



P.S. 16 Q

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (24Q016)
ADDRESS: 41-15 104TH STREET, CORONA, NY 11368
TELEPHONE: (718)505-0140
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 16 SCHOOL NAME: P.S. 16Q

SCHOOL ADDRESS: 41-15 104 Street, Corona, N.Y. 11368

SCHOOL TELEPHONE: (718) 505-0140 FAX: (718)505-0141

SCHOOL CONTACT PERSON: Alicia Toscano EMAIL ADDRESS: AToscano@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Danielle Coyne

PRINCIPAL: Elaine Iodice

UFT CHAPTER LEADER: Victoria Lee

PARENTS' ASSOCIATION PRESIDENT: Ramona Santiago

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 SSO NAME: Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Audrey Murphy

SUPERINTENDENT: Madeline Taub-Chan

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Elaine Iodice	*Principal or Designee Staff Member	
Victoria Lee	*UFT Chapter Chairperson or Designee Staff Member	
Ramona Santiago	*PA/PTA President or Designated Co-President Parent	
Alexandra Fernandez	Title I Parent Representative Parent <i>(suggested, for Title I schools)</i>	
Tom Kelly	UFT Representative Staff Member	
Angela Scaliotis	UFT Representative Staff Member	
Lisa Zuccalmaglio	CSA Representative Staff Member	
Erendira Landa	Member Parent	
Altagracia Arias	Member Parent	
Marcelina Vega	Member Parent	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 16Q is located in the Corona section of Queens, a densely populated area with a large immigrant population. Over 41% of P.S. 16's students are classified as English Language Learners (ELLs) and 82.75% come from a home where English is not the first language. As a result, we have an extraordinarily large population of second language learners. Our School offers a menu of options to its community of language learners. ELLs can choose from Transitional Bilingual Education, Dual Language or English as a Second Language self-contained class or English as a Second Language push-in instruction. Instruction for ELLs is differentiated by the use of Language Goals in all four language strands—listening, speaking, reading and writing—and monitored.

P.S. 16Q hosts a self-contained *Beacon*, talented and gifted program, for Community School District 24 students in grades Kindergarten through Five. Teachers enrich curriculum through collaborative projects with New York City established cultural institutions as well as collaborations with school-based art and music teachers; curriculum compacting, Independent Investigation Method (IIM) and Enrichment Cluster Programs. The Renzulli Schoolwide Enrichment Model (SEM) has expanded to include students throughout our community—beyond *Beacon* program classes.

At P.S. 16Q we believe in building a strong partnership with parents. We regularly welcome parents to celebrations provide parent workshops, host special community building events, and have initiated a tradition of distributing quarterly grade-level newsletters.

Public School 16Q is a School where students want to be. P.S. 16Q is identified as an outlier in comparison of this School's attendance relative to the peer horizon. Our attendance rate has risen to 96.4%.

“Where we reach for our dreams...” is our motto. All constituencies are involved in lifting and pushing each other toward individual and collective dreams. Collectively, our Vision is to foster a community of lifelong learners dedicated to the success and acceleration of learning for all children. In this vain, our staff continues their own professional growth and development. This is accomplished by:

- Internalizing the culture and core of our School, including creating Standards-based classrooms, challenging our students through the use of higher order thinking and reflecting about what we have learned, what works and what needs to be revised.
- Opening our doors as a lab site for ongoing learning Literacy and Technology including Grant Initiatives.
- Hosting Teachers College Staff Developers whereby our staff continue to grow in their understanding and implementation of balanced literacy; by strengthening their ability to differentiate based upon their understanding of English Language Learners as well as interpreting classroom, grade level, and school-wide data.
- Mentoring student teachers from Institutions of Higher Learning (City, Queens, Laguardia Community, and Queensborough Community Colleges) each semester thereby enriching the professional learning communities in our School—allowing our teachers to develop their own leadership and mentoring abilities.
- Expanding our array of professional resources. Our School has two literacy coaches and has added a full time Data Specialist/ Coach. Teachers are afforded multiple opportunities to attend workshops both inside and outside our School.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. Q016								
District:	24	DBN:	24Q016	School BEDS Code:	342400010016				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7			11	
	K	√	4	√	8			12	
	1	√	5	√	9			Ungraded	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09		
Pre-K	36	0	0		95.6	95.9	TBD		
Kindergarten	196	208	187	Student Stability - % of Enrollment:					
Grade 1	202	217	244	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 2	213	198	221		95.1	95.1	TBD		
Grade 3	230	241	260	Poverty Rate - % of Enrollment:					
Grade 4	217	241	260	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 5	186	229	246		82.3	82.3	82.3		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 8	0	0	0		2	2	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 11	0	0	0		42	31	30		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	9	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Total	1280	1369	1405						
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
# in Self-Contained Classes	22	34	46	Principal Suspensions	18	9	TBD		
# in Collaborative Team Teaching (CTT) Classes	20	31	24	Superintendent Suspensions	3	1	TBD		
Number all others	66	64	85	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	129	131	231	Number of Teachers	82	88	88		
# in Dual Lang. Programs	100	94	102						
# receiving ESL services only	239	291	337						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	23	13	21	Number of Administrators and Other Professionals	12	18	18
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	8	7
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.8	78.4	78.4
				% more than 5 years teaching anywhere	47.6	54.5	62.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		89.0	88.0	89.0
American Indian or Alaska Native	0.2	0.1	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	0.8	0.7	0.7		92.9	92.2	99.1
Hispanic or Latino	80.9	81.8	84.0				
Asian or Native Hawaiian/Other Pacific Isl.	15.5	15.3	13.1				
White	2.7	2.1	2.1				
Male	50.8	50.0	48.9				
Female	49.2	50.0	51.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		<u>Elementary/Middle Level</u>			<u>Secondary Level</u>		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		-	-	-			
Other Groups							
Students with Disabilities		√	√	√			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	6	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	TBD	Overall Evaluation:				TBD	
Overall Score:	TBD	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				TBD	
School Environment:	TBD	Quality Statement 2: Plan and Set Goals				TBD	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals				TBD	
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals				TBD	
(Comprises 25% of the Overall Score)		Quality Statement 5: Monitor and Revise				TBD	
Student Progress:	TBD						
(Comprises 60% of the Overall Score)							
Additional Credit:	TBD						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Student Performance Trends:

In the 2008-09 school year, the following gains were reported as per our Progress Report:

1. In ELA, 36.7% of our English Language Learners achieved exemplary proficiency gains.
2. In ELA, 50% of our Special Education students achieved exemplary proficiency gains.
3. In ELA, 59% of our Hispanic students in the lowest third citywide achieved exemplary proficiency gains.
4. In mathematics, 19.1% of our English Language Learners achieved exemplary proficiency gains.
5. In mathematics, 32.4% of our Special Education students achieved exemplary proficiency gains.
6. In mathematics, 27.1% of our Hispanic students in the lowest third citywide achieved exemplary proficiency gains.
- 7.

In the 2008-09 school year, the following benchmark level performance was reported as per the School Benchmark Pie Charts report for the June 2009 assessment period in the TCRWP AssessmentPro data system:

1. 13.95% of our students were reading at benchmark level 1.
2. 17.67% of our students were reading at benchmark level 2.
3. 56.58% of our students were reading at benchmark level 3.
4. 11.8% of our students were reading at benchmark level 4.

Review and discussion of our **performance trends** reveals three priorities of need, including:

Priority 1 – Academic Progress for Students with Disabilities(SWDs) in the Area of Mathematics

It was recommended in our most recent Quality Review that we: “Further develop the capacity to understand data sources for gender groups and special education students so that comparisons and trends can be monitored.”

Our Progress Report data shows:

- an increase of 9% in the number of SWDs attaining 1.5 years of progress in mathematics achievement (from 8.8% in 2007 to 17.8% in 2009)
- an increase of 14.6% in the number of students with disabilities attaining 1.5 years of progress in mathematics achievement (from 17.8% in 2008 to 32.4% in 2009)

Our 2007-08 Report Card indicates an increase of 11% of the number of students with disabilities achieving a level 3 or above on the NYS Mathematics exams (from 69.19% in 2007 to 80.19% in 2008) And, according to reports run on NYSTART, in relation to the 2009 NYS Mathematics exam, the percentage of students with disabilities achieving a level 3 or higher on the NYS Mathematics exams in 2009 increased by .81% (from 80.19% in 2008 to 81% in 2009)

In assessing our student progress in mathematics, according to reports run on NYSTART, the progress as measured by the percentage of our grade 3 into grade 4 SWDs attaining level 3 or above on the NYS Mathematics Exam remained the same (94% in 2008 and 94% in 2009), compared to a 3% increase for our grade 3 into grade 4 General Education (GE) Students (94% in 2008 to 97% in 2009). And, , the progress as measured by the percentage of our grade 4 into grade 5 SWDs attaining level 3 or above on the NYS Mathematics Exam decreased by 1% (79% in 2008 and 78% in 2009), compared to a 3% increase for our grade 4 into grade 5 GE Students (91% in 2008 to 94% in 2009).

In looking for trends, and comparing the data from the Progress Report, The Report Card, the School Report, and NYSTART reports, the following is evident:

- The percentage of our students with disabilities who are achieving a 3 or higher on the NYS Mathematics exam is increasing (>.81%).
- The percentage of our students with disabilities that are attaining a level 3 or above across the years have either remained the same or decreased (0 to -1%).
- The percentage of our students with disabilities who are achieving 1.5+ years of progress in mathematics has steadily increased (by 9% in 2008, and by 14.6% in 2009), as indicated by our Progress Reports.

Although our performance and progress in mathematics have both continued to rise, student progress across the years has either stagnated or regressed.

Priority 2 – Academic Progress for English Language Learners (ELLs) in the Area of Mathematics

Our Progress Report data shows a 11.1% increase in the number of ELLs attaining 1.5 years of progress in mathematics achievement (from 8% in 2008 to 19.1% in 2009)

Our 2007-08 Report Card indicates an increase of 2.74% in the number of ELLs achieving a level 3 or above on the NYS Mathematics exams (from 73.45% in 2007 to 76.19% in 2008) And, according to reports run on NYSTART, in relation to the 2009 NYS Mathematics exam, the percentage of English Language Learners achieving a level 3 or higher on the NYS Mathematics exams on 2009 increased by 4.81% (from 76.19% in 2008 to 81% in 2009)

In assessing our student progress in mathematics, according to reports run on NYSTART, the progress as measured by the percentage of our grade 3 into grade 4 ELLs attaining level 3 or above on the NYS Mathematics Exam decreased by 9% (86% in 2008 and 77% in 2009), compared to a 1% increase for our grade 3 into grade 4 English Proficient Students (97% in 2008 to 98% in 2009). And, the progress as measured by the percentage of our grade 4 into grade 5 ELLs attaining level 3 or above on the NYS Mathematics Exam decreased by 3% (72% in 2008 and 69% in 2009), compared to a 1% increase for our grade 4 into grade 5 English Proficient Students (97% in 2008 to 98% in 2009).

In looking for trends, and comparing the data from the Progress Report, The Report Card, the School Report, and NYSTART reports, the following is evident:

- The percentage of our English Language Learners who are achieving a 3 or higher on the NYS Mathematics exam is steadily increasing (2.74% in 2008 and 4.81% in 2009).
- The percentage of our ELLs that are attaining a level 3 or above across the years has decreased (-9% for grade 3 into grade 4 and -3% for grade 4 into grade 5).
- The percentage of our students with disabilities who are achieving 1.5+ years of progress in mathematics has increased by 11.1%, as indicated by our Progress Reports.

Although our performance and progress in mathematics have both continued to rise, student progress across the years has regressed.

Priority 3 – Academic Performance for K-5 Students in the area of English Language Arts

Our TCRWP AssessmentPro data shows the following:

- The percentage of our K-5 students reading at a benchmark level 1 decreased by 1.56% (from 15.51% in September 2008 to 13.95% in June 2009)
- The percentage of our K-5 students reading at a benchmark level 2 decreased by 9.39% (from 27.06% in September 2008 to 17.67% in June 2009)
- The percentage of our K-5 students reading at a benchmark level 3 increased by 6.75% (from 49.83% in September 2008 to 56.58% in June 2009)
- The percentage of our K-5 students reading at a benchmark level 4 increased by 4.21% (from 7.59% in September 2008 to 11.8% in June 2009)

In looking for trends, and comparing the data, the following is evident:

- The percentages of our K-5 students reading at benchmark levels 1 and 2 are decreasing.
- The percentages of our K-5 students reading at benchmark levels 3 and 4 are increasing.

Although our K-5 student reading benchmark level performance has shown growth, there remains a relatively small number of students exceeding grade level standard by reading at benchmark level 4 (11.8%).

Our school will continue to build upon last year's success in developing technology as a teaching tool. A school-wide priority will be:

Priority 4– Technology

In the 2008-09 school year P.S. 16 made technology a priority. We worked to:

- Provide additional professional development
- Regularly utilize computer adaptive and predictive assessments to differentiate instruction
- Create a multi-media library research center with a Library Media Specialist
- Equip 65% of our teachers with technology teaching tools such as computer laptops, Prometheans, and Smart Boards, through expenditures of over \$150,000.
- Upgrade our Computer Lab, through funds provided by a Resolution A Grant

Our school will continue to build upon last year's successes in fostering a community of professionals involved in Inquiry Work. A school-wide priority will be:

Priority 5– Inquiry Teams

In the 2008-09 school year P.S. 16 made Inquiry Work a priority. We worked to:

- Provide staff development opportunities where staff members would learn about the process of Inquiry
- Provide opportunities for teachers to participate in Grade Level Inquiry Teams
- Attend off site professional development sessions on Inquiry Work
- Collaborate with our SAF (Senior Achievement Facilitator) on Inquiry Work throughout the school
- Provide opportunities for teachers to share their Inquiry Team experiences, as well as what they learned
- Create tools to clarify the Inquiry Process

Our School's greatest accomplishments over the last couple of years include:

1. We continue to build upon New York City internal measures; such as attaining a score of "A" on the 2008-2009 Progress Report and receiving a Quality Review determination of "Well Developed with Outstanding Features".
2. A return to our solid track record of increases in Literacy scores at or above proficiency levels 3 and 4 as evidenced on the NYS ELA exams from 2000 – 2009 from 32% to 75% in grade 3, from 37% to 76% in grade 4, and from 29% to 82% in grade 5.
3. A return to our solid track record of increases in Mathematics scores at or above proficiency levels 3 and 4 as evidenced on the NYS Mathematics exams from 2000 – 2009 from 21% to 97% in grade 3, from 37% to 92% in grade 4, and from 16% to 90% in grade 5.
4. Removal from Schools in Need of Improvement (SINI) status in the fall of 2007.
5. Selected by TCRWP to host Teachers College Reading and Writing Project Affiliate visits during the 2007-08 school year.
6. A 45% increase (from 20% in June 2008 to 65% in June 2009) in the number of teachers regularly using technology in the classroom.
7. Implementation and expansion of the Renzulli School-wide Enrichment Model (SEM)
8. A solid track record of increases in the percentage of parents participating in the Learning Environment Survey as evidenced on the Survey Reports from 2007 – 2009 – from 30% to 86%.
9. A solid track record of increases in the percentage of teachers participating in the Learning Environment Survey as evidenced on the Survey Reports from 2007 – 2009 – from 41% to 94%.
10. Successful use of Lab Sites and/or Staff Developers as a vehicle for professional learning in reading, writing, technology, and most recently mathematics and data.
11. *Science, Technology, Engineering and Mathematics (STEM) and Title II Transforming Teaching and Learning Through Technology T4 Technology Grants awarded.*

12. Selection by Region 4, New York City, in 2005 to be an EXCEL school, recognizing semi-autonomous status.

Amongst the most significant aids and/or barriers to our School's continuous improvements are:

