance counselors, teachers, and the parent coordinator are included in various professional learning opportunities, as is all staff, throughout the school year, particularly on Mondays during Professional Development time.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Paste response to question here:

The professional development plan for the 2015-2016 school year and beyond will reflect the new mandates of the CR-Part 154.2. Fifteen percent of the total hours for all teachers will be ELL-specific. Fifty percent of the total hours for ENL teachers will be ELL-specific.

All teachers must have allotted training in ELL strategies and language acquisition to enhance their teaching and target our growing population of English language learners.

Our teachers will attend professional development sessions focused on:

- language acquisition
- best practices for co-teaching
- best practices for integrating language and content instruction for ELLs
- language acquisition in alignment with core content area instruction

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here:

The school provides annual individual meetings with parents of ELLs to discuss the program, language development progress, language proficiency assessment results, and language development needs in all content areas. These meetings are not including the mandated parent orientation meetings and DOE-scheduled parent conferences, but are in addition to those. At least once a year, in addition to parent-teacher conferences and initial parent orientations, teachers will schedule individual parent meetings to inform the parents and/or guardians about the child's language development in all content areas in English. All necessary staff will be required to be present during these meetings. Such a meeting is conducted with a qualified translator/interpreter in the preferred language of the parent. As a last resort, teachers and parents will hold this meeting/ have this conversation with a phone interview. These meetings are to be held during Tuesday's Parent Engagement time.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response to question here:

Records will be kept for annual individual meetings with ELL parents, as well as outreach to ensure parent needs are accommodated including parent phone calls, letters, and in-person meetings. A log of attendance will be kept on record and retained and stored in the ELL Folder of Critical Documents, which are sorted by year.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here:

ELL parents are invited to ELL Parent Orientations and are encouraged to visit us during Parent-Teacher Conferences, in both the daytime and in the evening. In addition, ELL parents will be invited for an annual individual meeting, as per the new mandates of the CR-Part 154. Parents are regularly scheduled to meet with teachers during parent engagement time on Tuesdays as necessary. ELL parents are invited to join the Parents Association and participate in Edible Schoolyard Kitchen and Garden activities. Mrs. Sarah Cymbal, our school social worker, offers parent workshops during the school year on a variety of topics. In addition, parents are invited to meetings regarding standardized testing, where they are informed about the exam and how to prepare their child. PreK parents are also invited to a "Moving Up" meeting, where they are presented with the expectations for Kindergarten.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

PS 216 partners 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, beginning in November through June. Also, the Shorefront YMCA provides in-school afterschool program to help students with their homework and provide activities Monday through Friday.

5. How do you evaluate the needs of the parents?

Paste response to question here:

The needs of parents are evaluated by Ms. Helene Selter, Parent Coordinator, who is available to assist parent needing including Native Language and Translation support. Ms. Selter acts as the liaison between the parent and teacher/school services. Ms. Selter is available for all parent contact, as she has her own office and phone number and can be reached before, during, and after school hours.

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

Paste response to question here:

PS 216 offers many options for all parents, including ELL parents. At the start of the school year, all parents are invited to join the PA and are encouraged to get involved with ongoing school activities. Parents are informed of student expectations during Open School week, where they have the opportunity to view the classrooms, meet the teachers and other school staff, get an overview of the curriculum, and understand the goals of our school. Parents are invited to view the class performances of readings, parades, showcases, and schoolyard activities. Notices and letters are sent home to parents in English and translated to meet the language needs, if applicable.

#### D. Additional Information

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

Paste response here:

**School Name: PS 216** **School DBN: 21K216**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donna Neglia	Principal		
Susan Glazer	Assistant Principal		
Helene Selter	Parent Coordinator		
Rosanna LaFroscia	ENL/Bilingual Teacher		
Karen Ercole	Parent		
Jillian Wagner, ENL	Teacher/Subject Area		
Marianne DiLauro, RSP	Teacher/Subject Area		
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **21K216** School Name: **PS 216 ARTURO TOSCANINI**  
Superintendent: **Isabel DiMola**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Multiple forms of data and several methodologies are used to assess the language preferences of the parent community for both written and oral communication. A language breakdown analysis using ATS was made to ascertain the home language needs based on Home Language Survey forms for the entire school. The Home Language Identification Survey collects data as to the home language needs of student, but Part 3 is also indicative of the language of preference that parents would like to receive information from the school. The ATS report RAPL also gives the preferred language of parents. The most recent, dominant languages in our school include Spanish, Russian, Chinese, Urdu, and Arabic. In addition, parents are also asked to indicate their language of preference on the Emergency Blue Cards for each student, which are kept in the main office and organized by class. Furthermore, to ensure that all parents are provided with immediate translation, when necessary, we have bilingual paraprofessionals and other staff members that are bilingual in the building. In addition, we have ongoing access to the NYC Translation and Interpretation Unit to ensure that parents always have access to a translator/interpreter. Our Language Access Coordinator is also our Parent Coordinator, here at PS 216, who ensures that every parent have the language translation and interpretation necessary.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The following are parent 's preferred languages for both written and oral communication:

- English

- Russian
- Ukrainian
- Spanish
- Chinese
- Bengali
- Urdu
- Arabic
- Turkish
- Uzbeki
- Georgian

## **Part B: Creating a Communications Calendar**

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

- . Every year, our school disseminates documents that require translation when distributed to families. The following are examples of some of those documents:
- Parent Surveys
  - Parent Orientation letters/invitations
  - School supply lists for ELLs
  - Registration Forms & Documents
  - Discipline Codes (ie. disciplinary papers)
  - Special Education and related service information
  - Special Placement Letters
  - Transfers and discharges
  - Health forms
  - Safety forms (ie. accident reports, safety plan)
  - Permission and Consent Forms
  - Home Language Identification Surveys
  - Parent Survey and Selection Forms
  - Non-Entitlement Letters
  - Non-Entitlement/Transition Letters
  - Entitlement Letters
  - Placement Letters
  - Parent Brochures for ELL Programming Options
  - Report Cards
  - Written documents providing the procedures of how parents can obtain translation services

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as

possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The following is a list of the formal, face-to-face meetings that our school will typically have with parents throughout the school year:

- Parent-Teacher Conferences (November, March)
- Annual Individual Conferences (ELL students)
- Preparing for NYS testing (February-March)
- Preparing for the NYSESLAT (February-March)
- Teacher EXPO to showcase classrooms, curriculum, and student work (March)

The following is a list of the ongoing, informal, face-to-face meetings that our school will typically have with parents throughout the school year:

- Parent meetings during Tuesday 's Parent Engagement time
- Open School Week
- Garden/Kitchen Family Night/Weekend Activities & Events
- Teacher and/or guidance counselor calls to parents (as needed)

### **Part C: Providing Language Assistance Services**

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school aims to meet identified translation needs as indicated in Part B. Procedures are set in place to ensure a timely provision of translated documents to parents. Written translation and interpretation of documents are provided by the Translation and Interpretation Unit and/or an in-house school staff member that is bilingual, based on need, individual circumstance, and language. Letters to be translated by the Language Translation and Interpretation Unit are sent from the LAC to the Unit for translation ahead of time, to allow for time to translate.

In-house translators are present at meetings to translate and communicate with parents concerning the information in written documents that may be distributed during that time. Parents are also encouraged to bring a friend/family member to translate for them.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school aims to meet identified translation needs as indicated in Part B. Procedures are set in place to ensure that interpretation services are available immediately for parents. Oral translation and interpretation support are provided by the Translation and Interpretation Unit and/or an in-house school staff member that is bilingual, based on need, individual circumstance, and language. This is planned ahead of time by teachers and staff, and the LAC is notified of any translation services that are anticipated. The LAC is very competent in having the translation and interpretations available upon request.

Paraprofessionals and parent volunteers are available to translate in languages such as Russian, Spanish, Urdu, and Arabic. If translators are needed, they can and will be hired for translation services. In the case of an immediate translation need, the NYC Translation and Interpretation Unit can be reached to get a translator on the phone to speak to a parent. Vendors are used for IEP purposes and budgeting is provided for these services.

## Part D: Training Staff on Policies and Procedures

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Translation and Interpretation Unit helps the NYC Department of Education work with families who need help communicating in English. Our school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service by the ELL teachers and the parent coordinator will provide information as to how to use the Language and Translation Unit. Staff members will be given out a packet that includes information about the unit, their phone number, and other information.

## Part E: Providing Notice of Language Assistance Services

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school will fulfill the parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulations A-633. The following is a checklist of Notification Requirements:

- o Welcome Poster
- o Parents' Bill of Rights
- o Parents' Guide to Language Access
- o Language ID Guide at the security desk and main office
- o Registration documents and other notifications will be available in both English and the home language, as needed:
  - Parent Surveys
  - Parent Orientation letters/invitations
  - School supply lists for ELLs
  - Registration Forms & Documents
  - Discipline Codes (ie. disciplinary papers)
  - Special Education and related service information
  - Special Placement Letters
  - Transfers and discharges
  - Health forms

- Safety forms (ie. accident reports, safety plan)
- Permission and Consent Forms
- Home Language Identification Surveys
- Parent Survey and Selection Forms
- Non-Entitlement Letters
- Non-Entitlement/Transition Letters
- Entitlement Letters
- Placement Letters
- Parent Brochures for ELL Programming Options
- Report Cards
- Written documents providing the procedures of how parents can obtain translation services

### **Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The mechanisms that our school uses to gather feedback from parents on the quality and availability of services are as follows:

- \*Parent Surveys
- \*Face-to-face meetings
- \*Workshops/Orientations where parents are asked for feedback
- \*Encourage ongoing feedback from parents