1. Our School's strongest asset continues to be the growth of our professional learning communities – flourishing of lab sites; teachers attending specialty courses at the Teachers College Reading and Writing Project (TCRWP) in our areas of most need – Building Vocabulary and Language for ELLs and Children at the Early and Intermediate Stages; Differentiating Writing Instruction to Support a Range of Writers, Including Strugglers; Differentiating Reading and Writing Instruction for Students with IEPs; A Course for Data Specialists on AssessmentPro; Using the TC Assessment to Differentiate Instruction in Guided Reading Groups; Redesigning Book Clubs to Serve as Guided Reading Sessions for Strugglers and to Provide New Horizons for Strong Readers; Predicting and Facing Trouble: Learn to Identify Common Reading Problems and Develop a Repertoire of Responses; Methods and Tools to Draw on When Teaching Social Studies: Setting Goals for Our Teaching and Our Students. Our teachers are a strong asset as they fully participate in learning facilitated by TCRWP staff developers – Christine Holley, Enid Martinez, Emily Diliddo, Carl Anderson, Janet Steinberg, and Ginny Lockwood; ongoing study and inquiry groups and a writing committee.
2. Utilizing the support services and expertise of the Learning Support Organization's Team Members to address needs in identified areas of literacy, mathematics, special education, and English Language Learners (ELLs). Staff will continue to collaborate to provide opportunities to work together on Grade Level Inquiry Groups.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

2009-2010 Instructional School Goals	
SMART Goal	Rationale
<p>1. Academic Progress for Students with Disabilities in the Area of Mathematics (SWDs)</p> <p>In June of the 2008-2009 school year, 32.4% (23/72) of our students with IEPs made at least one and a half years of progress on the NYS Mathematics Exam. By June of the 2009-2010 school year, it is our goal to have 36% (32/88) of our students with IEPs make at least one and a half years of progress on the NYS Mathematics Exam. This would equate to a 3.6% increase in IEP student progress in mathematics.</p>	<p>After conducting our needs assessment we determined that there was an achievement gap between our SWDs and General Education students in the area of mathematics progress. According to a NYSTART report:</p> <ul style="list-style-type: none"> - The percentage of our grade 3 into grade 4 SWDs attaining level 3 or above on the NYS Mathematics Exam remained the same (94% in 2008 and 94% in 2009) - The percentage of our grade 3 into grade 4 General Education Students attaining level 3 or above on the NYS Mathematics Exam increased by 3% (94% in 2008 to 97% in 2009) - The percentage of our grade 4 into grade 5 SWDs attaining level 3 or above on the NYS Mathematics Exam decreased by 1% (79% in 2008 to 78% in 2009) - The percentage of our grade 4 into grade 5 General Education Students attaining level 3 or above on the NYS Mathematics Exam increased by 3% (91% in 2008 to 94% in 2009) <p>Therefore, we determined that in order to close the achievement gap between our Students with Disabilities and our General Education Students in the area of mathematics progress, a larger percentage of our SWDs needed to make 1.5+ years of mathematics progress on the 2010 NYS Mathematics exam.</p>

<p>2. Academic Progress for English Language Learners in the Area of Mathematics (ELLs) In June of the 2008-2009 school year, 19.1% (28/146) of our English Language Learners made at least one and a half years of progress on the NYS Mathematics Exam. By June of the 2009-2010 school year, it is our goal to have 23% (36/155) of our English Language Learners make at least one and a half years of progress on the NYS Mathematics Exam. This would equate to a 3.9% increase in ELL student progress in mathematics.</p>	<p>After conducting our needs assessment we determined that there was an achievement gap between our ELLs and English Proficient students in the area of mathematics progress. According to a NYSTART report:</p> <ul style="list-style-type: none"> - The percentage of our grade 3 into grade 4 ELLs attaining level 3 or above on the NYS Mathematics Exam decreased by 9% (86% in 2008 to 77% in 2009) - The percentage of our grade 3 into grade 4 English Proficient Students attaining level 3 or above on the NYS Mathematics Exam increased by 1% (97% in 2008 to 98% in 2009) - The percentage of our grade 4 into grade 5 ELLs attaining level 3 or above on the NYS Mathematics Exam decreased by 3% (72% in 2008 to 69% in 2009) - The percentage of our grade 4 into grade 5 English Proficient Students attaining level 3 or above on the NYS Mathematics Exam increased by 1% (97% in 2008 to 98% in 2009) <p>Therefore, we determined that in order to close the achievement gap between our English Language Learners and our English Proficient Students in the area of mathematics progress, a larger percentage of our ELLs needed to make 1.5+ years of mathematics progress on the 2010 NYS Mathematics exam.</p>
<p>3. Academic Performance for K-5 Students in the area of English Language Arts</p> <p>In June of the 2008-2009 school year, 11.8% (165/1398 students) of our K – 5 students were reading at Benchmark Level 4, as seen in the School Benchmark Pie Charts report for the June 2009 assessment period in the TCRWP AssessmentPro data system. By June of the 2009-2010 school year, it is our goal to have 15 % of our K – 5 students reading at Benchmark Level 4. This would equate to a 3.2% increase.</p>	<p>After conducting our needs assessment we determined that 5.66% of our K-5 students moved from Reading Level Benchmarks 1, 2, or 3 (September 2008) to Reading Level Benchmark 4 (June 2009), according to reports on the TCRWP AssessmentPro data system. We also determined that 6.14% of our K-5 students remained on Reading Level Benchmark 4 (September 2008-June 2009). This resulted in a total of 11.8% of our K-5 students reading at Benchmark Level 4.</p> <p>Although our K-5 student reading benchmark level performance has shown growth, there remains a disproportionate number of students reading at benchmark level 4 (11.8%). Therefore, we determined that we need to increase the percentage of our K-5 students reading on Benchmark Level 4.</p>

<p>4. Technology</p> <p>In the 2008-2009 school year, 65% (37/57) of our classroom teachers were regularly using technology in the classroom. By June of the 2009-2010 school year, it is our goal to have 75% (44/59) of our classroom teachers regularly using technology in the classroom. This would equate to an increase of 10%.</p>	<p>After conducting our needs assessment we determined that, over the past two years, the use of Technology to cultivate learning has become a priority at P.S. 16. In the 2007-2008 school year, we devoted our resources to enabling 20% of our teaching staff the ability to regularly use technology in the classroom. In the 2008-2009 school year, our goal was to increase that percentage by 20%. In reality, by June of 2009, we had increased the percentage of our teaching staff regularly using technology in the classroom to 65% (a 45% increase). Therefore, we believe that it is important to continue on this successful path by further increasing our percentage to 75%.</p>
<p>5. Inquiry Teams</p> <p>In the 2008-2009 school year, 55.9% (33/59) of classroom teachers were Inquiry Team members. By June of the 2009-2010 school year, it is our goal to have 90% (55/61) of our classroom teachers participate as members of an Inquiry Team. This would equate to a 34.1% increase in Inquiry Team participation.</p>	<p>After conducting our needs assessment we determined that, over the past two years, Inquiry Work has become an invaluable tool to our professional growth. In the 2007-2008 school year we had 1 classroom teacher participating on an Inquiry Team. By the end of the 2008-2009 school year we had 33/59 (55.9%) of our classroom teachers participating on Inquiry Teams. Therefore, we believe that it is important to continue on this successful path by further increasing our percentage to 90% (55/61 classroom teachers).</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In June of the 2008-2009 school year, 32.4% (23/72) of our students with IEPs made at least one and a half years of progress on the NYS Mathematics Exam. By June of the 2009-2010 school year, it is our goal to have 36% (32/88) of our students with IEPs make at least one and a half years of progress on the NYS Mathematics Exam. This would equate to a 3.6% increase in IEP student progress in mathematics.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - Destination Math Professional Development will be provided by off site Staff Developers by October 2009 - Destination Math will be implemented by classroom teachers throughout the year - The Data Specialist will help analyze and interpret Math Data throughout the year - Beginning in September 2009, teachers will participate on Math Inquiry Teams - A Math Academic Intervention Specialist will work with students throughout the year - A Resource Room Support Specialist will work with students throughout the year - Carol Ann Cesark, our Special Education Network Support Specialist, will provide support to our teachers throughout the year - The Administration will establish Extended Day Math Instruction that will be available to students in need from October 2009 – May 2010 - The Administration will establish a weekly Saturday Academy for Math Instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Principal, Assistant Principals, Classroom Teachers, AIS Math Teacher, SETSS Providers, Extended Day Teachers, Saturday Academy Teachers, Data Specialist/Coach Destination Math Professional Development</p> <p>TL FSF, C4E, Title III LEP, Title 1 SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Initial and On-going Indicators: Through analysis of ARIS and in-house data, we will determine the proficiency level of all of our SWDs in the area of mathematics. The data will include EDM end of year assessments, periodic assessment results, New York State Math Test results, and Scantron test results. Ongoing indicators will include the review of formal and informal classroom observations, conference notes, lesson plans, and professional development attendance and agendas.</p> <p>Midterm: Results of EDM mid-year assessments, periodic assessment results, and Scantron results will be reviewed to determine progress in mathematics proficiency levels.</p> <p>End-term: Through analysis of Aris and in-house data, we will determine whether our SWDs met our goal of one and a half years improvement in proficiency level. The data will include EDM end of year assessments, periodic assessment results, New York State Math Test results, and Scantron test results.</p>

Subject/Area (where relevant):

Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In June of the 2008-2009 school year, 19.1% (28/146) of our English Language Learners made at least one and a half years of progress on the NYS Mathematics Exam. By June of the 2009-2010 school year, it is our goal to have 23% (36/155) of our English Language Learners make at least one and a half years of progress on the NYS Mathematics Exam. This would equate to a 3.9% increase in ELL student progress in mathematics.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - Destination Math Professional Development will be provided by off site Staff Developers by October 2009 - Destination Math will be implemented by classroom teachers throughout the year - The Data Specialist will help analyze and interpret Math Data throughout the year - Beginning in September 2009, teachers will participate on Math Inquiry Teams - A Math Academic Intervention Specialist will work with students throughout the year - ESL Support Specialists will work with students throughout the year - Debbie White, our ELL Network Support Specialist, will provide support to our teachers throughout the year - The Administration will establish Extended Day Math Instruction that will be available to students in need from October 2009 – May 2010 - The Administration will establish a weekly Saturday Academy for Math Instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Principal, Assistant Principals, Classroom Teachers, AIS Math Teacher, ESL/Bilingual Teachers, ESL Providers, Extended Day Teachers, Saturday Academy Teachers, Data Specialist/Coach Destination Math Professional Development</p> <p>TL FSF, C4E, Title III LEP, Title 1 SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><u>Initial and On-going Indicators:</u> Through analysis of ARIS and in-house data, we will determine the proficiency level of all of our ELLs in the area of mathematics. The data will include EDM end of year assessments, periodic assessment results, New York State Math Test results, and Scantron test results.</p> <p>Ongoing indicators will include the review of formal and informal classroom observations, conference notes, lesson plans, and professional development attendance and agendas.</p> <p><u>Midterm:</u> Results of EDM mid-year assessments, periodic assessment results, and Scantron results will be reviewed to determine progress in mathematics proficiency levels.</p> <p><u>End-term:</u> Through analysis of Aris and in-house data, we will determine whether our ELLs met our goal of one and a half years improvement in proficiency level. The data will include EDM end of year assessments, periodic assessment results, New York State Math Test results, and Scantron test results.</p>

Subject/Area (where relevant):

English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In June of the 2008-2009 school year, 11.8% (165/1398 students) of our K – 5 students were reading at Benchmark Level 4, as seen in the School Benchmark Pie Charts report for the June 2009 assessment period in the TCRWP AssessmentPro data system. By June of the 2009-2010 school year, it is our goal to have 15 % of our K – 5 students reading at Benchmark Level 4. This would equate to a 3.2% increase.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> -By September 2009, we will establish of Grade Level Inquiry Teams working towards improving student benchmark levels - Our Data Specialist will support teachers on using and understanding the TCRWP AssessmentPro data system throughout the school year - By September 2009, we will have two Literacy Coaches (one K-2 and one 3-5) - Teachers will attend TC Workshops throughout the school year - Lunch and Learns will be run by Literacy Coaches throughout the school year; focusing on differentiation, charts, classroom libraries, etc. - Throughout the school year all teachers in grades K – 5 will work with a variety of TCRWP Staff Developers: Enid Martinez, Emily DiLiddo, Carl Anderson, Janet Steinberg and Ginny Lockwood - By October 2009 the Administration, Literacy Coaches, and Library Media Specialist will work to reorganizes school literature resources - The Administration will establish Extended Day ELA Instruction that will be available to students in need from October 2009 – May 2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Principal, Assistant Principals, Coaches, Classroom Teachers, Extended Day Teachers, TCRWP Staff Developers, TCRWP Professional Development Days, TCRWP Specialty Groups</p> <p>TL FSF, C4E, Title III LEP, Title 1 SWP and ARRA</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><u>Initial and On-going Indicators:</u> Through analysis of TCRWP AssessmentPro and in-house data, we will determine the benchmark level of our K-5 Students. The data will include TCRWP Reading Assessments, Narrative Continuum Writing Assessments, and Words their Way Spelling Assessment results. Ongoing indicators will include the review of formal and informal classroom observations, conference notes, lesson plans, and professional development attendance and agendas.</p> <p><u>Midterm (December and March):</u> Results of TCRWP Reading Assessments, Narrative Continuum Writing Assessments, and Words their Way Spelling Assessment results will be reviewed to determine progress in Reading Benchmark levels.</p> <p><u>End-term:</u> Through analysis of TCRWP AssessmentPro and in-house data, we will determine whether we met our goal of increasing the percentage of our K-5 students reading on Benchmark Level 4. The data will include TCRWP Reading Assessments, Narrative Continuum Writing Assessments, and Words their Way Spelling Assessment results.</p>

Subject/Area (where relevant):

Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In the 2008-2009 school year, 65% (37/57) of our classroom teachers were regularly using technology in the classroom. By June of the 2009-2010 school year, it is our goal to have 75% (44/59) of our classroom teachers regularly using technology in the classroom. This would equate to an increase of 10%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - Professional Development will be provided throughout the school year by the Technology Team, as well as by off site staff developers, to support the use of technology as a teaching tool (Smart Boards and Prometheans, Destination Math, AssessmentPro, Brain Pop, Scantron, Acuity, RAZ Kids, Head sprout, Imagine Learning) - By November 2009, we will establish two (one upper grade and one lower grade) Model Technology Classrooms that will be open to intervisitations - By October 2009, all 59 classes will be part of a three week revolving schedule that allows them to visit our Library Multi-Media center - The Technology Team as well as Administration will work to purchase additional smartboards/prometheans by June 2010 - By December, the Administration will purchase Brain Pop for the entire school - The HP grant will be used as means of professional growth throughout the school year by classroom teachers participating in the Grant - Teachers will complete a survey summarizing their use of technology in and out of the classroom, at the beginning of the year and again at the end to measure capability and use of technology as a teaching and learning tool
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Principal, Assistant Principals, Technology Team Members, Classroom Teachers, Paraprofessionals, Extended Day Teachers</p> <p>TL FSF, C4E, Title 1 SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Initial and On-going Indicators: Through the analysis of our school created Technology Survey, we will determine the percentage of teaching staff using multi-media technology in the classroom on a regular basis.</p> <p>Midterm: Through analyzing professional development session attendance in technology, participation in technology lab sites, and the level of teacher collaboration with the technology support team, we will determine whether the regular use of multi-media technology is increasing in our school.</p> <p>End-term: Through the analysis of our school created Technology Survey, we will determine whether our classroom teachers met our goal of increasing by 10% the percentage of teaching staff using multi-media technology in the classroom on a regular basis.</p>

Subject/Area (where relevant): N/A

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In the 2008-2009 school year, 55.9% (33/59) of classroom teachers were Inquiry Team members. By June of the 2009-2010 school year, it is our goal to have 90% (55/61) of our classroom teachers participate as members of an Inquiry Team. This would equate to a 34.1% increase in Inquiry Team participation.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - At the beginning of the school year, we will establish weekly Music Enrichment mass preparation periods to enable the weekly meetings of grade level Inquiry Teams. Our Enrichment Music Teacher will run these mass preparation periods. - Beginning in September, the Data Specialist and/or Grade Level Assistant Principals will attend and facilitate weekly Inquiry Team meetings - The Data Specialist will attend TC Data Specialty Group Meetings, five times throughout the year, to support school-wide Inquiry Work - TC Data Staff Developer, Janet Steinberg, will meet with teachers five times throughout the year to support data analysis and inquiry work - The PD/Leadership Team will attend meetings with SAF, Anita Saunders throughout the year, to support purposeful Inquiry Work - Inquiry Teams and/or the Data Specialist will “Share Out” at Monthly Faculty Conferences - Brooklyn Queens Day reflection on Inquiry Teams
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Principal, Assistant Principals, Data Specialist/Coach, Coaches, Classroom Teachers</p> <p>TL FSF, C4E, Title 1 SWP, Children’s First Inquiry</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><u>Initial and On-going Indicators:</u> Through analyzing attendance sheets from weekly Grade Level Inquiry Teams, we will determine the percentage of our classroom teachers participating on Inquiry Teams.</p> <p><u>Midterm:</u> Through analyzing attendance sheets from weekly Grade Level Inquiry Teams, we will determine whether the percentage of our classroom teachers participating on Inquiry Teams has increased.</p> <p><u>End-term:</u> Through the analysis of attendance sheets from weekly Grade Level Inquiry Teams, we will determine whether our classroom teachers met our goal of increasing by 34.1% the percentage of classroom teachers participating as Inquiry Team members.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	37	n/a	N/A	N/A	22		2	40
1	88	n/a	N/A	N/A	18		1	40
2	87	n/a	N/A	N/A	13			40
3	176	47	N/A	N/A	11	1	1	40
4	139	n/a	237	n/a	19			40
5	96	116	n/a	n/a	21		2	40
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Classroom teachers provide Tier I differentiation on a daily basis within the components of balanced literacy instruction. Students are identified through the use of TCRWP Assessment (administered at least quarterly) and predictive assessment. Students more than one year below grade level and students not evidencing continued growth are referred for Tier II intervention throughout the school day. These interventions are matched to the needs of students based upon the assessment results. The array of available intervention programs include: Wilson, Leveled Literacy Intervention (LLI) for level 1 students in grades 1 and 2; Fletchers Place, and Foundations Tier II in small groups; Great Leaps one-to-one tutoring with paraprofessionals; RAZ Kids; Head sprout and Imagine Learning computer-based learning. At risk, second grade ELLs receive services through Award Reading before the start of the school day. At risk students also receive services through an after-school program. Individual student work plans are developed for students evidencing no progress.
Mathematics:	Classroom teachers provide Tier I differentiation on a daily basis within the Everyday Mathematics (EDM) Workshop and through the utilization of a web based program titled Destination Math. End of unit assessments in EDM are monitored to identify students not progressing in Mathematics development. Tier II intervention will be provided to students 2-3 times per week, within cycles, in small group by one, full-time academic intervention specialist for Special Education students in grades 3-5 and level 1 students in grade 5. The Academic Intervention Specialist sets goals and re-evaluates goals every 6-8 weeks. Students, ELLs and those students identified to be at-risk, receive additional support in after school classes three days per week. Students work on First in Math, web-based program, to further skills development in Mathematics. Individual student work plans are developed for students evidencing no progress. Cluster teachers provide 6 periods of academic intervention, pushing into classrooms and utilizing Destination Math.
Science:	During the school day: science cluster teachers provide differentiation one – two times per week in Grades 3, 4 and 5; students at risk for content area instruction in Science receive support in test taking strategies during 37 ½ minute extended day blocks four days per week. All grade 4 at-risk students are invited in for a morning science program one day per week for approximately 15 days of instruction. On Saturdays, English Language Learners are provided with an Academy experience in small groups to scaffold science content in support of English acquisition and vocabulary development.

At-risk Services Provided by the Guidance Counselor:	There are two full-time guidance counselors on staff. In addition to IEP Mandated services, the guidance team meets with small groups regarding separation anxiety, play therapy, social skills, academic delays, bereavement counseling, anger management and crisis management. Our guidance counselors facilitate Peer Mediation; Peer Tutoring; Suicide Prevention and Penny Harvest programs.
At-risk Services Provided by the School Psychologist:	In addition to testing for PPT referrals, our full-time school psychologist screens at-risk students, evaluates language development in the capacity of consulting with the SBST members, recommends behavioral strategy plans as an intervention to avoid referrals to special education services. Our psychologist conducts classroom observations on an as-needed basis.
At-risk Services Provided by the Social Worker:	In addition to Social Intake Histories, our .8 school social worker conducts classroom observations on an as-needed basis; makes referrals to outside agencies and provides crisis intervention management to families in need.
At-risk Health-related Services:	Staff will host a Health Fair in February to identify students at risk due to a lack of dental services. Health (AIDS) instruction is conducted as mandated through a core cadre of trained teachers. These teachers provide follow-up instruction as needed.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

LAP Narrative

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

The key LAP team members are the Principal, Elaine Iodice, Assistant Principal, Ana Benitez, Data Specialist, Alicia Toscano, ESL Bilingual Coordinator, Elisa Gomez, ESL teacher, Xiomara Leguisamo, Classroom teacher, Amanda Hendrickson, Dual Language teacher, Gloria Mohammad, Guidance Counselor, Penny Pappas, Parent Coordinator, Marta Jiminez, SAF, Anita Saunders, and Network Leader, Audrey Murphy.

B: Teacher Qualifications:

PS 16 has the following teachers certified in the following areas;

Certified ESL teachers 17

Certified Bilingual teachers 12

Number of Content Area teachers with Bilingual Extensions 0

Number of Special Ed. Teachers with Bilingual Extensions 2

Number of Teachers of ELLs without ESL/Bilingual Certification 0

C: School Demographics

ELL School Profile:

We are diverse, we are dynamic, we are motivated, and we are P.S. 16Q. Our school is a community of learners from young to old who surpass the obstacles of poverty to provide students with a rigorous education and the opportunities that such education affords in the future. We are located in Corona, Queens and our population is consistently increasing with the influx of immigrants from many parts of the world: Central & South America, the Caribbean, China, Korea, Bangladesh, India, Pakistan, Afghanistan, Tibet, and Italy. This is a challenge that we take very seriously and one that we know we have to meet aggressively. We currently have 1,484 students and 611 of these students are English Language Learners. It is incumbent upon us to make every possible effort to give these students an equal opportunity to excel in academics and in life. Our belief is based on the truth that all children can learn and that as educators, we play a vital role in understanding their needs so that we can facilitate learning in the best possible way. English Language Learners represent 41% of the Total School Population.

To address the needs of our ELL population, we, at P.S. 16Q, house a variety of programs that enable the second language acquisition of ELL students as well as instill the importance of and pride in their native language and culture. We believe that the right programs are essential to this goal. Our teachers are highly-qualified and motivated, regularly taking preparation periods to meet and turnkey information from professional development pertaining to ELL students and share ideas, concerns, and best practices. Our Progress Report for 2007-08 showed gains for our ELLs yet we are not satisfied with those gains since we still have more room to close the achievement gap for our English Language Learners. PS 16 has gone from a B rating (2006-07) to an A rating (2007-08) but we see that our focus must continue to provide our ELLs with a rigorous education. Our ELLs showed exemplary gains of 29.4% in the ELA and 8.0% in Mathematics for the 2007-08 academic school year. Our current progress report for 2008-09 shows our ELLs have made exemplary gains in ELA 36.7 % and in Mathematics our ELLs increased to 19.1%. Our efforts show that we are continuing to make gains but we still work to achieve more progress.

For the 2009-2010 school years the following classes were formed to address the needs of ELL students as well as address parental choice:

- Six transitional bilingual education classes from grades K-5, including one bilingual special education third grade class.
- Twelve dual language classes from grades K-5.
- Ten ESL Self contained Classes in grades 1 to 5 (3 in first grade, 2 in second grade, 3 in third grade, one in fourth grade and one in fifth grade)
- One ESL certified Art teacher teaches 10 periods of ESL through the Arts

In our effort to continue to elevate ELL progress and achievement, it is crucial for us to be aware of data-driven analysis and continuous assessments of our ELL population and of current research thus allowing us to implement appropriate structural changes to our programs so that academic rigor is maintained. We have implemented a Data Inquiry Team consisting of various key members; Administration, selected Teachers, and ESL/Bilingual Coordinator/Coach to gather, analyze, and interpret ELL-related data and implement data-driven changes in instruction and programming. The Data Inquiry Team will meet regularly to inform other staff members working with ELLs concerning important data analysis.

In our Transitional Bilingual Education program, we continue to place students in this program through parental choice. Our LAP and CR-Part 154 dictate mandated instruction in all subject areas including Native Language Arts and ESL. The TBE model that we are implementing this year is a 60-40 model in which instruction is delivered in Spanish on Monday, Wednesday, and Friday. The introduction of the lesson and modeling is done in Spanish and the closing is delivered in English to ensure academic language is introduced. On Tuesdays and Thursdays the instruction is in English and the closing is in Spanish. We utilize standard-based materials such as On Our Way to English, Imagine Learning, Spell-Read, Award Reading, Leap Frog, and Great Leaps. Funding for these programs: PCEN, CR-Part 154, and Contract for Excellence.

ELL students not enrolled in the Transitional Bilingual or the Dual Language Program, according to parental request, receive ESL instruction via the push-in model or a self-contained ESL classroom with a dual licensed teacher. ESL push-in instruction is provided by five licensed ESL teachers who in addition to Kindergarten, service 17 ESL classes in grades first through fifth. Eligible ELL students in grades K-5 receive one or two periods (as per CR-Part 154) of English as a Second Language instruction as determined by their proficiency level. ESL teachers work collaboratively with the classroom teacher to maximize instruction for ELL students during Reader's and Writer's Workshops as well as other content areas.

A Dual Language Program is being implemented for the seventh year for students in grades kindergarten to fifth grade. There are two classes on each grade level. Students switch classrooms and teachers every other day following a 50/50 model.

Students were selected based on the following criteria:

- Parental interest
- Screening process done in-house at time of matriculation for Kindergarten and throughout the year for possible candidates
- Language spoken at home as indicated on the Home Language Identification Survey
- Commitment to the program

The needs of ELL students are met by implementing a balanced literacy approach, focusing on strengthening a language-rich, child-centered environment. All classes follow a balanced approach to literacy.

We are committed to the advancement of our ELL students. We are making the changes that will enable them to continue learning while acquiring a second language. Each year our ELL population grows in number; from 38% last year to 42% this year, however, so does our knowledge and our determination to see our ELLs excel, achieve, grow and strengthen academically.

Part II: ELL Identification Process

P.S. 16 follows the **New York State LEP Identification Process** which includes 4 steps: *Screening* during enrollment by administering the Home Language Survey which parents fill out in addition to the Informal Interview in the Native Language. If the Home language and/or Native language is other than English then we go on to Step 2, *Initial Assessment* by administering the LAB-R to those students whose Home Language is not English. If the student scores at the Proficient level, the student is not a LEP (ELL). If a student scores at the Beginning, Intermediate, or Advanced level the student is a LEP (ELL). We then move to Step 3, *Program Placement*, placing students in the appropriate programs as per parental option, current programs, availability, and *Annual Assessment* by administering the NYSESLAT in the spring of the current school year. If a student scores at the Beginning, Intermediate, or Advanced level the students continues to be a LEP (ELL) and receive services. If a student scores at the Proficient level, the student is no longer a LEP (ELL).

The ESL/ Bilingual Coordinator is a certified ESL Specialist and has been responsible in the initial screening, and administering the HLIS. Elisa Gomez, the ESL/Bilingual Coordinator also conducts the LAB-R assessments on an on-going basis.

At the start of the school year, the ESL department reviews the results of the NYSESLAT data and distributes this information to all classroom teachers. ESL schedules are developed according to CR-Part 154 regulations. Extended day (37.5 minutes) and after school programs are designed to meet the needs of English Language Learners. Student progress is evaluated through on-going teacher assessments and NYSESLAT test samplers. During the spring, all ELL students are administered the NYSESLAT test to determine the student's level of English proficiency and continued status as an ELL student.

Parents are invited to several Parent Orientation meetings that are scheduled and facilitated by the ESL/Bilingual Coordinator/Coach (Elisa Gomez) several times during the school year. Parents are sent letters in their native language (templates used for letters are available on the NYCDOE website under the ELL link). Letters are sent out indicating 1st, 2nd, 3rd, and 4th notice. We inform parents about their choice and offer all available programs for English Language Learners. The trend shows a high interest in Dual Language programs.

The ESL coordinator, Elisa Gomez, ensures that entitlement letters are distributed and that Parent Selection forms are returned by cross referencing against an official class list and an ELL list of students school wide. The coordinator checks off the receipt of the Parent Survey Selection form.

According to the results of the Home Language Survey (HLIS), which identifies students who speak another language at home, all newly admitted students who meet the criteria of eligibility, are administered the LAB-R English Language Assessment test. The results of the test are used to place children in a Bilingual, ESL or Dual Language Programs. Parents that have attended the parent orientation informing them of the three available programs have the option to select from ESL, Bilingual or Dual Language.

Part III - ELL Demographics

A. ELL Programs

The number of students in TBE by grade are: 25 students in Kindergarten, 24 students in First grade, 23 students in Second grade, 23 students in Third grade, 20 students in Fourth grade, and 21 students in Fifth grade.

The number of students in Dual Language by grade are: 52 students in Kindergarten, 48 students in First grade, 50 students in Second grade, 50 students in Third grade, 54 in Fourth grade, and 49 in Fifth grade.

The number of students in ESL self-contained by grade are: 0 students in Kindergarten, 3 students in First Grade, 2 students in Second grade, 3 students in Third grade, 1 student in Fourth grade, and 1 student in Fifth grade.

The number of students in ESL push-in /pull-out by grade are: 5 students in Kindergarten, 4 students in First grade, 3 students in Second grade, 0 students in Third grade, 3 students in Fourth, and 2 students in Fifth grade.

B. ELL Years of Service and Programs (ELLs by Subgroup)

The total number of ELLs in years 0-3 are 368 students.

TBE has 96 students. (Of the 96 students, 15 bilingual students are SIFE and 1 is a special education student.)

Dual Language has 60 students in years 0-3. (Of the 60 students none are SIFE or Special Education)

ESL has 212 students in years 0-3. (Of the 212 ELLs in years 0-3, 3 are SIFE and 16 are Special Education.

The total number of ELLs in years 4-6 are 212 students.

TBE has 28 students. (Of the 28 students, 3 bilingual students are SIFE and 11 are Special Education.

Dual Language has 46 students. (Of the 46 students none are SIFE or Special Education)

ESL has 138 students in years 4-6. (Of the 138 ELLs in years 4-6, 0 are SIFE and 8 are Special Education.

The total number of Long Terms ELLs that have completed 6 or more years is 5 students.

TBE has 1 student. (This student is not classified as SIFE or Special Education.

Dual Language has no students in this category.

ESL has 4 students in years 4-6. (Of the 4 students one is a Special Education student.

C. Home Language Breakdown and ELL Programs

TBE

The breakdown of ELLs in TBE by grade and language are: 25 students in Kindergarten, 24 students in First grade, 23 students in Second grade, 23 students in Third grade, 20 students in Fourth grade, and 21 students in Fifth grade. All the students home language is Spanish.

Dual Language

The breakdown of ELLs in Dual Language by grade and language are: 52 students in Kindergarten, 48 students in First grade, 50 students in Second grade, 50 students in Third grade, 54 in Fourth grade, and 49 in Fifth grade. There are 192 students who are fluent in both Spanish and English. There are 2 students who are third language speakers. One student is in third grade and speaks Chinese. The other student in fourth grade and speaks Urdu.

ESL

The breakdown of ELLs in ESL by grade and language are the following:

Kindergarten

71 students (Spanish)

7 students (Chinese)

3 students (Urdu)

First Grade

65 students (Spanish)

11 students (Chinese)

1 student (Bengali)

Second Grade

54 students (Spanish)

4 students (Chinese)

Third Grade

50 students (Spanish)

3 students (Chinese)

2 students (Urdu)

Fourth Grade

56 students (Spanish)

4 students (Chinese)

1 students (Urdu)

Fifth Grade

34 students (Spanish)

2 students (Chinese)

1 student (Urdu)

D. Programming and Scheduling Information:

Targeted Intervention Programs:

P. S. 16 supports the ELLs in ELA, Math and Content Areas. Our Progress Report data shows a 11.1% increase in the number of English Language learners attaining 1.5 years of progress in mathematics achievement (from 8% in 2008 to 19.1% in 2009) Although our performance and progress in mathematics continue to rise we still incorporate the following intervention services. Classroom teachers provide Tier I differentiation on a daily basis within the components the Everyday Mathematics workshop and through the utilization of a web based program titled Destination Math. End of unit assessments in EDM are monitored to identify students not progressing in Mathematics development. Tier II intervention will be provided to students 2-3 times per week, within cycles, in small group by one, full time academic specialist for our Special Education ELLs in grades 3-5 and level one students in grade 5.

The Academic Intervention Specialist sets goals and re-evaluates goals every 6-8 weeks. ELL students identified to be at-risk, receive additional support in after school classes three days per week. Students work on First in Math, web-based program, to further skills development in Mathematics. Cluster teachers also provide 6 periods of academic intervention, pushing into classrooms utilizing Destination Math. These services are provided in English however Bilingual and Dual Language students have resources and instruction available in their Native Language (Spanish). All ELLs in grades 1-5 are provided Extended Day Intervention. ELLs in Grades 3-5 are also offered participation in an After-school program that offers support in ELA and Mathematics instruction.

In ELA, our ELLs receive Tier I differentiation on a daily basis within the component of balanced literacy instruction. Students are identified through the use of TCRWP Assessment and the Predictive Assessment. Students more than one year below grade level and students not evidencing continued growth are referred for Tier II intervention throughout the school day. These interventions are matched to the needs of students based upon the assessment results. The array of available intervention programs include; Wilson, Leveled Literacy Intervention for level 1 students in Grades 1 and 2; Fletcher's Place and Foundations. Tier I in small groups; Great Leaps one-to-one tutoring with paraprofessionals; RAZ Kids; Headsprout and Imagine Learning Computer based learning. At-risk second grade ELLs receives services through Award Reading before the start of the school day.

ELLs are also given support in the content areas grades 2-5 by participating in our ELL Saturday Academy. The teachers utilize the Camp-Can-Do Program which improves the skills of ELLs in listening, speaking, reading and writing through a Reader's Theatre component. Students also receive test preparation for the NYSESLAT, ELA and NYS Mathematics test.

All our former ELLs are supported in Academic Intervention Programs and mandated to participate in Extended Day. They also have the opportunity to participate in our after-school program from 3:15 pm till 4:45 pm (Tuesdays, Wednesdays and Thursdays). This program concentrates on ELA and Mathematics. Former ELLs receive test accommodations for the ELA and NYS Math test by ensuring they are given the extended time to complete the test.

Next year, we will continue to work on having more ELL students use the Imagine Learning computer based program. The data shows that our ELLs are showing significant progress. Rosetta Stone is another program that we are considering incorporating into the curricula schedule for ELLs. There is currently no intention to discontinue our present ELL technology resource and/or programs.

The following are ELL materials used by ESL Push-in, ESL Classroom, Dual Language and Bilingual Teachers: Subgroups are identified in parenthesis

- Destination Math (All ELLs)
- Imagine Learning (All newcomers and Bilingual)
- Award Reading (All ELLs)
- On our way to English (All ELLs)
- Benchmark leveled readers (Spanish and English) (Dual Language, Special Education and Bilingual ELLs)
- Camp Can Do (All ELLs in Saturday)
- Kaplan English Language Arts (All ELLs)
- Kaplan Math test preparation (All ELLs)
- Reader's theatre (All ELLs)
- ELD-2 Spanish Assessments (Dual Language, Special Education and Bilingual ELLs)
- El Sol (Dual Language, Special Education and Bilingual ELLs)
- Words their Way (All ELLs)
- Wilson Program (Special Education and Bilingual ELLs)
- Headsprout (All ELLs)
- RAZ kids (All ELLs)
- Great Leaps (All ELLs)

Content Area Materials for ELLs

- We the people by Houghton Mifflin
- Social Studies New York City
- Estudio Sociales de Nueva York
- Social Studies by Houghton Mifflin
- Estudio Sociales by Houghton Mifflin
- FOSS kits (Science)

For the school year 2009-2010 approximately 21 students were identified as SIFE on the BESIS survey. In order to meet their needs, the following actions will be taken:

- Leveled libraries in the classrooms that range from two levels below to one level above the SIFE student's identified reading level
- Guidance Counselor will provide an emotional as well as affective factors profile of the SIFE student
- SIFE students will be screened for learning disabilities
- Cultural and family background will be addressed for a complete picture of SIFE student
- Differentiated instruction – grouping by ability, need(s), and targeted skills
- Serviced by AIS, ESL, and the Academic Intervention Team

In the school year of 2009-2010 approximately 364 students were identified as NEW on the BESIS Survey. In order to meet their needs, the following actions will be taken:

- Encourage with the assistance of the Parent Coordinator, that parents attend ELL Parent Conferences within the school.
- Hold several Parent Orientation meetings to inform parents of different Programs within the school and what their options are.
- Hold a Parent Orientation before school starts in September to familiarize parents and students with the school building, schedule/routine, and services.
- Newcomer classes
- Assess whether new students are SIFE
- Pair student with a buddy
- Early Morning and Extended Day programs
- Guidance intervention where necessary

In the school year of 2009-2010 approximately 117 students were identified as Long Term ELLs on the BESIS Survey. In order to meet their needs, the following actions will be taken:

- AIS in reading and mathematics within small group instructional setting
- Extended Day Programs for ELLs
- Early Bird Programs for ELLs
- Saturday Academy for ELLs in the Content Area and Getting Ready for the NYSESLAT
- Great Leaps in Reading
- ESL push-in model within a small group instructional setting using research-based ESL methodology
- Leveled Libraries in English and native language
- Reading/Writing/ Mathematics Portfolios to track progress

- Peer Assisted tutoring
- Readers/Writers Workshop models
- Technology based listening activities in the computer lab
- Guidance counselor focuses on developing a personal profile of students
- Parent Coordinator focuses on developing and maintaining communication between the school and parents

In the school year 2009-2010, approximately 25 ELLs were identified as having Special Needs. In order to meet their needs, the following actions will be taken:

- One self-contained Special Education class with ELLs.
- One CTT class containing ELLs with IEPs.
- AIS in reading and mathematics within a small group instructional setting
- ESL push-in with small group instructional setting using research-based ESL methodology
- Extended Day Program
- Saturday Academy
- One-to-One tutoring
- Peer assisted tutoring
- Familiarization with students IEP to be aware of students learning disabilities and modifications
- Regular ongoing conferencing with Speech and other related service personnel that student receives services from to better track student's progress and target needs
- Ongoing communication between the home and school through Guidance Counselor, Parent Coordinator and SBST personnel

P.S.16's plan for continuing transitional support for students reaching proficiency on the NYSESLAT is as follows:

- Title III programs – Extended Day, Early Bird, and Saturday Academy in Reading, Math, ELA, Content Area

P.S. 16 assures that the mandated number of instructional minutes is provided according to proficiency levels in each program through:

- Six ESL licensed teachers following a push-in model and servicing ELLs within small group instruction one or two periods per day
- Nine self-contained freestanding ESL classes with ESL licensed teachers who provide ESL methodology in whole class and small group instruction
- 6 Transitional Bilingual Education classes where proficiency levels as well as Native Language Arts are taken into account when allocating time for instruction
- State mandated time constraints are used when programming instructional minutes for each class and each proficiency level

Explicit ESL is delivered in each program as follows:

- **Transitional Bilingual Programs:** There are six (6) Transitional Bilingual classes in grades K-5. Students in these classes are placed heterogeneously and grouped within the class according to ability in reading and native language arts to meet individual needs. Academic instruction is in both English and the native language which at P.S. 16 is Spanish. Classroom libraries consisting of children's literature in Spanish including fiction, poetry, and non-fiction books that appeal to a variety of different interests are present.

Our Transitional Bilingual program includes an ESL component for all students and also requires a higher amount of ESL instruction for students testing at levels 1 and 2. Transitional Bilingual students will also continue to receive instruction in English in traditional enrichment or prep courses, such as Art, Music, Computer Lab, and Physical Education. As students acquire English, the amount of academic instruction in English increases, which helps ensure that they will have the necessary skills to exit the program and to succeed academically in English.

Students starting with limited English spend 40 percent of their time in English language development with instruction in the native language starting at 60 percent. As mandated by Regulation Part 154, advanced ELLs receive 180 minutes (4 periods per week) of instruction in Native Language Arts and 180 minutes (4 periods per week) of ESL instruction. Also, beginner and intermediate ELLs receive 360 minutes (8 periods per week) of ESL instruction and 180 minutes (4 periods per week) of Native Language Arts. Any content area instruction in English, in subjects such as math, will utilize ESL methodologies and other supports. The ratio of English to native language instruction increases according to the student's English language proficiency until the student is ready to exit the program. Additional ESL support is provided after school and on Saturdays. Exit from this program is targeted at three years or less.

Within the six TBE classes, one is a bridge class, 3/4-1B. This class was created to address an increased influx of newcomers at the 4-5 grade level. These bridge classes help newcomers gain social as well as academic comfort level while helping the students become familiar with the academic rigor and standards of their new school.

- **Freestanding ESL Self-Contained:** There are 10- Freestanding ESL Self-Contained classes at P.S.16Q from Kindergarten to 5th Grade. These teachers are graduates of the ITI program and are NYS certified. Students in Free Standing ESL programs receive all instruction in English. Language Arts is taught using ESL and ELA methodologies. Content area instruction is in English using ESL strategies.

Four (4) self-contained Special Education classes are serviced by two ESL push-in teachers. The classes are self-contained for special education not by ELL status. Teachers pushing-in follow the mandated time restrictions as per

student proficiency as delineated in Part 154.

- **Dual Language Programs:** There are twelve (12) Dual Language classes: two in Kindergarten (K-2DL & K-3DL), two in first grade (1-2DL & 1-3DL), two in second grade (2-2DL & 2-3 DL), two in third grade (3-2DL & 3-3DL), two in fourth grade (4-2DL & 4-3DL) and two in fifth grade (5-2DL & 5-3DL). All classes follow the Teacher's College Reader's and Writer's Workshop models in reading and writing which employ a balanced approach to literacy.

During a two and half-hour daily block, there is a half-hour of skills instruction, a one-hour reading workshop and a one-hour writing workshop. The workshops are designed to make sure students develop strong reading and writing skills in many different genres. In addition, ESL strategies such as, TPR, visuals, cooperative learning, prior knowledge, and modeling are aligned to the program.

Dual Language Academic instruction during the school day is a 50- 50 model of English and Spanish. Classrooms include students who are native English speakers and native Spanish speakers. Students in each class alternate between Spanish and English on alternate days: for example the 3-2 DL will begin week one with the English teacher on Mondays, Wednesdays, and Fridays and the Spanish teacher on Tuesdays and Thursdays. The 3-3DL will begin week one with the Spanish teacher on Mondays, Wednesdays, and Fridays and the English teacher on Tuesdays and Thursdays. The following week the groups alternate.

All students in DL programs develop their second-language skills while learning content knowledge in both languages. ELL students in the DL program receive ESL within the program itself. Small group instructional setting is used to give ELL students the mandated instructional time as per their proficiency levels.

ELL students are served by ESL teachers who follow a push-in model:

- **English as a Second Language Programs – Push-in Model:** ESL instruction is provided by five (5) licensed ESL teachers who service 16 classes from Kindergarten to 5th Grade. Eligible ELL students in grades K – 5 receive two periods (90 minutes) per day of ESL if they are in the Beginner or Intermediate Level and for advanced leveled students one period per day (45 minutes). All academic instruction during the school day is in English.

Core content areas are taught using ESL methodologies that allow for the acquisition of academic material. Support is also given through the: Early Bird Program - every morning for fourth grade; After-school Program for third through fifth grades.

All programs that are implemented correspond to the students' grade level and academic needs. Programs are researched based and approved by New York City Department of Education. The programs allow for an initial assessment to ascertain areas of strengths and weaknesses followed by a prescribed plan that targets the deficiencies. Therefore, our programs are geared for individualized instruction.

E. Schools with Dual Language Programs

In our Dual Language Programs, our English Proficient and ELLs are integrated at all times. They work on a variety of class projects in the content areas; they participate in informational trips and in cultural arts programs, etc.

Dual Language Academic instruction during the school day is a 50- 50 model of English and Spanish. Classrooms include students who are native English speakers and native Spanish speakers. Students in each class alternate between Spanish and English on alternate days.

In PS 16 all students in DL programs develop their second-language skills while learning content knowledge in both languages. ELL students in the DL program receive ESL within the program itself. A small group instructional setting is used to give ELL students the mandated instructional time as per their proficiency levels. Emergent Literacy is taught simultaneously in their native language.

F. Professional Development and Support for School Staff

Our goal is to provide quality training to all instructional and support personnel that will lead to improved teaching and student learning in all subject areas through staff development. Ongoing training will be provided to teachers of ELL students in the use of proven instructional strategies, methods and techniques that will support ELL learners.

The **following topics** will be addressed during staff development in the 2009-2010 academic school year for teachers of ELL students.

- Utilizing Data (Periodic Assessments) to target specific modalities in Listening, Speaking, Reading and Writing
- Best practices for teaching Mathematics to English language learners
- Informal Assessment for evaluating limited English proficient/English language learners' progress through Imagine Learning and Destination Math
- Using language goals in all content areas
- Implementing the different components of the Reader's and Writer's Workshop
- Destination Math Training to individualize students instruction through a web based program

- Implementation of the Imagine Learning Program in Self Contained ESL and Bilingual classes

Training will occur during professional development days during calendar dates (90 minute, after-school sessions) and during monthly grade and program meetings. Additionally, teachers will be given the opportunity to attend conferences addressing the needs of our ELLs.

Upon review of the data analysis, P.S. 16 provides ELL students with more educational opportunities for language acquisition through its Title III programs offered at different times: Early Bird programs, After-school Programs, and Saturday Academies.

Highly qualified, regularly licensed teachers in ESL provide ELL students with differentiated instruction and scaffolding techniques aligned with research-based ESL methodology to help students acquire language and proficiency.

Attendance is an integral part of learning. For ELL children to maintain progress they must attend programs consistently and continuously. To ensure that ELL students receive all the benefits of Title III programs, a procedure to decrease absenteeism is ongoing. With the assistance of the Parent Coordinator, the Bilingual/ESL Coordinator and an Administrator, letters and phone calls to parents of students who are absent will be made daily to reduce chronic absenteeism that can interfere with the progress of ELL students and the goals of the programs.

Materials purchased for these programs include a language development program called *On Our Way to English*, which follows the Teachers' College language development practices of phonics and vocabulary, and *Getting Ready for the NYSESLAT* practice books to help ELL students become familiar with the format and content of the NYSESLAT as well as test strategies. Title III programs also include preparation for ELLs in the ELA (for those students not exempt), Math, and Science State assessments during Early Morning, After-school, and Saturday Academy.

Through Title III funding, the P.S. 16 Professional Development Program for teachers of ELL students will address both teachers working in the supplementary program as well as mainstream educators. The professional development will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners which will be based upon current research in the field of Second Language methodology. Professional Development will also address ways to prepare ELLs to meet and exceed standards according the New York State Standards and NYC guidelines. Teachers participating in these workshops will be paid at the training rate. Teacher trainers and facilitators will receive per session rate.

Topics that will be addressed during these sessions include the following:

1. Strategies needed to prepare ELLs for success on the NYSESLAT.
2. Instructional strategies for differentiated learning.
3. Incorporating Word Study through ESL methodology into the Teacher's College Model.

4. Increasing Native Language literacy skills.
5. Scaffolding across the Disciplines in each Content Area.
6. Using Mathematical Instructional Strategies to enhance student performance on the city and state assessments.
7. Building on students' prior knowledge of language and content.
8. Incorporating vocabulary into the Reader's and Writer's workshop.
9. Developing effective oral language skills in the ESL classroom.
10. Connecting children and culture to literacy learning.

New York State Association for Bilingual Education (S.A.B.E.) - Two teachers will attend the New York S.A.B.E. Teacher Academy for two continuous days. The dates are forthcoming. Teachers' expenses will include hotel, transportation and food. These teachers will turnkey information attained at the Academy by way of grade conferences and faculty conferences.

Additional Resources and Support

- 1) P.S.16Q also supports the learning of ELLs through the use of instructional materials such as:
 - Leveled libraries in English and Native Language for TBE classes and Dual Language classes
 - Leveled libraries for Freestanding ESL classes
 - Moving Into English for Extended Day, Early Bird, and Saturday Academy
 - Getting Ready for the NYSESLAT for Extended Day, Early Bird and Saturday Academy
 - Everyday Mathematics in Spanish for TBE and DL
- 2) Professional Development for all personnel who service ELL students at P.S. 16Q include:
 - Professional Development on extended days focusing on strategies to help ELLs in Reading and Writing
 - Professional Development on extended days focusing on interpreting data on ELL interim assessments to drive instruction
 - Monthly Calendar day meetings at Teachers' College focusing on ESL
 - Grade Conferences focused on instructional strategies and methods that are geared to ELLs
 - Regional/LSO Monthly ELL meetings

All teachers at P.S.16Q are integrated in all ELL/ESL meetings, workshops, conferences and seminars.

Timeline:

Training will occur during professional development days during our calendar dates, monthly grade conferences and ESL program meetings. In each session there are approximately 12-15 teachers on a grade.

(Audience)In attendance, we will have Administrators, classroom teachers, ESL providers, Paraprofessionals, Guidance Counselors, Special Education teachers, Psychologists, Parent Coordinator, Coaches, Data Specialist, Occupational, Physical and Speech Therapists. Throughout the school year we will have at least a monthly session that incorporates ESL strategies through Teachers College, Destination Math and Imagine Learning. Additionally, teachers will be given the opportunity to attend city conferences addressing the needs of our ELLs. Our secretaries are given training regarding the process of HLIS by the ESL/Bilingual Coordinator.

At the start of the school year, teachers are given the data from the prior years. Teachers consult cross grades and discuss the students' strength and weaknesses to plan accordingly.

G. Parental Involvement

In the fall and throughout the year parents of newly identified ELL students attend an orientation workshop. Parents have the opportunity at this time to learn about the Bilingual, ESL, and Dual Language Programs. Parents are also informed about the new performance standards, curriculum and the strategies they can use at home to improve language learning.

The parent coordinator provides parents with a program of workshops that facilitate a closer relationship between the school and the community. Parents are informed about the happenings at P.S. 16. The parent coordinator assists in educating them about parenting skills, provides family literacy programming, guides parents in deciphering implication of school data, explains assessment results and informs the parents on the Standards and purpose of academic assessment required by the city and state. The parent coordinator also provides English as a Second Language classes and computer classes to our parent population.

Parents are informed of workshops, activities and special events via monthly calendars and newsletters. Calendars and newsletters are sent in English, Spanish and Chinese.

It is the strong desire of P.S. 16 to provide the parents/guardians of our students with an extensive opportunity to attend a variety of literacy and math workshops so that they can assist and support the education and learning of their children at home. To support our parent community, we will also offer parent workshops and a Saturday Instructional Parent program focusing on ESL and Computer instruction. Title III funding will provide an opportunity for ELL parents/guardians to attend classes and workshops throughout the school year.

For the Workshop component, we will offer a series of seven two hour workshops (with times throughout the year to accommodate different schedules) which will address the following:

1. Math strategies and problem solving for parents.

2. How to provide a proper home environment for study.
3. What are the New York City learning standards for second language learners?
4. How can parents help their children achieve on the NYSESLAT?
5. What is Balanced Literacy?
6. What are the Native Language Arts and English Language Arts Performance Standards?
7. What are the resources available to parents at school and in the community?

The ESL/Bilingual Coordinator, Parent Coordinator, Math and Literacy Coaches and/or administrators will also facilitate parent workshops.

As part of the Saturday Instructional Academy, parents will be given the opportunity to attend 25 sessions of ESL and Computer Instruction provided by fully trained/certified instructors. These 3-hour sessions will be held from 9:00 AM to 12:00 PM on Saturdays from December through June 2010

Part IV Assessment Analysis

A.

- 1) Upon examination of the results obtained from the NYS 2008-2009 5th Grade Social Studies Exam, it was found that students who took the test in their native language scored at a similar rate as their English proficient counterparts when certain prerequisites occurred: It was noted that those students who had received formal education instruction in their native language in their native country were able to perform better than those students who have had very little or no formal education in their native language in their native country.
- 2) Administrators and teachers are using the results of the ELL Interim Assessments to drive instruction. They are aware of correctly interpreting scores and data to devise instructional planning that is coherent with the needs of ELL students. The ELL Interim Assessments reports are generated for all classroom, AIS, ESL, and Cluster teachers and are discussed during grade conferences, AIS/ESL conferences, and Cluster conferences. Discussion of interpreting data and its implications are also discussed during professional development days as well as faculty conferences.
- 3) Upon examining the data obtained in the NYS 5th Grade Social Studies Exam, the implications for P.S.16's LAP and instructions are that Social Studies in the native language is essential for those students who have shown proficiency in their native language as per data collected through the Spanish LAB, ELE exam, as well as informal teacher observation and assessments. There is also a need to expose ELL students to the cultural and historical elements of their new country. The use of Title III programs such as an Early Bird Getting Ready for the Social Studies Exam and the Extended Day program targeting Social Studies are necessary and important in P.S.16's quest in targeting the needs of ELL students who will take this exam.

- 4) In Dual Language, the English Proficient students are assessed in the Second Language (target: Spanish) through El Sol, Spanish DRA, Teacher's College Assessments and teacher created informal assessments.
 - 5) In Dual Language, the level of language proficiency in the Second Language (target: Spanish) for English Proficient students are:
In Kindergarten: El Sol level of 1-2
In First Grade: El Sol level of 2-4
In Second Grade: El Sol level of 4-6
 - 6) In the Dual Language Program, English Proficient students are scoring between slightly below and at level in the ECLAS assessment and the EPAL. P.S.16's Dual Language program goes from Kindergarten to 2nd Grade and therefore, children are not assessed through other City/State tools.
-

Our school evaluates all data and reviews the patterns and result of the NYS Mathematics, ELA, Social Studies, Science and NYSESLAT tests for English Language Learners. Administration, coaches, and Grade Leaders discuss the programs that were more effective in giving support to our ELLs. It is then determined which programs will be utilized more frequently in supporting our ELLs.

Our school data shows that our ELLs score the following on the ELE test:

- Q1: 8 Students
- Q2: 11 Students
- Q3: 21 Students
- Q4: 41 students

We use formal and informal assessment tools to assess the early literacy skills of ELLs. The formal assessment tools used from K-5 are the TCRWP which includes word study and running records, the Spanish DRA (ELD2) for grades 3-5 and EL SOL (Spanish) from grades K-2. The TCRWP and Spanish DRA (ELD2) are administered four times per year and EL SOL (Spanish) assessment is administered twice a year. The data from TCRWP is inputted in the Assessment Pro by the classroom teachers. Through Assessment Pro, the data entered is sorted and categorized, thereby, giving teachers a synopsis of the different reading levels and ranges of each student. It allows teachers to determine the strength and weakness of each student and to further analyze the data to make grouping easier when planning instruction.

Informal assessment tools used to continuously assess the literacy skills of ELLs and EP students are conferencing, analysis of student post-it notes during reading, and the 3-minute assessment by Tim Razinski.

This information is used by the teacher to alert a supervisor as to placement in intervention/recovery programs such as Imagine Learning for all newcomers and Bilingual students, Destination Math for all ELLs, Award Reading for all ELLs, On Our Way to English for all ELLs, and Camp Can Do for all ELLs during the Saturday Academy.

The data patterns revealed across proficiency levels on the LAB-R are indicative of incoming student's previous academic experience. The patterns reveal that incoming kindergarten students who previously attended a pre-kindergarten or nursery program usually score an advanced or a passing on the administration of the LAB-R. Spanish students who receive an intermediate to advanced score on the LAB-R and are administered the Spanish LAB tend to score in the upper percentile. Spanish students who score on the beginner level on the LAB-R will usually score in the lower to middle percentile in the Spanish LAB. Spanish students who score in the lower percentile in the LAB-R and score in the upper percentile in the Spanish LAB usually have had some instruction in their native country and will usually score out in the NYSESLAT or score at an Advanced level.

The data patterns revealed across proficiency levels on the NYSESLAT indicate that students who scored on an intermediate to advanced level on the LAB-R usually score passing on the NYSESLAT across grades K-3. Across all grades, the majority of students tend to move up one or two levels. Students not passing in their first year of administration of the NYSESLAT will usually test out within the next three years.

Upon analysis of the results of the NYSESLAT modalities, the pattern emerged that students in grades K-2 usually had lower scores in the listening and speaking, whereas, in grades 3-5, students usually scored lower on the reading and writing modalities. This data indicates that planning for instruction needs to integrate this information so that the modalities are targeted within lessons and intervention/enrichment programs for ELLs.

Intervention programs used through technology and in the Extended Day, After-school, and Saturday Academy are purchased explicitly by grade, level, and focus area.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 24	School P.S. 16Q
Principal Elaine Iodice	Assistant Principal Ana Benitez
Coach Elisa Gomez – ESL/Bilingual Sp	Coach Alicia Toscano
Teacher/Subject Area Xiomara Leguisamo – ESL	Guidance Counselor Penny Pappas
Teacher/Subject Area Amanda Hendrickson – ESL	Parent type here
Teacher/Subject Area Gloria Mohammad – Bilingual	Parent Coordinator Marta Jimenez
Related Service Provider Ana Orihuela	SAF Anita Saunders
Network Leader Audrey Murphy	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	17	Number of Certified Bilingual Teachers	12	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1493	Total Number of ELLs	615	ELLs as Share of Total Student Population (%)	41.19%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1				6
Dual Language <small>(50%:50%)</small>	2	2	2	2	2	2				12
Freestanding ESL										
Self-Contained		3	2	3	1	1				10
Push-In	48	24	24	8	24	16				144
Total	51	30	29	14	28	20	0	0	0	172

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	615	Newcomers (ELLs receiving service 0-3 years)	420	Special Education	75
SIFE	8	ELLs receiving service 4-6 years	120	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	96	15	1	28	3	11	1	0	0	125

Dual Language	60	0	0	46	0	0	0	0	0	106
ESL	212	3	16	138	0	8	4	0	1	354
Total	368	18	17	212	3	19	5	0	1	585

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	25	24	23	23	20	21				136
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	25	24	23	23	20	21	0	0	0	136

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP								
Spanish	23	29	18	30	18	32	31	18	10	43	9	40							109	192
Chinese							1												0	1
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other										1									0	1
TOTAL	23	29	18	30	18	32	31	19	10	44	9	40	0	0	0	0	0	0	10	194

											9
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This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>192</u>	Number of third language speakers: <u>2</u>
Ethnic breakdown of EPs (Number)	
African-American: <u> </u>	Asian: <u>1</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u>192</u>
	Other: <u>1</u>

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	71	65	54	50	56	34				330
Chinese	7	11	4	3	4	2				31
Russian										0
Bengali		1								1
Urdu	3			2	1	1				7
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other					2	1				3

Programming and Scheduling Information										
TOTAL	81	77	58	55	63	38	0	0	0	372

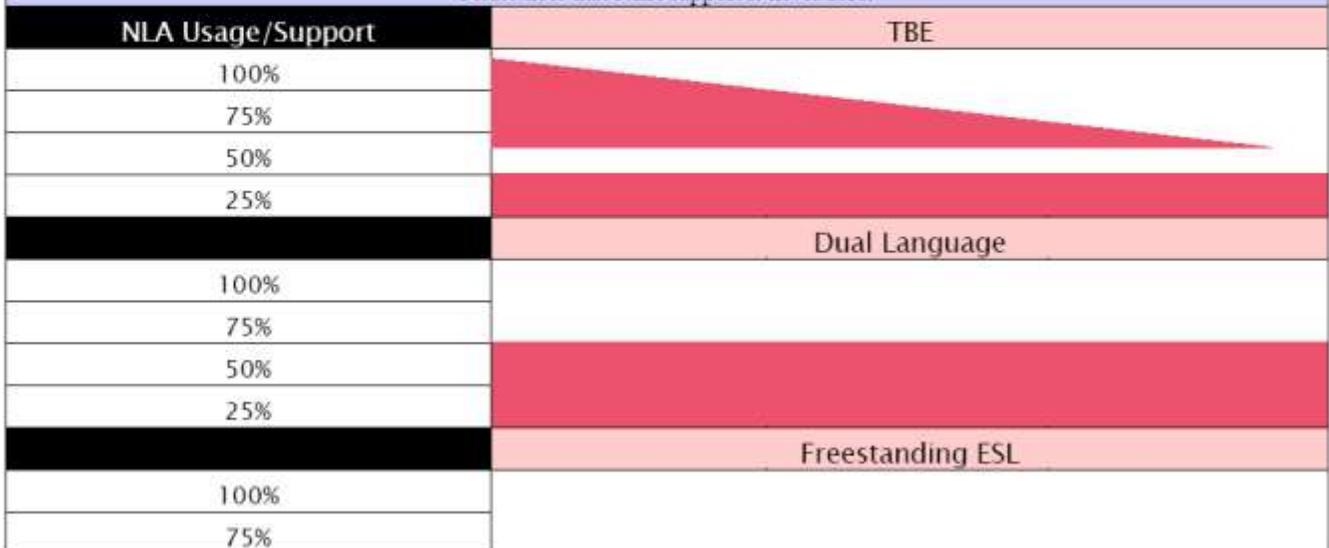
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group], Ungraded [all students regardless of grade are in one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

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS	N/A		
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	87	50	13	19	11	12				192
Intermediate(I)		42	14	21	18	21				116

Advanced (A)	42	27	73	68	63	34				307
Total	129	119	100	108	92	67	0	0	0	615

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B	1	16	6	3	2	5			
	I	1	18	2	1	3	3			
	A	2	53	43	27	11	19			
	P	1	19	40	68	70	31			
READING / WRITING	B	5	39	6	11	6	6			
	I	0	43	14	22	16	21			
	A	0	16	52	64	63	31			
	P	0	8	19	2	1	0			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	37	53	0	96
4	13	28	30	0	71
5	0	31	29	0	60
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		8		77		16		102
4	8		10		41		20		79
5	1		20		38		8		67
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		15		21		35		78
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	12		9		38		4		63
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	8	11	21	41	1	5	19	87	
Chinese Reading Test									

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

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ana Benitez	Assistant Principal		
Marta Jimenez	Parent Coordinator		
Xiomara Leguisamo	ESL Teacher		
	Parent		
Amanda Hendrickson	Teacher/Subject Area		
Ana Orihuela	Teacher/Subject Area		
Elisa Gomez	Coach		
Alicia Toscano	Coach		
Penny Pappas	Guidance Counselor		
Anita Saunders	School Achievement Facilitator		
Audrey Murphy	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Rev. 10/7/09

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 611 LEP 873 Non-LEP

Number of Teachers 111 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

According to the results of the Home Language Survey (HLIS), which identifies students who speak another language at home, all newly admitted students who meet the criteria of eligibility, are administered the LAB-R English Language Assessment test. The results of the test are used for children's placement in a Bilingual, ESL or Dual Language Programs. During the spring, all ELL students are administered the NYSESLAT test to determine the student's level of English proficiency and continued status as an ELL student.

During the 2009-2010 school year, the following classes were formed:

- six transitional bilingual classes in grades K-5, including and one bilingual special education third grade class.
- Twelve dual language classes in grades K-5
- Ten ESL Self contained Classes in grades 1 to 5 (3 in first grade, 2 in second grade, 3 in third grade, one in fourth grade and one in fifth grade)
- One ESL certified Art teacher teaches 10 periods of ESL through the Arts

Transitional Bilingual Education (TBE) Model:

According to parental choice students are placed into Bilingual classes and grouped heterogeneously within the class by ability in reading and their Native Language Arts skills. The students' curriculum is composed of Native Language Arts, and ELA (Reading and Writing Teachers College). Mathematics, Science and Social Studies is offered in Spanish with English being used increasingly as dictated by student need and is aligned with the city and School Language Allocation Policy. English as a second language is a daily component of the programs as per state guidelines (CR Part 154). The TBE model is a 60-40 model in which instruction is delivered in Spanish on Monday, Wednesday, and Friday. The introduction of the lesson and modeling is done in Spanish and the closing is delivered in English to ensure academic language is introduced. On Tuesday and Thursday the instruction is in English however the closing of the lesson is delivered in Spanish.

Transitional bilingual classes have classroom libraries which consist of children's literature in Spanish including fiction, poetry and non-fiction books that appeal to a variety of different interests. To better engage students in reading and writing, classes in grades K-2 are using Cancionero, a systematic Spanish phonics program to build students phonemic awareness, sight word vocabulary and speech print connection.

In addition, Leap Frog Language First Program in Spanish and English is used in all bilingual kindergarten classes.

ESL Model:

ELL students not enrolled in the Transitional Bilingual or the Dual Language Program, according to parental request, receive ESL instruction via the push-in model. ESL instruction is provided by licensed ESL teachers who in addition to Kindergarten, service 19 ESL classes in grades first through fifth. Eligible ELL students in grades K-5 receive one or two periods of English as a Second Language instruction as determined by their proficiency level.

Dual Language Model:

A Dual Language Program is being implemented for the sixth year for students in grades kindergarten to fifth grade. There are two classes on each grade level with the exception of fifth grade. In fifth grade there are two teachers in the classroom and they divide the class in half. Students switch classrooms and teachers every other day following a 50/50 model.

Students were selected based on the following criteria:

- Parental interest/Parent Selection Survey
- Assessment and interview process
- Language spoken at home as indicated on the Home Language Identification Survey
- Commitment to the program.

The needs of ELL students are met by implementing a balanced literacy approach, focusing on strengthening a language-rich, child-centered environment. All classes follow a balanced approach to literacy. During a two and a half-hour daily block, there is a half-hour of skills instruction, a one-hour reading workshop and a one-hour writing workshop. The workshops are designed to make sure students develop strong reading and writing skills in many different genres in both languages. In addition, ESL strategies such as, TPR, visuals, cooperative learning, prior knowledge, and modeling are aligned to the program.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

The **Saturday Academy** will consist of 14 classes which will meet for twenty five sessions beginning in December through June 2010 from 9:00 AM to 12:00 PM. Class size will be maintained at approximately 20 students per teacher. Certified Bilingual and ESL teachers will provide supplemental instruction which aligns with the New York City and New York State content and performance standards for ELL students. Instruction will focus on Literacy and Math using research based ESL strategies which include opportunities for language output through interactive classroom discourse styles, cooperative learning, TPR, use of visuals and explicit instruction in language arts and in mathematics. Supplementary materials will be provided to augment English, Native Language Arts and Math instruction with an emphasis on preparation for the NYSESLAT and the NYS ELA examination.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

On Fridays PS 16 has After School Recreational Enrichment Clubs for Grades 2 through 5. Students are placed into clubs based on interest. For example we have Basketball, Robotics, Ceramics, Salsa Dance, Jazz Dance, Drama clubs, Art, etc.

I. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Parent/community involvement:

In the fall, and throughout the year, parents of newly identified LEP students attend an orientation workshop on an on-going basis. Parents have the opportunity to learn about the Bilingual, ESL, and Dual Language Programs. Parents are also informed about the new performance standards, curriculum and the strategies they can use at home to improve language learning.

The parent coordinator provides the parents with a program of workshops to facilitate a closer relationship between the school and the community. The parent coordinator also assists in educating them about parental skills, enables parents to provide meaningful assistance to their children, provides family literacy programming, guides parents in deciphering the implication of school data and assessment results and explains the Standards and purpose of academic assessment required by the city and state. The parent coordinator also provides English as a Second Language and computer classes to our parent population.

Parents are informed about the happenings at P.S. 16, workshops, activities and special events via monthly calendars and newsletters. Calendars and newsletters are sent in English, Spanish and Chinese, which are reflective of the languages spoken in the community.

II. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

In June 2010 an orientation was held for parents of new incoming students to PS 16. The parents were informed of the LAP, school services, functions, curriculum, and how to become active participants in the school. Parents were also given a tour of the school premises by the administration. An orientation will be held in March and May, 2010 for the new class of kindergarten students for the 2009-10 school year.

In the summer of 2010, PS 16 will continue to strive to meet the needs of incoming Kindergarten students new to the Dual Language program. A pilot Dual Language Jump Start program will commence July, 2010 and last for a total of ten (12) sessions. Participating students will be offered activities that will help them adjust to the new school environment as well as provide them with high quality instruction.

III. Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Our goal is to provide quality training to all instructional and support personnel that will lead to improved teaching and student learning in all subject areas through staff development. Ongoing training will be provided to teachers of ELL students in the use of proven

instructional strategies, methods and techniques that will support ELL learners. The following topics will be addressed during staff development in the 2009-2010 academic school year for teachers of ELL students.

- Utilizing Data to target specific modalities in Listening, Speaking Reading and Writing.
- Best practices for teaching Mathematic to English language learners.
- Informal Assessment for evaluating limited English proficient/English language learners' progress through Imagine Learning, Destination Math
- Using language goals in all content areas.
- Implementing the different components of the Reader's and Writer's Workshop.

Training will occur during professional development days during calendar dates, during monthly grade and ESL program meetings. Additionally, teachers will be given the opportunity to attend city conferences addressing the needs of our ELLs.

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

PS 16 will provide English Language Learners with supplemental instruction through a *Saturday Academy*, and an *ELL Extended Day Program*. These programs will service ELLs in Grades one through five who score at the Beginning, Intermediate, and Advanced Levels of the NYSESLAT.

The ***Saturday Academy*** will consist of 14 classes which will meet for twenty- five sessions beginning in December through the end of June 2010 from 9:00 AM to 12:00 PM. Class size will be maintained at approximately 20 students per teacher. Certified Bilingual and ESL teachers will provide supplemental instruction which aligns with the New York City and New York State content and performance standards for ELL students. Instruction will focus on Literacy and Math using research based ESL strategies which include opportunities for language output through interactive classroom discourse styles, cooperative learning, TPR, use of visuals and explicit instruction in language arts and in mathematics. Supplementary materials will be provided to augment English, Native Language Arts and Math instruction with an emphasis on preparation for the NYSESLAT and the NYS ELA examination.

The *ELL Extended Day Program* will meet three days a week beginning from the fall of 2009 until the end of March 2009. Classes will consist of approximately 15 students per certified Bilingual and ESL teachers. The ELL Extended Day Program will focus on developing language acquisition as well teaching students various ESL strategies and techniques that will enable them to perform well on the NYSESLAT 2008.

An ESL technology program, (Imagine Learning) will be utilized by ELL students to develop their listening, speaking, reading and writing skills. NYSESLAT practice books will also be purchased to allow students to become familiarized and comfortable with the content and

format of the NYSESLAT. Students in all programs will be assessed formally and informally through on-going running records, teacher observations and conferencing, teacher-created assessment tools as well as the assessment tools provided by Imagine Learning.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Students placed in our TBE and Dual Language programs are assessed in their reading levels through El Sol Kindergarten through Grade 2. Grades 3 through 5 are assessed using DRA's in Spanish. The Bilingual teachers and Dual Language teachers work diligently in creating a curriculum in Spanish that is aligned to the ELA standards.

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

Our goal is to provide quality training to all instructional and support personnel that will lead to improved teaching and student learning in all subject areas through staff development. Ongoing training will be provided to teachers of ELL students in the use of proven instructional strategies, methods and techniques that will support ELL learners. The following topics will be addressed during staff development in the 2009-2010 academic school year for teachers of ELL students.

- Utilizing Data to target specific modalities in Listening, Speaking Reading and Writing.
- Best practices for teaching Mathematic to English language learners.
- Informal Assessment for evaluating limited English proficient/English language learners' progress through Imagine Learning, Destination Math
- Using language goals in all content areas.
- Implementing the different components of the Reader's and Writer's Workshop.

Training will occur during professional development days during calendar dates, during monthly grade and ESL program meetings. Additionally, teachers will be given the opportunity to attend city conferences addressing the needs of our ELLs.

Form TIII – A (1)(b)

School: PS 16Q BEDS Code: 342400010016

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:

<p>- Must be clearly listed.</p>	<p>4460.18 828.20</p> <p>3,405.06 828.20</p> <p>3,405.06 828.20</p> <p>584.25</p> <p>Total: 14,339.15</p>	<p>3rd Grade - Intensive English Order 2 Classroom Kits #59820315X each kit is \$2,230.09 Order 4 Student Reader 10 Packs #901374148 each pack is 207.05</p> <p>4th Grade - Intensive English Order 2 Classroom Kits #598203389 each kit is \$1,702.53 Order 4 Student Reader 10 Packs #901374156 each pack is \$207.05</p> <p>5th Grade - Intensive English Order 2 Classroom Kits #901393096 each kit is \$2,274.78 Order Student Reader 10 Packs #901374156 each pack is \$207.05</p> <p>Parental Component—General Supplies for hands-on activities during workshops, materials for Cultural Festival</p>
<p>Educational Software (Object Code 199)</p>		
<p>Travel</p>		
<p>Other</p>		
<p>TOTAL</p>	<p>87,660.00</p>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor’s Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Based upon Home Language Survey (HLS) responses, the following data was exported from ATS:

<i>Home Language</i>	<i>Number of Families Speaking</i>
BENGALI (BANGLA IN BANGLADESH)	19
BRAHUI	1
BURMESE	1
CHINESE- DIALECT UNKNOWN/OTHER	1
CHINESE, ANY	64
CANTONESE	8
GUJARATI	1
INDONESIAN	3
JAPANESE	2
KOREAN	5
MANDARIN	33
MOLDAVIAN	1
NEPALI	1
ENGLISH	189
PASHTO (A.K.A. PUSHTO)	2
PHILIPINO (A.K.A. TAGLOG)	2
PUNJABI (A.K.A. PANJABI)	5
POLISH	2
ROMANIAN	1
SPANISH	1123
THAI	1
TIBETAN	1
TIGRE	1
TONGA	1
URDU	11
UKRAINIAN	1
TOTAL	1480
<i>26 Languages</i>	

The Data shows that our students speak a total of 26 languages in their homes. Seventy-six percent of our students speak Spanish at home; thirteen percent, English; four percent, Chinese; and seven percent, the other 23 languages.

We met to assess our school's written translation and oral interpretation needs. Key outcomes of the meeting note that:

- a. Parents frequently request translation services through staff and our Parent Coordinator.
 - b. Language Translation Policy is posted at our Main Entrance.
 - c. Phone Translation Numbers are utilized on an as needed basis and posted in all school offices.
 - d. Spanish speaking and Cantonese speaking staff provide translations on site.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The School Leadership Team reported out the findings to their representative constituencies. A record of the preference of communication is kept on file in our copy room and the Principal's office.

The School's Bilingual Coordinator reviews our Home Language Report (RHLA) generated from ATS. The Bilingual Coordinator has met with the Principal, PTA President and Parent coordinator to arrive at the below outlined consensus of our School translation and interpretation needs:

- All written correspondence is sent home in Spanish and English as concurs with our Home Language Report (RHLA) generated from ATS.
- There is a growing need for correspondence to be sent home in Chinese.
- Parents are being surveyed as to their language of preference for communication. The results will be on file by Class in the copy room and the Principal's office.
- Spanish interpretations are provided at all school-wide meetings, PTA meetings, parent workshops and School Leadership Meetings. Our PTA President and Parent Coordinator are bilingual—providing the bulk of these interpretation services.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - a. All Centrally Produced Critical Communications are sent home in English and the parental language of choice as the documents are electronically communicated and available for distribution.
 - b. Student Specific Critical Documents (relating to health, safety, legal or disciplinary matters and entitlement to special education, ELL or non-standard academic program) are translated through the use of standardized forms and hand written translation or school-based translation services. When the translation work load cannot be accommodated within the school day, staff members are paid per session for translation services.
 - c. The Office of School Translation is utilized to provide translation for school runs of letters and some classroom letters to parents.
 - d. There is also a need for occasional translators for Punjabi, Urdu and Burmese. The DOE Translation and Interpretation Unit is used for these occasional purposes.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

- a. Spanish interpretations are provided at all school-wide meetings, PTA meetings, parent workshops and School Leadership Meetings. Our PTA President provides translation at PTA meetings and SLT Meetings. Our Parent Coordinator or Bilingual Specialist provides interpretation at Parent Workshops. School staff (three qualified members) provides interpretation services in Chinese as requested. Phone interpretation services are posted in all offices and utilized as needed.
 - b. Interpretation services have been requested for meetings and will continue to be requested for meetings where school staff or volunteers are unable to provide services.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
- The School Cabinet will oversee that language of preference for each family is documented and recorded within the first 30 days of school. The ATS RHLA report will be updated through a parental survey. The results will be kept on file in our copy room and the Principal's office.
 - Centrally Produced Critical Documents will be sent home in the language of preference of families. (English and Spanish > 10%)
 - Student Critical Documents will be sent home in the language of preference of families.
 - If unable to provide translation, a note informing parents how to request free translation will be attached to the document.
 - Interpretation services will be provided by School-based staff in Spanish and Chinese.
 - Phone Interpretation services will be provided for other languages, as posted in all offices.
 - Where, School-based translation or interpretation is not available, it will be planned and requested through the NYC DOE Translation and Interpretation Unit.
 - All notices of translation and interpretation services are posted at the main entrance and on file, in an accessible and labeled binder on the counter of our Main Office.
 - Translation and Interpretation funds will be utilized to support the above-bulleted efforts.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$973, 494	\$81,576	\$1,055,070
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,735		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$816	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$48, 675		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$4079	
6. Enter the anticipated 10% set-aside for Professional Development:	\$97,394		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$8,158	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 99.1%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

According to our May 15, 2009 BEDS Survey, P.S. 16Q had one teacher that was not deemed to be highly qualified. That teacher held her state certification in Elementary Education (Grades 1 -6) and was servicing a Kindergarten class. This teacher received her Early Childhood Certification (Birth – Grade 2) on February 1, 2009. It is our understanding that we now have 100% high quality teachers.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

ATTACHMENT A - School Parental Involvement Policy

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

ATTACHMENT B – School - Parent Compact

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please see Section IV--Needs Assessment, pages 9-14

2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

At P.S. 16Q we believe that all students should be afforded the opportunity to excel-meeting our State's proficient and advanced levels of student achievement. Towards this end, the following school-wide reform strategies are in place:

- To challenge each student, all students are assessed throughout the school year; these assessments are monitored and utilized to drive instruction. In Grades K-2, these assessments include: Everyday Math Assessments, TCRWP Reading Assessments, NYSESLAT, and TCRWP Narrative Writing Continuum Assessments. In Grades 3-5, these assessments include: Everyday Math Assessments, TCRWP Reading Assessments, TCRWP Narrative Writing Continuum Assessments, NYSESLAT, Math and ELA Acuity, Math and ELA ITA, NYS ELA and Math Tests, NYS Science Tests (Grade 4) and NYS Social Studies Tests (Grade 5).
- All assessment results are analyzed throughout the school year, both at the school and classroom level to determine areas of strength and weakness.
- At the classroom level, assessment results are utilized to differentiate instruction through one on one instruction, small group instruction and curriculum development.
- At the school level, assessment results are utilized to make decisions as to which students are invited to participate in:
 - a. School day interventions (RAZ Kids, Destination Math, Headsprout, Great Leaps, 37 1/2 minute instruction, Imagine Learning). All of these programs have scientifically-based positive, student outcomes.
 - b. Before or after school programs (Saturday Academy, After School Programs (ELA and Math), morning programs and Friday Enrichment Clubs.

- c. Assessment results provide us with the basis for making decisions as to professional development (Tim Razinski-Fluency, Carl Anderson-Writing, Enid Martinez- ELLs and Word Study) as well as school-wide implementation of scientifically based programs/enrichment (examples include: Destination Math, BrainPop and Tim Razinski's Fluency Program)
 - The curriculum is enriched and accelerated through School-wide Enrichment Methods (SEM) including Enrichment Clusters, offered on a rotating basis; Curriculum Compacting where applicable; Renzulli Learning and use of the Independent Investigative Method (IIM).
 - At risk students are invited into a morning peer mediation program and/or a Chess program led by guidance staff. Alternatively, at-risk students are invited to an array of enrichment, before school programs including: chorus, clarinet, violin, and art club.

3. Instruction by highly qualified staff.

Only fully State certified teachers shall be hired. All teachers will be assigned to their area of licensure. Only after all compliance issues are met, will a teacher in a licensed area of need—such as special education or bilingual education, be assigned to a service position other than his or her area of licensure. Set aside funding will be used to supplement teacher application for English as a Second Language coursework and certification as this has been identified as an ongoing area of need for our School.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development is a priority at P.S. 16Q. We believe that it is the responsibility of every educator to continue to build upon their professional knowledge base in order to provide our students with the best quality education. We also believe in the importance of creating a strong parent-school relationship in which parents are aware and understand the instructional practices at our school. The purpose of this relationship is to provide our students with support at home, as well as in school, that will assist them in meeting the State's student academic standards.

To provide our staff with high quality and ongoing professional development, we have:

- Retained a professional partnership with The Teachers College Reading and Writing Project which includes: staff development days with highly qualified staff developers, workshops for teachers, coaching and administrative groups, principal's conference days, and specialty groups with leaders in the field of literacy development. This year staff development has been selected to specifically address the needs of students within the subgroup of English Language Learners.
- Retained a partnership with our Integrated Curriculum and Instruction Network which will enable support and professional development from specialists in the areas of literacy instruction, English Language Learners, and Special Education.
- Retained a Technology Team, comprised of two technology specialists as well as a library media specialist, which will provide our staff with one-on-one support as well as professional development in lab sites, grade conferences and faculty conferences.
- Retained two coaches (K-2 and 3-5) and added a full time Data Specialist/Coach. Our coaches provide one on one support as well as professional development throughout the school year. Our Data Specialist provides one on one support, professional development, and facilitates Math and ELA Inquiry Teams throughout the school year.
- Retained an Instructional Leadership Team to oversee curriculum and utilize the expertise of our faculty and parents to review the Curriculum Audit and the implications specific to our School community.

To provide our parents with ongoing and high quality professional development, we have:

- Provided, and will continue to provide, Parent workshops on topics such as: Getting to Know Your Child as a Reader, Words Their Way, State Tests, Content Area Instruction, etc... Workshops are continually developed to meet the requests of parents. An emphasis is made to differentiate workshops on 'helping your child' to the varying level of development of our students.
- Hired a new Parent Coordinator who serves as a liaison for parental concerns and assists parents in staying abreast of their parental rights and the venues to access the best educational experience for their children.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Public School 16Q continues to maintain collaborations with institutions of higher learning including City, Queens, Laguardia Community, and Queensborough Community Colleges, as well as Teachers College. Our faculty hosts student teachers and observers from City, Queens, Laguardia Community, and Queens borough Community Colleges. Our faculty participates in professional development at Teachers College through contracted services for the Teachers College Reading and Writing Project. Each of these collaborations allows us the opportunity to meet and consider future faculty members.

6. Strategies to increase parental involvement through means such as family literacy services.

During the 2009-10 school year, PS 16Q faculty shall conduct Parent Workshops including--Meet The Teacher in September; Getting To Know Your Child As A Reader; differentiated workshops in Literacy development and mathematics development; content area workshops aligned with our testing calendar and technology. Quarterly Newsletters will share the current units of study in literacy, mathematics and all content areas. Parents will be invited into our School at least monthly to share in classroom celebration, field trips, and family recreational evenings including art and science fairs, international festivals and performances.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

An orientation meeting is held each spring to acquaint students entering kindergarten with our school and their parents with our curriculum. A Kindergarten Handbook has been published and translated into Spanish making School Policy and Regulations clear.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

All teachers have common preparation periods on a grade and across grades for programs such as talented and gifted education; dual language, bilingual education, cluster/content area instruction, special education and English as a Second Language. In addition, all classroom teachers have a weekly Inquiry Team period. Grade Meetings and Inquiry Team Periods are conducted so that teachers can collectively make instructional decisions based upon currently collected assessments of academic performance. Teachers maintain a series of binders in the areas of Reading, Writing, Mathematics, and Inquiry. Teachers utilize Interim Assessments TCRWP in literacy and Acuity or cumulative

Everyday Mathematics assessment in mathematics for grades 3-5 and K-2, respectively. These assessments are administered, collected and analyzed quarterly. Predictive exams are administered two times each year for students in grades 3-5. The results of the Predictive exams drive instructional planning and test preparation activities.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Assessment in Reading, Writing and Mathematics is collected and reviewed in September, December, March and May. Students below the benchmark levels for development are highlighted, checked to see that intervention supports are in place and evidencing growth. If growth is not occurring, the intervention program is modified and monitored by the Assistant Principal for the grade. Students receive day intervention services through teachers or paraprofessionals, 37 ½ minute services and extended day services as indicated by their ongoing assessments. Inquiry Teams focus on school-wide areas of need--currently ELL and Special Education performance in Mathematics, and student Reading Levels and Benchmarks in English Language Arts. The Teams organize action-research in cycles of 6-8 weeks. The implications of this work for each of the subgroups are studied resulting in an action-plan for the particular sub-grouping. What is learned by the Teams is applied to our population at-large. Performance of at-risk students is to be reviewed every 6-8 weeks.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)
MAY 2009

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any

grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

A School-based Instructional Leadership team was formed to assess whether this finding was relevant to our School's educational program. Team members include Elaine Iodice, Principal; Lisa Zuccalmaglio, Assistant Principal for K-1 and Beacon, Literacy Development and AIS Services; Joan Weber, Assistant Principal for Grade 2 and Cluster Teachers and Technology Services; Ana Benetiz, Assistant Principal for Grade 3 and Bilingual, Dual Language and ESL; and Maria Mannetta, Assistant Principal for 4-5 and Mathematics and Special Education Services; Andrea Barzilay, K-2 Coach; Cara Walker, 3-5 Coach; and Alicia Toscano, Data Specialist/Coach. The Team members met to review the findings of the Curriculum Audit reflect upon the findings and achieve consensus on the resulting implications for our School. Representatives included the School Leadership Team in the discussion of the findings during the November 2009 meeting. Although our initial findings are indicated below, the Instructional Leadership team agreed that further inquiry into these findings and their relativity to our School needs to occur. The team agreed to meet monthly to continue the discussion and assessment of the Curriculum Audit findings.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Gaps in the Written Curriculum:

Our ELA written curriculum is based upon the Teachers College Curriculum Calendar. The teachers create a menu of teaching points based upon the Units of Study, as well as their professional experience and/or judgment. Although the curriculum is heavily reflective of the NYS Standards, that reflection is not sufficiently articulated. The language of the standards is also lacking in our written curricula.

Curriculum Maps:

Our curriculum maps, although reflective of what students should be able to do throughout the year, do not drill down to specific skills, strategies, or outcomes for the students.

Taught Curriculum:

Our taught curriculum is heavily based in the areas of Reading and Writing. However, we lack an overall in depth focus on listening and speaking.

ELA Materials (not applicable):

Materials have been a great area of focus in our school. We have worked to provide teachers with books and materials that support their teaching. We have ordered materials over the years, as well as provided teachers the opportunity to select materials for themselves that they would find useful. Most recently, we have purchased and organized materials to support word study, fluency, and Readers Theater. We have also recently received requests for materials to support boys in reading. We are currently in the process of organizing that book order.

English Language Learners (not applicable):

P.S. 16Q has a large percentage of English Language Learners (ELLs). As a result, both of our Literacy coaches are ESL certified and are able to provide staff wide professional development that reflects the needs of ELLs. We have also hired a TCRWP Staff Developer that specializes in working with ELLs. That Staff Developer is providing Professional Development for the entire staff. In addition, in the 2008-09 school year we hired an Assistant Principal that specializes in working with ELLs. Therefore, all classrooms, whether ELL or General Education, are utilizing the same good practices of teaching that are evident in the New York State Learning Standards for ESL.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Gaps in the Written Curriculum:

We will address this issue through the following:

- Providing the teachers with professional development that provides them with the opportunity to correlate the NYS Standards with our written curriculum
- Revise our process for curriculum development to include NYS Standards Alignment

Curriculum Maps:

We will address this issue through the following:

- holding monthly Grade, Cluster, and Specialty Area meetings where teachers will drill down to specific skills, strategies, and outcomes and create student goals.

Taught Curriculum:

We will address this issue through the following:

- Providing the teachers with professional development that provides them with a better understanding of the speaking and listening components of the ELA
- Identify balanced literacy components that provide a high level of support for the teaching of listening and speaking (i.e. partnership talk, share, book clubs, read aloud)
- Creating Inquiry Groups that focus on Fluency
- Provide teachers with additional Readers Theater resources

1B. Mathematics**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15,

2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

A School-based Instructional Leadership team was formed to assess whether this finding was relevant to our School's educational program. Team members include Elaine Iodice, Principal; Lisa Zuccalmaglio, Assistant Principal for K-1 and Beacon, Literacy Development and AIS Services; Joan Weber, Assistant Principal for Grade 2 and Cluster Teachers and Technology Services; Ana Benetiz, Assistant Principal for Grade 3 and Bilingual, Dual Language and ESL; and Maria Mannetta, Assistant Principal for 4-5 and Mathematics and Special Education Services; Andrea Barzilay, K-2 Coach; Cara Walker, 3-5 Coach; and Alicia Toscano, Data Specialist/Coach. The Team members met to review the findings of the Curriculum Audit reflect upon the findings and achieve consensus on the resulting implications for our School. Representatives included the School Leadership Team in the discussion of the findings during the November 2009 meeting. Although our initial findings are indicated below, the Instructional Leadership team agreed that further inquiry into these findings and their relativity to our School needs to occur. The team agreed to meet monthly to continue the discussion and assessment of the Curriculum Audit findings.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

At P.S. 16, our core math curriculum has been Everyday Mathematics (EDM). Therefore, we are subject to the gaps in curriculum that have been discovered in connection with the NYS Mathematics Standards.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will address this issue through the following:

- Supplementing EDM instruction with Destination Math
 - Facilitating Grade Level Math Inquiry Teams
 - Utilizing the NYS Mathematics Standards to Guide Instructional Decisions
-

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

A School-based Instructional Leadership team was formed to assess whether this finding was relevant to our School's educational program. Team members include Elaine Iodice, Principal; Lisa Zuccalmaglio, Assistant Principal for K-1 and Beacon, Literacy Development and AIS Services; Joan Weber, Assistant Principal for Grade 2 and Cluster Teachers and Technology Services; Ana Benetiz, Assistant Principal for Grade 3 and Bilingual, Dual Language and ESL; and Maria Mannetta, Assistant Principal for 4-5 and Mathematics and Special Education Services; Andrea Barzilay, K-2 Coach; Cara Walker, 3-5 Coach; and Alicia Toscano, Data Specialist/Coach. The Team members met to review the findings of the Curriculum Audit reflect upon the findings and achieve consensus on the resulting implications for our School. Representatives included the School Leadership Team in the discussion of the findings during the November 2009 meeting. Although our initial findings are indicated below, the Instructional Leadership team agreed that further inquiry into these findings and their relativity to our School needs to occur. The team agreed to meet monthly to continue the discussion and assessment of the Curriculum Audit findings.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In the area of English Language Arts instruction, we place a strong emphasis on differentiation. Through a Balanced Literacy Workshop Model of instruction, all classroom teachers follow the following structure:

Mini-lesson: Approximately 10 minutes of direct instruction with guided practice

Work Period: Approximately 35 minutes of students engaged in independent reading/writing, while the teacher balances small group instruction (strategy groups, guided groups, etc.) and one on one conferring

Share: Approximately 5 minutes of reflecting on workshop learning and accomplishments and/or a review of a strategy (teaching share)

Therefore, direct instruction and individual seatwork are not the predominant instructional strategies used in the area of ELA instruction at P.S. 16Q.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation*

Protocol (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

A School-based Instructional Leadership team was formed to assess whether this finding was relevant to our School's educational program. Team members include Elaine Iodice, Principal; Lisa Zuccalmaglio, Assistant Principal for K-1 and Beacon, Literacy Development and AIS Services; Joan Weber, Assistant Principal for Grade 2 and Cluster Teachers and Technology Services; Ana Benetiz, Assistant Principal for Grade 3 and Bilingual, Dual Language and ESL; and Maria Mannetta, Assistant Principal for 4-5 and Mathematics and Special Education Services; Andrea Barzilay, K-2 Coach; Cara Walker, 3-5 Coach; and Alicia Toscano, Data Specialist/Coach. The Team members met to review the findings of the Curriculum Audit reflect upon the findings and achieve consensus on the resulting implications for our School. Representatives included the School Leadership Team in the discussion of the findings during the November 2009 meeting. Although our initial findings are indicated below, the Instructional Leadership team agreed that further inquiry into these findings and their relativity to our School needs to occur. The team agreed to meet monthly to continue the discussion and assessment of the Curriculum Audit findings.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Over the past year, P.S. 16 has made technology a priority. We now have 65% of our classrooms regularly utilizing technology in the classroom. This includes laptop carts, smart boards and Prometheans. We also have all grades now utilizing a computer based program called Destination Math.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

A School-based Instructional Leadership team was formed to assess whether this finding was relevant to our School's educational program. Team members include Elaine Iodice, Principal; Lisa Zuccalmaglio, Assistant Principal for K-1 and Beacon, Literacy Development and AIS Services; Joan Weber, Assistant Principal for Grade 2 and Cluster Teachers and Technology Services; Ana Benetiz, Assistant Principal for Grade 3 and Bilingual, Dual Language and ESL; and Maria Mannetta, Assistant Principal for 4-5 and Mathematics and Special Education Services; Andrea Barzilay, K-2 Coach; Cara Walker, 3-5 Coach; and Alicia Toscano, Data Specialist/Coach. The Team members met to review the findings of the Curriculum Audit reflect upon the findings and achieve consensus on the resulting implications for our School. Representatives included the School Leadership Team in the discussion of the findings during the November 2009 meeting. Although our initial findings are indicated below, the Instructional Leadership team agreed that further inquiry into these findings and their relativity to our School needs to occur. The team agreed to meet monthly to continue the discussion and assessment of the Curriculum Audit findings.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

97.8% of our staff are returning staff members. Our teaching staff consists of 91 members, 2 of which are new. Therefore, teacher turnover is quite low.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

A School-based Instructional Leadership team was formed to assess whether this finding was relevant to our School's educational program. Team members include Elaine Iodice, Principal; Lisa Zuccalmaglio, Assistant Principal for K-1 and Beacon, Literacy Development and AIS Services; Joan Weber, Assistant Principal for Grade 2 and Cluster Teachers and Technology Services; Ana Benetiz, Assistant Principal for Grade 3 and Bilingual, Dual Language and ESL; and Maria Mannetta, Assistant Principal for 4-5 and Mathematics and Special Education Services; Andrea Barzilay, K-2 Coach; Cara Walker, 3-5 Coach; and Alicia Toscano, Data Specialist/Coach. The Team members met to review the findings of the Curriculum Audit reflect upon the findings and achieve consensus on the resulting implications for our School. Representatives included the School Leadership Team in the discussion of the findings during the November 2009 meeting. Although our initial findings are indicated below, the Instructional Leadership team agreed that further inquiry into these findings and their relativity to our School needs to occur. The team agreed to meet monthly to continue the discussion and assessment of the Curriculum Audit findings.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

P.S. 16Q has a large percentage of English Language Learners (ELLs). As a result, both of our Literacy coaches are ESL certified and are able to provide staff wide professional development that reflects the needs of ELLs. We have also hired a TCRWP Staff Developer that specializes in working with ELLs. That Staff Developer is providing Professional Development for the entire staff.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

A School-based Instructional Leadership team was formed to assess whether this finding was relevant to our School's educational program. Team members include Elaine Iodice, Principal; Lisa Zuccalmaglio, Assistant Principal for K-1 and Beacon, Literacy Development and AIS Services; Joan Weber, Assistant Principal for Grade 2 and Cluster Teachers and Technology Services; Ana Benetiz, Assistant Principal for Grade 3 and Bilingual, Dual Language and ESL; and Maria Mannetta, Assistant Principal for 4-5 and Mathematics and Special Education Services; Andrea Barzilay, K-2 Coach; Cara Walker, 3-5 Coach; and Alicia Toscano, Data Specialist/Coach. The Team members met to review the findings of the Curriculum Audit reflect upon the findings and achieve consensus on the resulting implications for our School. Representatives included the School Leadership Team in the discussion of the findings during the November 2009 meeting. Although our initial findings are indicated below, the Instructional Leadership team agreed that further inquiry into these findings and their relativity to our School needs to occur. The team agreed to meet monthly to continue the discussion and assessment of the Curriculum Audit findings.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

P.S. 16Q works very closely with their ESL teachers. We have devoted resources such as an Assistant Principal that specializes in working with ELLs, an A.I.S. Bilingual Coach, and monthly ESL meetings, in an effort to share and analyze student performance and data.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

A School-based Instructional Leadership team was formed to assess whether this finding was relevant to our School's educational program. Team members include Elaine Iodice, Principal; Lisa Zuccalmaglio, Assistant Principal for K-1 and Beacon, Literacy Development and AIS Services; Joan Weber, Assistant Principal for Grade 2 and Cluster Teachers and Technology Services; Ana Benetiz, Assistant Principal for Grade 3 and Bilingual, Dual Language and ESL; and Maria Manna, Assistant Principal for 4-5 and Mathematics and Special Education Services; Andrea Barzilay, K-2 Coach; Cara Walker, 3-5 Coach; and Alicia Toscano, Data Specialist/Coach. The Team members met to review the findings of the Curriculum Audit reflect upon the findings and achieve consensus on the resulting implications for our School. Representatives included the School Leadership Team in the discussion of the findings during the November 2009 meeting. Although our initial findings are indicated below, the Instructional Leadership team agreed that further inquiry into these findings and their relativity to our School needs to occur. The team agreed to meet monthly to continue the discussion and assessment of the Curriculum Audit findings.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Regulation 504 is being followed by providing the teachers with the Individualized Education Plans (IEPs) of all of their students.

Teachers are given the 408 form to sign that allows any teacher who services the child access to their IEP.

Behavioral support is provided as well:

- Each classroom teacher has the PRIM book. All teachers were provided professional development on the use of this book.
- Guidance counselors consult with teachers
- If further support is needed, grade liaisons are available to meet with the classroom teachers as well as the child's parents.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

A School-based Instructional Leadership team was formed to assess whether this finding was relevant to our School's educational program. Team members include Elaine Iodice, Principal; Lisa Zuccalmaglio, Assistant Principal for K-1 and Beacon, Literacy Development and AIS Services; Joan Weber, Assistant Principal for Grade 2 and Cluster Teachers and Technology Services; Ana Benetiz, Assistant Principal for Grade 3 and Bilingual, Dual Language and ESL; and Maria Manna, Assistant Principal for 4-5 and Mathematics and Special Education Services; Andrea Barzilay, K-2 Coach; Cara Walker, 3-5 Coach; and Alicia Toscano, Data Specialist/Coach. The Team members met to review the findings of the Curriculum Audit reflect upon the findings and achieve consensus on the resulting implications for our School. Representatives included the School Leadership Team in the discussion of the findings during the November 2009 meeting. Although our initial findings are indicated below, the Instructional Leadership team agreed that further inquiry into these findings and their relativity to our School needs to occur. The team agreed to meet monthly to continue the discussion and assessment of the Curriculum Audit findings.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

At P.S. 16, our Special Education teachers have aligned the general education curriculum with that of the goals and objectives of the children's IEPs. The promotional criteria that appear on the children's IEPs are also aligned with these goals and objectives. When we make decisions on these promotional criteria, we base them on the present level of performance by the students.

IEPs written by our school staff only include behavioral goals if the school psychologist deems it necessary.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We do not have any students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

ATTACHMENT A - School Parental Involvement Policy

PUBLIC SCHOOL 16 QUEENS

41-15 104th STREET, CORONA, NEW YORK 11368

TEL# (718) 505-0140 / FAX# (718) 505-0141

Elaine Iodice, Principal

TITLE I - PARENT INVOLVEMENT POLICY (PIP) STATEMENT AND COMPACT

What is Title I?

Title I is the largest federally funded program in K-12 education under Elementary Secondary Education Act (ESEA) of 1965. Reauthorized as the No Child Left Behind Act (NCLB) of 2001 – “Improving the Academic Achievement of the Disadvantaged.” The money is intended to improve the quality of education in high-poverty schools and/or give extra help to struggling students.

Title I focus is on improving academic achievement of children in schools who come from low-income families and who need extra support to meet challenging academic standards. Schools most frequently provide extra instruction in reading or mathematics, outside regular school hours. Title I can also fund such services as counseling or preschool programs; schools are required to spend some money on parent involvement activities and professional development for teachers and paraprofessionals.

Schools can operate “school-wide programs,” with agreement by the principal, the UFT and the Title I parents; using their funding – in combination with other federal funds, if desired – to upgrade the entire school.

Policy:

Parents will be included in the development of school-level parent involvement activities by:

- Conducting Parent Teacher Conferences
- Providing progress reports to parents
- Providing parents with opportunities to observe classes
- Volunteering services
- Participating in school decision-making.

Parents will be involved in the planning, implementation, evaluation and continuous improvement of school level program by participating in:

MAY 2009

- School Leadership Teams (SLT)
- Comprehensive Educational Plan (CEP) Subcommittees
- Parent Needs Surveys

TITLE I - PARENT INVOLVEMENT POLICY (PIP) STATEMENT AND COMPACT

Page 2 of 4

Meetings:

- To accommodate our parents' work schedules, our School Leadership Team and Parent Teacher Association meetings are to be alternated between morning and evening with translation available for non-English parents.

Parents will be provided with timely information about instructional programs, curriculum, Performance Standards and assessment instruments by means of:

- Orientations
- Parent Workshops
- Newsletters
- Parent's Bulletin Board
- Mailings
- E-mail
- Backpack

The school will increase participation of non-English parents by providing communication as follows:

- Parent Coordinator Liaison
- Department of Education notices
- Written notifications in various languages
- Translations during meetings and during school hours
- Report cards and transcripts

Schools and parents will share responsibility for student performance by:

The school:

- Agrees to provide parents with timely information about all programs.
- Agrees to provide academic performance and assessment results for each child.
- Agrees to provide curriculum and instruction based on performance standards.
- Agrees to provide for professional development for parents in literacy, ESL, reading and topics of interest.
- Agrees to actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- Agrees to meet annually with parents to inform them of the Title I program and their right to be involved.
- Agrees to offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

TITLE I - PARENT INVOLVEMENT POLICY (PIP) STATEMENT AND COMPACT

Page 3 of 4

The school:

- Agrees to foster effective communication between teachers and parents through:
 - annual parent-teacher conferences
 - frequent reports to parents on their children's progress
 - reasonable access to staff
 - opportunities to volunteer and participate in their child's school
 - observation of classroom activities

Parents:

- Will work with children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 1st grade students; and listen to grade 2 and 3 students read for 15-30 minutes per day.
- Will monitor his/her child's/children's
 - attendance at school
 - homework
 - study habits
- Will advise the school as to the type of training or assistance they would like in order to become more effective in assisting their children in the educational process.
- Will communicate with his/her child's/children's teachers about their academic needs.
- Will participate in workshops or training that the school offers on child rearing practices and teaching and learning strategies.
- Will become involved in developing and revising the school-parent involvement policy through the Parent Association and School Leadership Team.

Capacity-building activities for parents and school staff that support strong parental involvement include:

- Parent workshops
- Parent Teacher Association meetings
- Orientations
- Staff development

TITLE I - PARENT INVOLVEMENT POLICY (PIP) STATEMENT AND COMPACT

Page 4 of 4

Annual Meeting:

- An annual meeting will be held in October with parents of participating children to discuss the school’s Title I program and the types of services provided. The meeting will inform them of their right to be involved in the program and offer opportunities for parent involvement.

PRINCIPAL

PARENT

PARENT COORDINATOR

LZ/vc
 Title I Parent Involvement revised 2010
 Folder CEP

ATTACHMENT B – School - Parent Compact
 SCHOOL – PARENT COMPACT

School Name: P.S. 16

The school and parents working cooperatively to provide for the successful education of the children agree:

<i>The School Agrees</i>	<i>The Parent/Guardian Agrees</i>
<ol style="list-style-type: none"> 1) To provide parents with timely information about <u>all</u> programs. 2) To provide parents with a list of services and or subjects that their child receives along with the names of the teachers that service their children. 3) To provide academic performance and assessment results for each child. 4) To provide curriculum and instruction based on performance standards. 5) To provide for professional development for parents in literacy, ESL, reading and topics of interest. 6) To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy. 7) To meet annually with parents to inform them of the Title I program and their right to be involved. 8) To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting. 9) To foster effective communication between teachers and parents through: <ul style="list-style-type: none"> - annual parent-teacher conferences - frequent reports to parents on their children's progress - reasonable access to staff - opportunities to volunteer and participate in their child's school - observation of classroom activities 	<ol style="list-style-type: none"> 1) To work with children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 1st grade students; and listen to grade 2 and 3 students read for 15-30 minutes per day. 2) To monitor his/her child's/children's: <ul style="list-style-type: none"> - attendance at school - homework - study habits - behavior 3) To advise the school as to the type of training or assistance they would like in order to become more effective in assisting their children in the educational process. 4) To communicate with his/her child's/children's teachers about their academic needs. 5) To participate in workshops or training that the school offers on child rearing practices and teaching and learning strategies. 6) To become involved in developing and revising the school-parent involvement policy through the Parent Association and School Leadership Team.

Schlparentcomp.doc/El/vc

ACUERDO ENTRE ESCUELA Y PADRES

Escuela: P.S. 16

La escuela y los padres trabajando cooperativamente para proveer una educación exitosa a sus hijos llegan a un acuerdo:

La Escuela está de Acuerdo en:

- 1) **Proveer** a los padres con información actualizada de todos los programas.
- 2) **Proveer** a los padres con una lista de servicios o asignaturas que su niños recibieron y los nombres de los maestros que le aportaron servicios a los niños.
- 3) **Proveer** información del desempeño académico y resultados de las evaluaciones de cada niño.
- 4) **Proveer** el currículo e instrucción de acuerdo a los estándares.
- 5) **Proveer** a los padres con un desarrollo profesional en lectura, en Inglés como segundo idioma, y lectura basado en tópicos de su interés.
- 6) Involucrar activamente a los padres en el planeamiento, revisión y mejoramiento de los programas del Title I y el plan de acción de los padres.
- 7) Reunirse anualmente con los padres para informales del programa Title I y sus derechos para participar.
- 8) Ofrecer cierta cantidad de reuniones en varias ocasiones, si es necesario y hay fondos disponibles, proveer transportación, cuidado infantil o visita a la casa para aquellos que no pueden asistir a las reuniones de la escuela.
- 9) Fomentar una comunicación efectiva entre padres y maestros a través de:
 - conferencias anuales entre padres y maestros
 - reportes continuos a los padres sobre el progreso de sus hijos
 - acceso razonable con la facultad de la escuela
 - oportunidades para voluntarse y participar en la escuela de sus hijos
 - observar las actividades de la clase

Los Padres/Guardianes están de Acuerdo en:

- 1) Trabajar con los niños con sus trabajos escolares; leer de 15 a 30 minutos diariamente con los estudiantes de kindergarten y primer grado; escuchar cuando los estudiantes de segundo y tercer grado leen 15 a 30 minutos diariamente.
 - 2) **Controlar lo siguiente en sus hijos:**
 - asistencia de la escuela
 - tareas
 - hábitos de estudio
 - comportamiento
- 3) Notificar a la escuela del tipo de entrenamiento ó ayuda que le gustaría recibir para que puedan ser mas efectivos ayudando a sus hijos en el proceso educativo.
- 4) Comunicarse con los maestros sobre las necesidades académicas de sus hijos.
- 5) Participar en talleres ó entrenamiento que la escuela ofrezca sobre practicas de crianza y estrategias de enseñanza y aprendizaje.
- 6) Involucrarse en desarrollar, y revisar el plan de acción de la participación de la escuela y padres a través de la Asociación de Padres y el Comité de Liderazgo de la escuela.